Read 180 and System 44 Research

Program Description

Read 180® and *System 44*® are blended learning solutions designed for students in Grades 3 to 12 reading more than one year below grade level. They are each designed for older, striving readers. *System 44* includes systematic, explicit instruction in foundational reading skills, while *Read 180* provides scaffolded supports in reading comprehension and can be implemented within the core classroom, dedicated classroom, or other educational settings. Both *System 44* and *Read 180* leverage adaptive technology to personalize instruction for students and provide powerful data for differentiation to teachers while providing opportunities for teacher-led, systematic, explicit instruction during the whole- and small-group rotations.

Read 180 and *System 44* are Tier 2 and 3 intensive intervention solutions that support striving readers, special education students, and multilingual learners, including newcomers. *Read 180* and *System 44* accelerate students' reading to achieve grade-level proficiency through the following:

- **Foundational Skills**—Developing foundational literacy skills through systematic, explicit instruction on letter sounds, word parts, and syllables
- **Vocabulary**—Deepening academic and content-area vocabulary words
- **Fluency**—Providing multiple fluency practice with feedback on accuracy, pacing, and prosody
- **Content Knowledge**—Expanding the content knowledge that helps anchor students' understanding of text
- **Comprehension**—Encouraging meaning making through critical thinking and the ability to view and articulate important issues from multiple perspectives
- **Language**—Supporting effective expression and language development

For more information on the programs, please visit: **hmhco.com/read180** and **hmhco.com/system44**

Evidence Based

Read 180 has been the subject of continuous research and validation efforts for over two decades, and studies repeatedly prove its effectiveness at closing gaps and increasing literacy outcomes. This thoroughly researched and documented literacy intervention solution has demonstrated to improve students' performance on standardized assessments, reduce dropout rates, and improve achievement levels for a variety of students: students with disabilities, students with dyslexia, English learners, economically disadvantaged students, students with autism, incarcerated students, and students of various ethnicities from across the nation.

Read 180 has been validated by independent studies published in academic peer-reviewed journals, reports issued by national education organizations, and external evaluation sites.

- **Evidence for ESSA:** The Center for Research and Reform in Education at Johns Hopkins University, the organization behind Evidence for ESSA, has given *Read 180* a **Strong** evidence rating—the highest ESSA level.

- **WWC:** What Works Clearinghouse (WWC) evaluated *Read 180* and reported that it has positive effects on comprehension and general literacy achievement (WWC, 2016).

- **Striving Readers:** The United States Department of Education's Institute of Education Sciences (IES) published a report summarizing the federally funded Striving Readers research on the effectiveness of intervention programs on the reading achievement of struggling adolescent students. The authors of the report found that *Read 180* was the only program out of 10 studied as part of the Striving Readers project that had positive effects on reading achievement (Bouley et al., 2015).

- **Summary of 20 Years of Research on Adolescent Literacy Practices:** Researchers from the Florida Center for Reading Research examined 33 studies of adolescent literacy programs and practices published over the last 20 years, and *Read 180* was found to have potentially positive effects on students' reading outcomes, one of the highest ratings measuring the effectiveness of research studies (Herrera et al., 2016).

- **Best Evidence Encyclopedia (BEE)-Effective Reading Programs for Secondary Students:** Researchers from Johns Hopkins University and the United Kingdom examined the evidence base for reading programs designed to improve middle and high school students and found that two studies from *Read 180* demonstrated significant positive effects (Baye et al., 2016).

- **ISTE:** At the 2019 International Society of Technology in Education (ISTE) Conference, an anonymous panel of judges comprised of the country's most tech-savvy educators awarded *Read 180* with Tech & Learning's ISTE Best of Show, which is given to products and services with the greatest promise for impacting teaching and learning.

