

# 20 Years of Evidence and Efficacy

Research Based and  
Evidence Proven



# THE HMH RESEARCH MISSION STATEMENT

Houghton Mifflin Harcourt® (HMH®) is committed to developing innovative educational programs and professional services that are grounded in learning science evidence and efficacy. We collaborate with school districts and third-party research organizations to conduct research that provides information to help improve educational outcomes for students, teachers, and leaders at the classroom, school, and district levels. We believe strongly in a mixed-methods approach to our research, an approach that provides meaningful and contextualized information and results.

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Find out why  
**READ 180** is in  
a class by itself.

[hmhco.com/  
celebrateREAD180](http://hmhco.com/celebrateREAD180)

# RESEARCH TEAM

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American Institutes of Research  
Education Alliance at Brown University  
Interactive, Inc.  
MPR Associates, Inc.  
The Ohio State University  
Policy Studies Associates  
Southwest Educational Development Laboratory (SEDL)  
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And others . . .

\*Note: Houghton Mifflin Harcourt (HMH) acquired Scholastic Education and their *READ 180* program in 2015. Research team members consist of both former Scholastic and HMH researchers.

# LETTER FROM MATTHEW MUGO FIELDS, EVP



Dear Educators,

In the past two decades, *READ 180* has impacted over ten million students with its engaging content, standards-aligned instructional materials, curricula based on the latest research, and collaboration with leading literacy experts. *READ 180* has produced countless success stories of transformed students' lives, deeply devoted educators, and revitalized school communities. Leading the industry in its research rigor and strong level of evidence supported by its efficacy studies, *READ 180* has demonstrated positive effects on adolescents' reading ability and comprehension throughout the years. The impact of *READ 180* is truly undeniable.

The rapidly changing landscape of the technology industry is revolutionizing how we access information, communicate through social media, and interact with people extending beyond physical boundaries. *READ 180* capitalizes on the power of technology to engage students, motivate them to persist through challenging tasks, refine adaptivity to various learner profiles, deliver personalized instruction, monitor progress, and assess student success. Most importantly, *READ 180* encapsulates best practices in the field both through in-person teacher-facilitated instruction and cutting-edge technology using the Student Application (Student App) in its blended learning model.

I know firsthand the life-changing impact that an effective intervention program coupled with a caring teacher that delivers personalized instruction can have on an individual's life. I have devoted my career to transforming education through delivering personalized and adaptive learning programs and ensuring that academic success is attainable for students of all backgrounds.

Equity. Innovation. Academic Success. *READ 180* embodies these goals.

Our vision is for *READ 180* to continue to reach millions of striving readers across the U.S. in the next decade so that students of all backgrounds can attain their personal dreams of success and unleash their potential of who they can become. We want to enable them to be confident readers, proficient writers, and critical thinkers so that the skills learners acquire will serve as a foundation for their future goals.

We believe equity for all is possible, and the solution starts with evidence-proven life-changing interventions like *READ 180*.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Mugo'.

Matthew Mugo Fields  
Executive Vice President and General Manager  
Supplemental and Intervention Solutions

# INTRODUCTION

Since the launch of *READ 180*® two decades ago, the educational landscape has drastically changed. The infusion of technology in the classrooms has transformed how educators teach and students learn. Technology has altered how we interact with one another and access information from an early age, where children transition “from laps to laptops” at a surprisingly rapid rate (Wolf, 2018). Additionally, policy makers have established rigorous standards to ensure students have the skills necessary for college, career, and civic duty. Furthermore, research has expanded from measuring students’ behavioral outcomes in the classroom to examining the underlying physiological mechanisms that support reading and learning in neurocognitive labs.

However, the importance of students learning to read proficiently, whether in print or digitally, remains the same. “The link between academic failure, delinquency, and crime is welded to reading failure,” as stated in the Nation’s Report Card report (U.S. Department of Education, 2018). Researchers note that students not reading well in third grade are four times more likely to drop out (Hernandez, 2011).

## Current Outlook

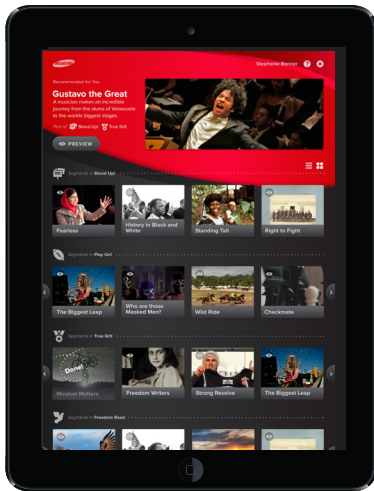
In the 2017 National Assessment of Education Progress (NAEP) scores, despite some improvement in the percentage of students scoring proficient, fourth-grade reading scores have remained relatively stagnant since 1992, with no significant change in average scores since 2005. The eighth-grade results show a similar outlook where the 2017 scores are slightly higher overall than the 2015 scores, with 36% of students reading proficiently in 2017 as opposed to 34% in the previous report. However, this change is not statistically significant (U.S. Department of Education, 2018).

