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READ180®

UNIVERSAL

The Power of *Blended* Learning

Maximizing Instructional Time, Accelerating Student Achievement

Implementing
READ 180 With *Success*

From its inception, *READ 180* has provided districts with a powerful blended learning solution that gets students reading, writing, talking, and thinking critically every day. *READ 180* is based on more than 15 years of research and results and provides flexible instructional models that complement district scheduling needs and maximize the number of students served. Districts can successfully implement *READ 180* in 40 to 90 minute class periods for class sizes that can range up to 27 students. Research shows that the more instructional time a district allows for *READ 180*, the greater the gains and the faster they close the achievement gap. We recommend a double period of literacy instruction for Tier 2 students—either a double period of *READ 180* or a single period of *READ 180* combined with a single period of core literacy instruction.

THE *READ 180* MODEL FOR BLENDED LEARNING

Whole-Group Learning
Teachers begin class by facilitating instruction in close-reading strategies, academic vocabulary, writing, and academic discussion with the entire class.

Student Application
Students work independently on the *READ 180* Universal Student Application, following a personalized path that accelerates their learning.

STATION ROTATIONS

Small-Group Learning
In a small-group setting, students receive targeted, data-driven instruction unique to their individual learning needs while building meaningful relationships with their teachers.

Independent Reading
Students have their choice of engaging, content-rich texts to which they can apply their newly acquired vocabulary and comprehension skills.

Instructional Model: *Single Period**

In this *READ 180* experience, students engage with their teachers in whole-group instruction daily and participate in all three station rotations (Small-Group Learning, Student Application, and Independent Reading) over two days.

40 – 59 MINUTES

DAY A

WHOLE-GROUP INSTRUCTION
(20 minutes)

COMPLETE ONE STATION ROTATION
(15–34 minutes)

WHOLE-GROUP WRAP UP
(5 minutes)

DAY B

COMPLETE TWO STATION ROTATIONS
(17–27 minutes each)

WHOLE-GROUP WRAP UP
(5 minutes)

SINGLE PERIOD CASE STUDY — SAN ANTONIO INDEPENDENT SCHOOL DISTRICT (TX)

Students with disabilities *demonstrate significant improvement* on TAKS after one year in *READ 180*.

STUDY PROFILE
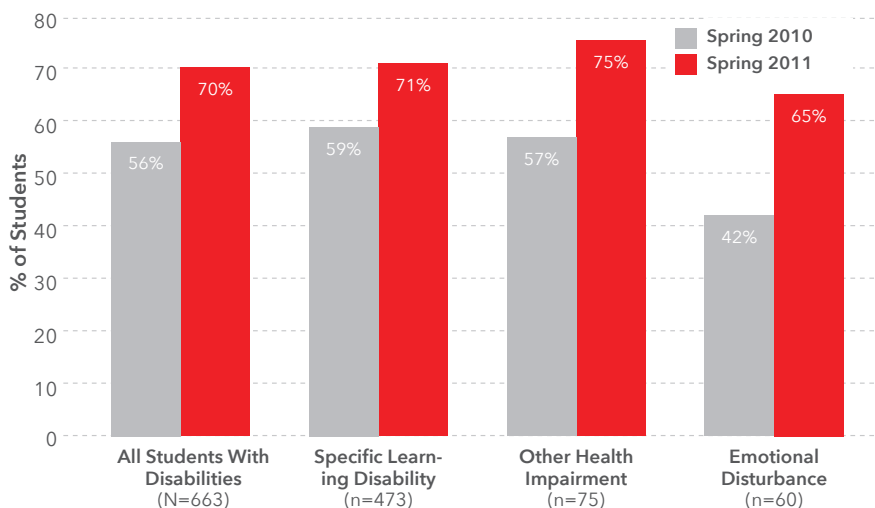
Evaluation Period: 2010–2011

Grades: 4–11

Assessment: Texas Assessment of Knowledge and Skills (TAKS)

Participants: N=663

Implementation: 30- to 50-minute model

*READ 180* **Students With Disabilities, Grades 4–11 (N=663)**
Percentage of Students Achieving Proficiency on TAKS by Disability Type, 2010 and 2011

Category	Spring 2010	Spring 2011
All Students With Disabilities (N=663)	56%	70%
Specific Learning Disability (n=473)	59%	71%
Other Health Impairment (n=75)	57%	75%
Emotional Disturbance (n=60)	42%	65%

Y-axis: % of Students (0–80)

*We recommend that students receive an additional period of core literacy instruction in addition to a single period of *READ 180*.