Read 180 research can be found on the HMH Research website at **hmhco.com/read180research**

The **System 44** research portfolio includes two gold-standard Randomized Controlled Trial (RCT) studies demonstrating positive results and qualify the program as demonstrating Strong levels of evidence under the WWC criteria. In addition, there are over 40 studies that show the program's effectiveness with various groups of students, particularly older striving readers and students with disabilities.

- **Strong Levels of Evidence**: In both RCT studies, students in the *System 44* treatment groups exhibited significant positive outcomes on several reading achievement measures in comparison to the control group students. More specifically, in the Saginaw Public Schools RCT study, *System 44* students performed significantly better than control group students on the CTOPP Elision test and TOWRE Sight Word Efficiency test. *System 44* students also demonstrated significant results on the SRI. In the Murrieta Valley School District RCT study, results demonstrated that *System 44* students significantly outperformed control group students in reading fluency. Results from the CST ELA showed a significant increase in the percentage of students who achieved proficiency for both the *System 44* and control group students.

- **CASE Endorsed:** *System 44* and *Read 180* are both endorsed by the Council of Administrators of Special Education.

- **Return of Investment:** *System 44* and *Read 180* have been shown to provide districts with a return on their investment by decreasing special education referrals, expulsions and suspensions, thereby allowing districts to save money and put that money back into teaching and learning. For more information, please visit: https://www.hmhco.com/research/system-44-read-180-napa-valley-unified-school-district

- **Students with Dyslexia:** *System 44* has also demonstrated significant findings for students with dyslexia. In a study conducted in San Antonio, results indicated that elementary and middle school students with dyslexia and striving readers demonstrated significant improvements in their foundational literacy skills and reading comprehension. In addition, a study conducted at

the Charles Armstrong School, a school focused on educating students with dyslexia, showed that elementary and middle school students with dyslexia enrolled in *System 44* demonstrated statistically positive gains in their oral reading fluency and foundational skills.

System 44 research can be found on the HMH Research website at **hmhco.com/system44research**

Implementation Matters

Research suggests that maintaining fidelity of implementation to the prescribed program model is crucial in order to achieve desirable outcomes (Salinger et al., 2010). In other words, evidence-based programs when not implemented with the recommended dosage and usage, that lack the support or resources from the administration, and don't provide teachers with ongoing professional learning may not be as effective.

Research results show that students who have higher usage of the program demonstrate higher gains. In other words, the more students use the program, the higher their literacy outcome. In one study, economically disadvantaged students who completed six or more *Read 180* Student App segments exhibited literacy gains that were equivalent to two years of academic growth during a single academic year. For more information on the study, please visit:
https://www.hmhco.com/research/read-180-east-high-school-study-20172019

In addition, for information on frequently asked questions of *Read 180* and *System 44* implementation regarding dosage, please refer to the attached *Read 180* & *System 44* FAQ document.

References

Baye, A., Lake, C., Inns, A., & Slavin, R. (2016). *Effective reading programs for secondary students*. Baltimore, MD: Johns Hopkins University School of Education's Center for Data-Driven Reform in Education.

Boulay, B., Goodson, B., Frye, M., Blocklin, M., & Price, C. (2015). Summary of research generated by striving readers on the effectiveness of interventions for struggling adolescent readers. NCEE 2016-4001. *National Center for Education Evaluation and Regional Assistance.*

Herrera, S., Truckenmiller, A. J., & Foorman, B. R. (2016). Summary of 20 years of research on the effectiveness of adolescent literacy programs and practices (REL 2016–178). Washington, DC: US Department of Education, Institute of Education Sciences. *National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.* Retrieved from http://ied. ed. gov/ncee/edlabs.

Salinger, T., Moorthy, S., Toplitz, M., Jones, W., & Rosenthal, E. (2010). *Implementation matters: Systems for success. A descriptive study of READ 180 in urban middle schools.* Washington, DC: American Institutes for Research.

What Works Clearinghouse. (2016). *WWC Intervention Report: READ 180*. Washington, DC: Institute for Education Sciences, National Center for Education Evaluation and Regional Assistance.