More detrimentally, although slight gains are found in eighth-grade students of diverse backgrounds, their performance remains well below the average, with only 18% of African American students, 23% of Hispanic students, 23% Native Hawaiian students, and 22% American Indian students scoring at or above proficient on the 2017 NAEP reading assessment. Moreover, the gap between the highest and lowest performing students is widening despite efforts to narrow this divide (U.S. Department of Education, 2018).

In addition, the 2016 Progress in International Reading Literacy Study (PIRLS) assessment, which provides a comparison of reading achievement of U.S. fourth-grade students and students from 57 countries around the world, showed similar disappointing results (Warner-Griffin, Liu, Tadler, Herget, & Dalton, 2017). The most recent NAEP and PIRLS data highlight the great need to improve the reading skills of students from diverse backgrounds, especially racially and ethnically diverse students and students with disabilities.

Numerous intervention programs have tackled the Matthew Effect in reading for decades, where students who read below grade level read less than their peers, exhibit lower confidence and aversion for reading as a result, and struggle across subject domains where learning to comprehend and make meaningful connections based on text remains a barrier. The Educational Testing Service reported that students read less for fun as they get older (Barker & Coley, 2007), and motivation to learn decreases.





## Learning Mindset

Some teachers misinterpret students' "giving up" or lack of motivation as laziness, bad behavior, or resistance to learning. Even in seemingly informed and nurturing environments, teachers can communicate that there are "good" and "poor" students, especially in key subjects like reading and mathematics. When this happens, teachers sometimes dismiss striving readers as behavior problems needing discipline, not instruction (Learned, 2016). In such a context, the "poor" students often begin to think of themselves as somehow "different," outsiders who don't belong in school (McDermott, Goldman, & Varenne, 2006; Learned, 2016).

Carol Dweck and her colleagues were among the researchers trying to identify the extent to which students' mindsets influence the ways in which students interact with challenging learning situations, including how they set goals, monitor their progress, and adjust their behaviors to meet their goals. Research has shown that when students view their intelligence as malleable and can change with hard work, they are far more likely than many of their peers to experience positive academic outcomes over time (Blackwell, Trzesniewski, & Dweck, 2007; Burnette, O'Boyle, VanEpps, Pollack, & Finkel, 2013).

Fortunately, there is considerable evidence about the importance and potential impact of purposefully cultivating students' positive feelings about themselves and their abilities. In fact, in the right circumstances, even relatively short interventions can begin a turnaround in students' thinking and ultimately impact their achievement (Borman, Grigg, & Hanselman, 2016; Walton, 2014).

## The Need for *READ 180*

Adolescents who struggle as readers are at high risk for difficulties in all academic subjects and ultimately for an early exit from high school. However, interventions like *READ 180* play an even larger role in improving students' performance because it seeks to build students' mindsets as well as their academic skills. The newest edition, *READ 180 Universal*, incorporates instruction that helps striving readers move toward a growth mindset to produce positive outcomes. It encourages a broader, more flexible approach to reading that acknowledges that all readers struggle from time to time, but that strong, flexible readers spontaneously apply multiple strategies to check on and build comprehension.

*READ 180* has changed the trajectory of millions of students' lives by incorporating mindset research with best practices in literacy instruction delivered through cutting-edge technology. The program consists of high-interest content delivered through adaptive software, engaging instruction, and evidence-based comprehension strategies that are embedded in a supportive learning environment that nurtures the teacher-student relationship.

The newest version of *READ 180* targets what we know about the brain and how children learn in many different ways—from executive functioning to specific cognitive skills to social and emotional intelligence—and provides them with the language supports necessary for successful learning.



# THE EVOLUTION OF READ 180

1985–1996

Partially funded by a grant from the **U.S. Department of Education's Office of Special Education Programs**, research by Dr. Ted Hasselbring of Peabody College, Vanderbilt University, leads to a breakthrough prototype for software that uses individual student performance data to differentiate reading.



1994–1996

**Dr. Hasselbring** joins forces with **Dr. Janet Allen of the University of Central Florida** and Florida's Orange County public school system to create the Orange County Literacy Project for its lowest-performing students. The project's instructional model, rooted in research-proven literacy practices, becomes the basis of the *READ 180* Instructional Model.