Instructional Model: *Extended Single Period**

In this *READ 180* experience, students begin with whole-group instruction. Then they cycle through each of the three station rotations (Small-Group Learning, Student Application, and Independent Reading) in a single class period.

60–79 MINUTES

WHOLE-GROUP INSTRUCTION

(20 minutes)

COMPLETE ONE STATION ROTATION

(18–24 minutes)
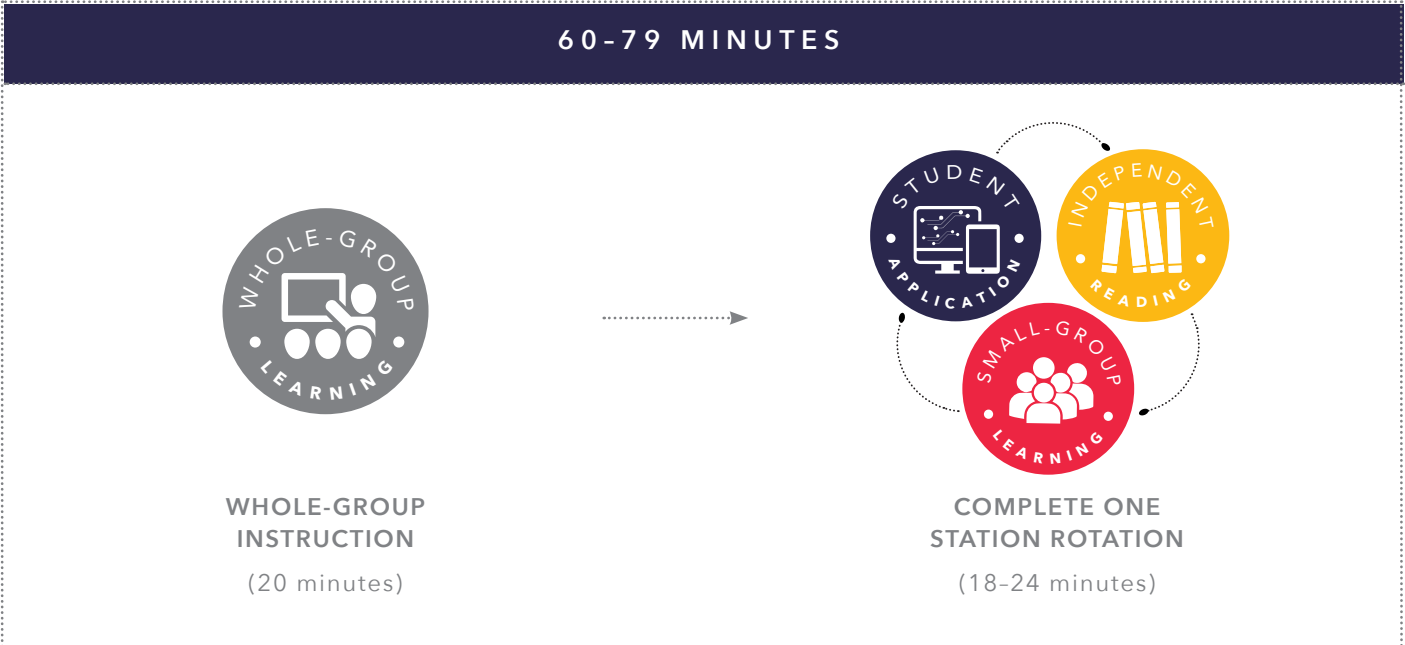
EXTENDED SINGLE PERIOD CASE STUDY

COLUMBUS CITY SCHOOLS (OH)

READ 180 students ***demonstrated significant improvements*** in performance on the OAA.

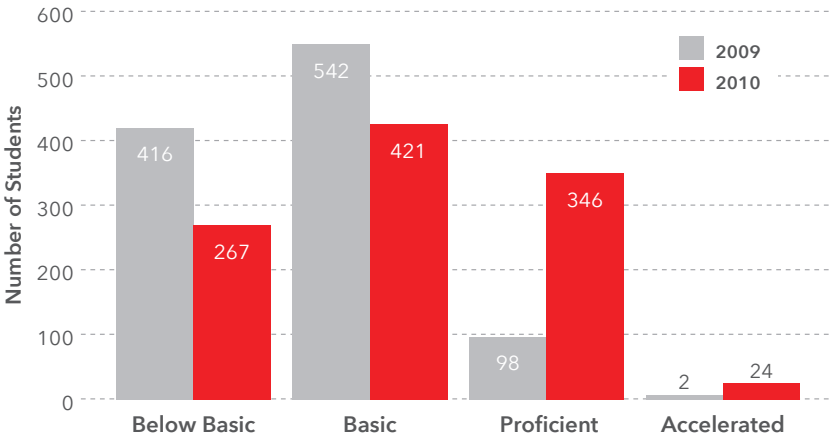#### STUDY PROFILE

Evaluation Period: 2009–2010

Grades: 6–7

Assessment: Ohio Achievement Assessment (OAA)