1997

Collaborated with Vanderbilt University to replicate the best practices of their research in a published program. *READ 180* adopts the **Lexile® Framework for Reading** developed by **Dr. Jack Stenner of MetaMetrics, Inc.**, as its leveling system. The framework provides a common metric for measuring text difficulty and student reading level.

1998–1999

**PRODUCT LAUNCH**



**Council of the Great City Schools** pilots *READ 180* in some of its largest urban schools and enters into a research partnership to study the efficacy of the program. *READ 180* is published and immediately implemented in hundreds of schools nationwide.

2003

Dr. Sally Shaywitz publishes the breakthrough book ***Overcoming Dyslexia***, in which she cites *READ 180* as a suitable intervention for students with dyslexia.

2004

**PRODUCT LAUNCH**



*READ 180* aligns with all 15 structural and instructional recommendations contained in the report ***Reading Next: A Vision for Action and Research in Middle and High School Literacy*** (Biancarosa & Snow, 2004). Through continued collaboration with **Dr. Ted Hasselbring** and a new partnership with **Dr. Kevin Feldman** and **Dr. Kate Kinsella**, *READ 180* Enterprise Edition is launched.

Structured engagement routines are added to ensure full participation by ALL learners, including English learners. **In addition to Spanish**, second-language support in four new languages is added: **Vietnamese, Hmong, Cantonese, and Haitian Creole**. A digital platform for managing student data is introduced.

2006

**Dr. Bill Daggett**,  **International Center for Leadership in Education**, and the **International Center for Leadership in Education (ICLE)** champion *READ 180* as the reading intervention program most closely aligned with the center's recommendations on secondary school reform.

2006–2007

The **Florida Center for Reading Research (FCRR)** completes an independent and thorough review of *READ 180* Enterprise Edition at the request of Florida districts and documents **multiple strengths and no weaknesses**.

2007

The **Council of Administrators of Special Education (CASE)** endorses *READ 180* for use with special education students. It was reendorsed in 2012 and 2015.



The Alliance for Excellent Education (AEE) and the Carnegie Corporation publish ***Writing Next***, outlining best practices in writing for older, struggling readers. *READ 180* writing instruction aligns with all recommendations.

2007–2008

**Dr. Kate Kinsella**, coauthor of the *READ 180 rBook*, creates the **LBook**. Tested in classrooms throughout California by Dr. Kinsella, **the LBook provides explicit systematic instruction for English learners** who may be at differing levels of English proficiency.



Hartry, Fitzgerald, and Porter (2008) present positive outcomes of *READ 180* implemented in afterschool programs in the ***Harvard Educational Review*** article "Implementing a Structured Reading Program in an Afterschool Setting: Problems and Potential Solutions."

*READ 180* is evaluated in the July–September 2008 issue of ***Reading Research Quarterly*** in an article titled "Effective Reading Programs for Middle and High Schools: A Best Evidence Synthesis," by Slavin, Cheung, Groff, and Lake (2008) of the Center for Data-Driven Reform at Johns Hopkins University.

**The meta-analysis provides a positive assessment of *READ 180*, showing more evidence of effectiveness than the other 121 programs considered in the review.** These results are also summarized on the **Best Evidence Encyclopedia** website (bestevidence.org), where *READ 180* is cited as a **Top-Rated Program** for Middle/High School having Moderate Evidence of Effectiveness.

**PRODUCT LAUNCH**



**Dr. Marilyn Jager Adams**, author of ***Beginning to Read***, leads the development of **System 44®**, a breakthrough foundational reading system combining the very best thinking on **research-based phonemic awareness and phonics instruction** for older students with the power of state-of-the-art adaptive technology.





**Dr. Julie Washington**, a leading authority on **articulation and standard classroom English**, builds instructional support for students who speak a community dialect and struggle with academic English.



## 2009

The **READ 180 Interactive Teaching System** is launched for the web.

**The Journal of Research on Educational Effectiveness** publishes a Gold-Standard\* study of adolescent reading interventions done by the Florida Center for Reading Research (FCRR) and Florida State University that reveals significant gains with **READ 180** (Lang, Torgesen, Vogel, Chanter, Lefsky, & Petscher, 2009).

A review by the federal **What Works Clearinghouse (WWC)** concludes that the extent of evidence for **READ 180** is "medium to large for comprehension and medium to large for general literacy achievement."



## 2010

Through a partnership with the **Council of the Great City Schools** and the **American Institutes for Research (AIR)**, the seminal report **Implementation Matters: Systems for Success** is released, outlining district-wide conditions that sustain on-model implementation of **READ 180** in urban school districts (Salinger, Moorthy, Topf, Jones, & Rosenthal, 2010).

## 2011

**U.S. DOE-funded Striving Readers** program results show that **READ 180** significantly increased reading achievement for struggling students in several school districts across the country. A U.S. DOE-funded evaluation of **READ 180** published in **Educational Evaluation and Policy Analysis** found that students who used **READ 180** after school outperformed the control group on measures of reading comprehension and vocabulary (Kim, Capotosto, Hartry, & Fitzgerald, 2011).



## PRODUCT LAUNCH



**READ 180 Next Generation is launched.**

With **READ 180 Next Generation**, leadership has more visibility into implementation metrics, allowing for a greater ability to course-correct in real time. Teachers have a simpler, easier-to-use instructional system with a more directed path for data-driven differentiated instruction, and students become more engaged and have more ownership of their learning.

## 2012

A review by the **National Center on Intensive Intervention (NCII)** concludes that the extent of evidence ranged from "partially convincing to convincing," demonstrating that **READ 180** is effective as an RTI model.



## 2013

**READ 180 for iPad® is launched**, providing the ultimate personalized learning experience for every student. Designed to help students meet the rigorous expectations of the new standards and experience success on the new assessments, **READ 180** uses the key instructional shifts to accelerate achievement.

## PRODUCT LAUNCH



**System 44 Next Generation is launched**, the proven foundational reading program designed to get the most struggling readers on the path to meeting rigorous new standards. To support students in this, **System 44 Next Generation** includes explicit instruction in reading complex text and evidence-based writing.

## 2014

**READ 180** and **System 44** provide a solid return on investment (ROI) for **Napa Valley Unified School District** significantly improving student outcomes on the CST ELA and the CELDT, by lowering referral rates into special education, and by decreasing suspension and expulsion counts.

## 2015

Houghton Mifflin Harcourt acquires **READ 180** and **System 44**.

The U.S. DOE Institute of Education Sciences publishes a report summarizing the Striving Readers research on the effectiveness of intervention programs on the reading achievement of struggling adolescent students. It reported that **READ 180** was the only program out of 10 studied that had positive effects on reading achievement, according to the WWC review criteria.

## 2016

## PRODUCT LAUNCH



**READ 180 Universal is published** to meet more rigorous standards while personalizing instruction to meet the cognitive, language, and social-emotional needs of each student.

**WWC** found that **READ 180** demonstrated positive effects on comprehension and general literacy achievement and potentially positive effects on reading fluency, with a medium to large extent of evidence.

In the publications **Summary of 20 Years of Research on Adolescent Literacy Programs and Practices** and **Best Evidence Encyclopedia: Effective Reading Programs for Secondary Students**, researchers found **READ 180** to have significant positive effects on adolescent learners' reading outcomes.

\*Randomized controlled trial

# WHAT'S NEW IN *READ 180* UNIVERSAL

## **"Dream Team" of Expert Authors and Advisors**

*READ 180* Universal has an unparalleled "dream team" of prominent education researchers and practitioners. Bringing together the greatest minds in adaptive technology, neuroscience, literacy, assessment, and mindset, *READ 180* Universal has been engineered to unlock the science behind reading success—and unlock whole-brain reading for struggling students.

## **Flexible Instructional Model**

*READ 180* Universal is flexible to meet the widely varying needs of individual districts and schools. Starting with a 45-minute instructional period, there are additional resources built in to allow for teachers to extend to 60 or 90+ minutes to meet their scheduling needs.

## **New Student Application (Student App)**

*READ 180* Universal's all new Student App provides more levels of personalized instruction. The six zones include the new Explore Zone that incorporates engaging Anchor Videos to build background knowledge, an enhanced Reading Zone with six reading levels, a new Language Zone to expand academic vocabulary, a new Fluency Zone that helps build students' automaticity, a robust Success Zone, and an enhanced Writing Zone using Drs. Steve Graham and Karen Harris's Self-Regulated Strategy Development (SRSD).

## **Assessment Tools**

*READ 180* Universal has new carefully derived formative and summative assessments to track students on their individual learning paths as well as help educators and administrators review progress of individuals, classes, and districts.

## **Growth Mindset**

In partnership with Mindset Works® out of Stanford University, *READ 180* Universal was built to reflect important principles of growth mindset, engagement, and motivation—critical for striving readers.