Participants: N=1,060

Implementation: 50- to 75-minute model

READ 180 Students (N=1,060)
Number of Students by OAA Performance Level, 2009 and 2010

Performance Level	2009	2010
Below Basic	416	267
Basic	542	421
Proficient	98	346
Accelerated	2	24

Y-axis: Number of Students

*We recommend that students receive an additional period of core literacy instruction in addition to a single period of *READ 180*.

Instructional Model: *Double Period**

In this *READ 180* experience, students begin every class with whole-group instruction. Students then engage in each of the three station rotations (Small-Group Learning, Student Application, and Independent Reading), and end the class period with Whole-Group Wrap Up.

80+ MINUTES

WHOLE-GROUP INSTRUCTION

(15– 20 minutes)

COMPLETE ONE STATION ROTATION

(20 minutes)

WHOLE-GROUP INSTRUCTION

(5–10 minutes)

DOUBLE PERIOD CASE STUDY — NAPA VALLEY UNIFIED SCHOOL DISTRICT (CA)

READ 180 students ***demonstrated significant improvement*** on the CST ELA and CELDT; district ***reduced special education referral rate and expulsion costs.***

STUDY PROFILE

Evaluation Period: 2011–2012

Grades: 3–11

Assessment: California Standards Test of English Language Arts (CST ELA); California English Language Development Test (CELDT)

Participants: N=877

Implementation: 90-minute model

READ 180 Students, Grades 3–11 (N=877)
Performance on CST ELA and CELDT, 2011 and 2012

Legend: 2011 (gray), 2012 (red)

Category	2011	2012
Proficient and Above on CST ELA (Grades 3–11) (n=877)	6%	13%
Proficient and Above on CST ELA (Grade 4 only) (n=157)	8%	33%
Early Advanced and Above on CELDT (Grades 3–11) (n=778)	17%	48%

Y-axis: % of Students

*We recommend that students receive an additional period of core literacy instruction in addition to a single period of *READ 180*.

READ 180 Model for Blended Learning
Supports Educators

***READ 180* is designed** to meet the instructional needs of teachers while helping students meet the rigorous expectations of the new standards and experience success on the new assessments.

The program uses the key instructional shifts of the new standards to support teachers in enhancing their pedagogy to have the greatest impact on accelerating student achievement.

A DEEP FOCUS ON THE KEY INSTRUCTIONAL SHIFTS

Whole-Group Learning
Provides students with exemplary texts at multiple levels, both informational and literature. Supports educators with strategies for knowledge building and deepening vocabulary and language.

Student Application
Provides educators with real-time data to track students' trajectory to college and career readiness, as well as provide opportunities for students to practice with Next Generation Assessment items.

Small-Group Learning
Helps students focus on close reading of text, gathering evidence, and sharing their understanding and knowledge through a variety of research and writing tasks.

Independent Reading
Enables students to engage with a wide variety of literature and informational text, allowing educators to monitor students' progress toward independence with complex, grade-level text.

ASSESSMENT PREPARATION

READ 180's curriculum-based and criterion-referenced Workshop Assessments allow teachers to measure students' trajectory to college and career readiness, and students to build mastery and confidence with the item types found on the new assessments. Technology-enhanced features such as text highlighting, chart completion, and matching activities help prepare students for new testing experiences.
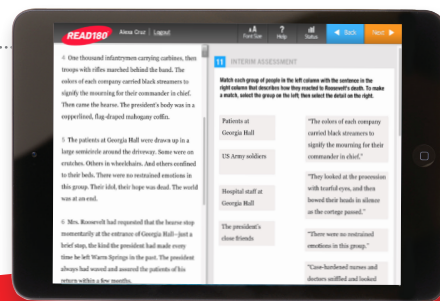
We walk shoulder to shoulder with educators, enabling them to both grow professionally and maximize student achievement. We provide consulting services for your teachers, including training, coaching, and data analytics that are personalized to meet your district's needs. To learn how you can implement *READ 180* in your district,

Call: **877.212.7562**   Visit: **HMHCO.COM/READ180**

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