## **Independent Reading**

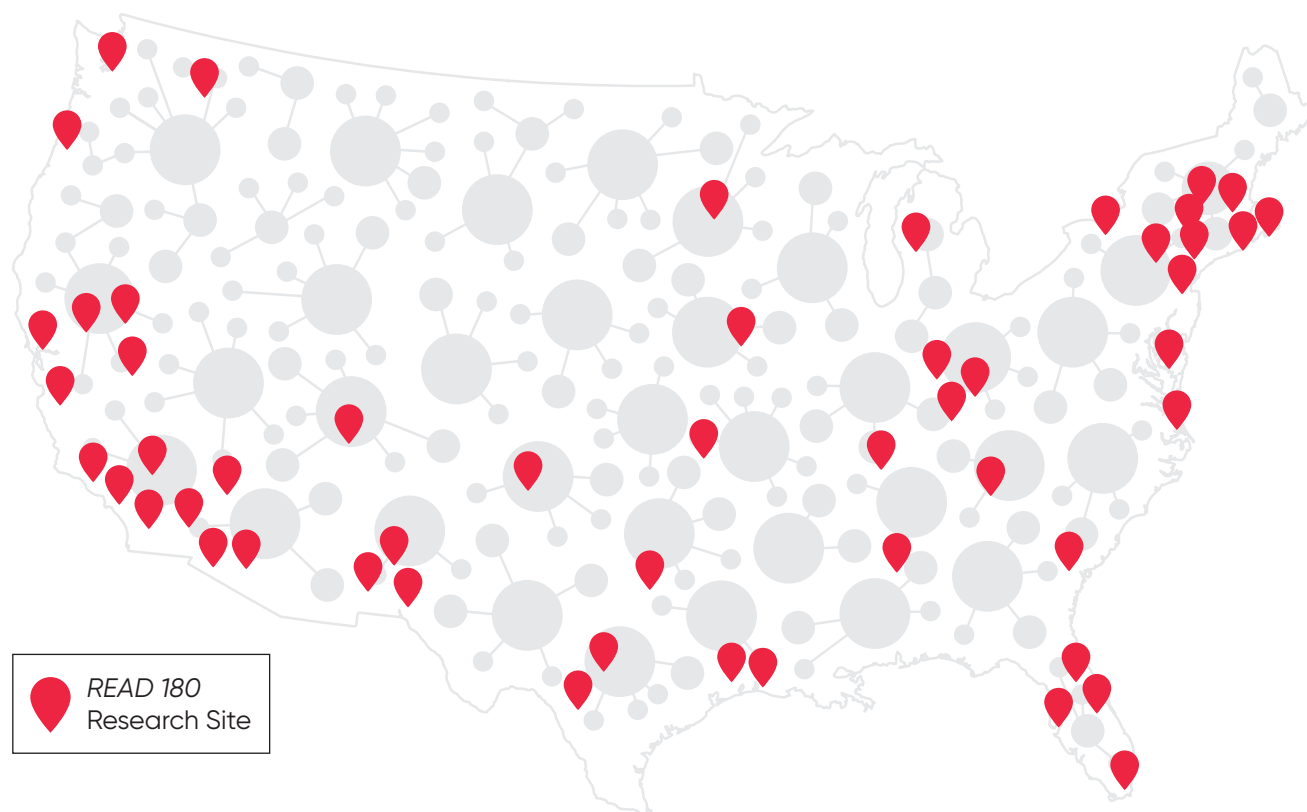
Each stage now includes over 120 texts, and an all new digital library of both eBooks and eReads allows students to extend independent reading beyond the classroom. The Independent Reading engine can now provide personalized book recommendations based on student Lexile measures and interests.

## **New Student and Teacher Materials & Resources for Differentiation**

*READ 180* Universal provides teachers with everything they need to facilitate effective instruction for learners at all levels and backgrounds, including English language learners and Special Education students.

# READ 180 EFFICACY

*READ 180* has been the subject of continuous research and validation efforts for 20 years. It is one of the most thoroughly researched and documented reading intervention programs. Over 50 research studies have been conducted from coast to coast, indicating improved reading achievement for all learners.



## Effective for All Students

The program has been successful with students of diverse backgrounds, including English learners, students with disabilities, economically disadvantaged students, and students of various ethnicities from across the nation.

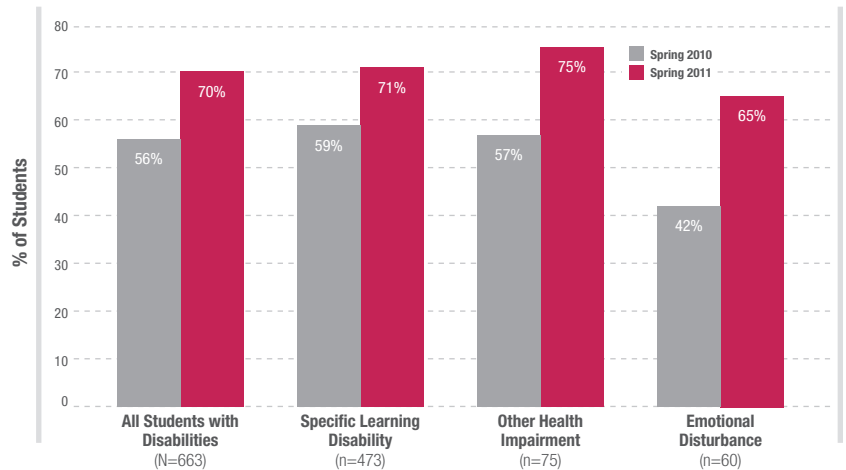
### ENGLISH LEARNERS

In a bronze level study<sup>1</sup> conducted in Deer Valley Unified School District, Arizona, fourth- through eighth-grade English learners made significant gains on the state reading test and HMH *Reading Inventory*® after using *READ 180* for a year (2012). Likewise, in Lawrence Public Schools, Massachusetts, elementary, middle, and high school English learners showed significant achievement gains on state assessments after using *READ 180* (2010). A bronze level study of KIPP NYC charter school students using *READ 180* found that an overwhelming percentage of middle school students, including English learners, doubled their annual average growth (2015).

<sup>1</sup> Bronze level studies use a variety of designs, such as single-subject designs, pre- and posttests, qualitative case studies, ethnography, and self-report surveys, among other design types. While informative, these studies are not eligible to meet What Works Clearinghouse (WWC) standards. Following the Every Student Succeeds Act (ESSA) categories, these studies provide promising evidence.

**FIGURE 1**

San Antonio Unified School District *READ 180* Students with Disabilities, Grades 4–11 (N=663)  
Percentage of Students Achieving Proficiency on TAKS by Disability Type, 2010 and 2011



## STUDENTS WITH DISABILITIES

In the San Antonio Independent School District during the 2010–2011 school year, students with disabilities demonstrated significant improvement on their Texas Assessment of Knowledge and Skills (TAKS™) scores after one year of *READ 180*. In the 2015 KIPP NYC charter school study, middle school students, including those with disabilities, doubled their annual average growth.

## STUDENTS WITH AUTISM SPECTRUM DISORDER

In a study conducted in the Rochester City School District, a participating school with a program specifically for students with Autism Spectrum Disorder showed that at least half of the students made more than one grade level of growth during the *READ 180* implementation.

## ECONOMICALLY DISADVANTAGED STUDENTS

*READ 180* was shown to have a significantly positive impact for students in the urban school district of Milwaukee, Wisconsin, and the urban-suburban school district of Springfield-Chicopee, Massachusetts, both of which contained large percentages of economically disadvantaged students. Additionally, a study conducted in Holyoke Public Schools, situated in one of the poorest communities in Massachusetts where 76% of all students are economically disadvantaged, showed that the percentage of *READ 180* students achieving proficiency on the Massachusetts Comprehensive Assessment System (MCAS-ELA) increased nearly tenfold after two consecutive years of *READ 180*.

## INCARCERATED STUDENTS

*READ 180* was shown to have a significantly positive impact on incarcerated students in the Ohio Department of Youth Services facilities, the majority of whom were male and African American, and a large percentage of whom were students with disabilities.

## Effective for All Ages

### ELEMENTARY SCHOOL

In the Traverse City Area Public Schools, Michigan, upper elementary school students in Grades 4 through 6, including students with disabilities, made significant gains on the Michigan Educational Assessment Program (MAEP), Degrees of Reading Power (DRP), and the *Reading Inventory* assessments.

### MIDDLE SCHOOL

In Cypress-Fairbanks Independent School District, located outside Houston, Texas, the percentage of *READ 180* middle school students achieving proficiency on the Texas Assessment of Knowledge and Skills (TAKS) more than quadrupled.

### HIGH SCHOOL

High school students in the Huntington Beach Union High School District, California, who were using *READ 180* in their English 1 intensive course outperformed students in traditional non-*READ 180* English 1 course on the California Standards Test of English Language Arts assessment.

## Effective for All Types of Districts

### URBAN DISTRICTS

In a study conducted in partnership with the Council of the Great City Schools, a national organization representing the needs of urban public schools, researchers measured the impact of *READ 180* on seven urban school districts. *READ 180* students significantly outperformed non-*READ 180* students on the Stanford Achievement Test™ Series, Ninth Edition (SAT-9™). Additionally, in New York City Community School District 23, nearly twice as many *READ 180* participants scored at or above grade level on the NY ELA assessments as compared with their non-*READ 180* participating peers.

### SUBURBAN DISTRICTS

In the Lodi Unified School District, located in San Joaquin County, California, 70% of students during the 2012–2013 school year exceeded their average annual Lexile growth from fall to spring on the *Reading Inventory* after using *READ 180*.

### RURAL DISTRICTS

Located within the northeastern section of the Navajo Indian Reservation in New Mexico, the Native American high school students enrolled in *READ 180* in the Central Consolidated School District demonstrated statistically significant increases in their Lexile scores, with an effect size of 0.83, which is considered to be a large effect.

## Success Beyond Reading

Not only has *READ 180* consistently demonstrated significant gains in students' reading ability and comprehension, but the district reported overall positive behavioral changes in their students. In the 2011–2012 study at the Napa Valley Unified School District (2014), the district recorded a significant decline in both expulsions and suspensions, representing over \$270,000 in cost savings.

**FIGURE 2**

Napa Valley Unified School District Students, Grades K–12 (N=18,078)  
Suspension and Expulsion Counts and Costs 2006 to 2012



Refer to the [Compendium of \*READ 180\* Research \(2015\)](#) for a full listing of studies and their results.

# GOLD LEVEL STUDIES



Among the numerous studies conducted on *READ 180*, the program boasts six gold level<sup>2</sup> studies demonstrating strong evidence with statistically positive reading gains in adolescent learners.

## Brockton PS, MA

- 1,203 Grades 4–6 Students
- Conducted by MPR Associates

Results: Urban students improved attendance and scores on vocabulary, comprehension, and total reading measures on the SAT-10 after using *READ 180* in an afterschool program during the 2006–2007 school year (Herrera et al., 2016; WWC 2016).

## Ohio Dept. of Youth Services

- 1,245 Grades 7–12 Students
- Conducted by The Ohio State University

Results: The study reported a significant overall impact on Lexile measures and on reading outcomes on the ReadCAT Grade Equivalent scores for *READ 180* students during the 2006–2011 school years (Boulay et al., 2015).

## Milwaukee PS, WI

- 619 Grades 6–9 Students
- Conducted by American Institutes for Research

Results: On the NWEA® MAP® Reading assessment, there was a statistically significant impact on the reading achievement of *READ 180* students in Grades 6–9 during the 2010–2011 school year (Boulay et al., 2015; WWC, 2016).

## Seminole County PS, FL

- 1,483 Grades 9–10 Students
- Conducted by Florida Center for Reading Research and Florida State University

Results: The FCAT Developmental Scale Score gains evidenced by *READ 180* students significantly exceeded both the state average and the state's benchmark for expected growth during the 2005–2007 school years (Baye et al., 2016).

## Newark PS, NJ

- 5,098 Grades 6–8 Students
- Conducted by Westat

Results: In a study spanning the 2006–2011 school years, students who received two years of *READ 180* instruction performed significantly better on the Reading Comprehension subtest of the SAT-10 than control group students (WWC, 2016; Baye et al., 2016).

## Springfield PS & Chicopee PS, MA

- 679 Grade 9 Students
- Conducted by Education Alliance

Results: *READ 180* students demonstrated statistically greater gains than control group students on the SDRT-4 throughout the 2006–2011 school years (Boulay et al., 2015; WWC, 2016).

<sup>2</sup>Gold level studies use the highest level of rigorous design. Specifically, gold level studies use a randomized controlled trial (RCT) design to randomly assign students to treatment and control groups. These studies are eligible to receive the highest rating for Meeting Evidence Standards from the What Works Clearinghouse (WWC). Following the Every Student Succeeds Act (ESSA) categories, these studies provide strong evidence.



# INDEPENDENT VALIDATION REPORTS AND THIRD-PARTY META-ANALYSES

As one of the most well-researched literacy intervention programs on the market, *READ 180* has been validated by numerous independent studies, reports, and external evaluation sites.



**Evidence for ESSA** is a site that helps schools, districts, and state leaders know about programs that meet ESSA evidence standards. On the Evidence for ESSA site, researchers from the Center for Research and Reform in Education (CRRE) at Johns Hopkins University School of Education have categorized *READ 180* as a program demonstrating strong evidence—the highest ESSA rating. Visit [evidenceforessa.org](http://evidenceforessa.org) for more information.

## Recent Independent Reports



### STRIVING READERS REPORT (2015)

In October of 2015, 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, according to the What Works Clearinghouse (WWC) review criteria (Boulay et al., 2015).



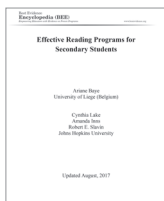
### WHAT WORKS CLEARINGHOUSE INTERVENTION REPORT: ADOLESCENT LITERACY (2016)

The What Works Clearinghouse (WWC) examined nine *READ 180* studies. Together, these studies included 8,755 adolescent readers in more than 66 schools in 15 school districts and 10 states. *READ 180* was found to have positive effects on comprehension and general literacy achievement and potentially positive effects on reading fluency in adolescent learners.



### SUMMARY OF 20 YEARS OF RESEARCH ON ADOLESCENT LITERACY PROGRAMS AND PRACTICES (2016)

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 (2016)

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).

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# READ 180 RESULTS



**9**

Studies Meet  
Evidence  
Standards



**7**

Studies Are Peer  
Reviewed



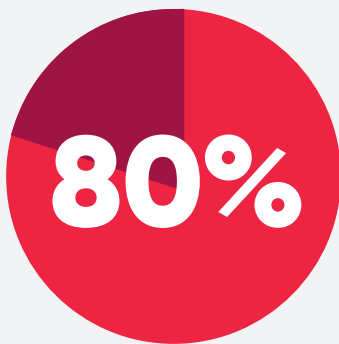
**12**

Years of CASE  
Endorsement

## 20 YEARS OF INNOVATION

**10,000,000**  
STUDENTS

**40,000**  
CLASSROOMS



80% of studies use one or more independent measures of reading, including more than ten state tests.

### STUDENT SAMPLE

**36%** **32%**

Middle  
School  
Students

Elementary  
School  
Students

**26%**

High  
School  
Students

**6%**

Other  
Educational  
Settings



● Elementary School

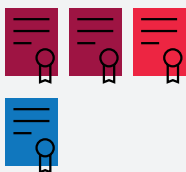
● Middle School

● High School

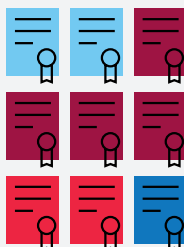
● Other Educational Settings

### NUMBER OF STUDIES ADDRESSING SPECIAL STUDENT POPULATIONS

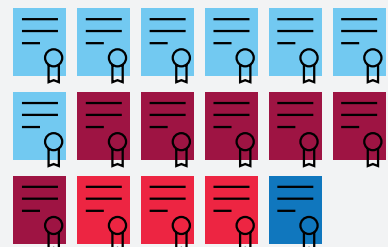
Students from Economically  
Disadvantaged Backgrounds



Students Who Are  
English Learners



Students with  
Disabilities



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# HMH Research Publications

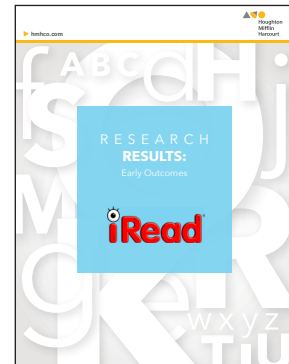
## Research Into Practice Into Results

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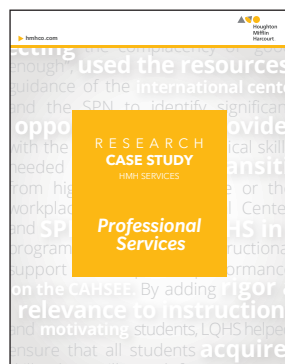
### Research Foundations

Research Foundations papers, which include the Evidence and Efficacy papers, provide an in-depth account of the theoretical underpinnings, evidence base, and expert opinions that guide the design and development of new and revised programs. Research Foundations map known research and design principles to practical applications of the program.



### Research Results including Efficacy Compendiums

Research Results papers document the efficacy of a program in terms of Gold level studies (strong evidence), Silver level studies (moderate evidence), and Bronze level studies (promising evidence). At HMH, program efficacy is monitored closely and continuously in a variety of settings, including varying geographical locations, implementation models, and student populations.



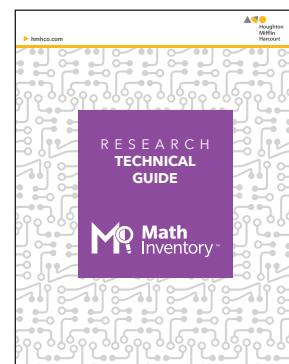
### Research Case Studies

Research Case Study papers showcase research that is primarily qualitative and/or anecdotal. Research Case Study papers may profile a particular educator, student, implementation, or special population of students. Research Case Study papers strive to provide more context for understanding programs in practice.



### Research Professional Papers

Research Professional Papers are typically authored by an expert in the field and highlight an important theoretical construct, practical application, program component, or other topic related to learning in the context of HMH programs.



### Research on Assessments

Research Assessments such as the Technical Guide accompany the release of a stand-alone assessment to demonstrate its reliability and validity. Technical Guides and supporting papers are periodically updated as additional reliability and validity evidence is collected in support of an assessment's use and functionality.



## 20 Years of Evidence and Efficacy

Research Based and  
Evidence Proven



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