USING READ180 TO FIDELITY IN MIDDLE AND HIGH SCHOOLS

by

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THE PROBLEM

- [DISTRICT] sought to identify methods for improving program effectiveness

- District facilitators felt that teachers were not using the program the way it was intended to be used and wanted to find a way to help improve fidelity.

QUESTIONS

The questions this study seeks to answer are:

- Does teacher fidelity of program implementation vary across study conditions?

- Does fidelity correlate to student growth as measured by gains on the Scholastic Reading Inventory (SRI)?

PURPOSE OF THE STUDY

- Identify methods for helping schools and teachers implement the program as prescribed
- Identify how fidelity and student growth on reading comprehension measures vary amongst three quasi-experimental groupings:

  (a) packaged implementation of READ180 in the control group,

  (b) packaged implementation plus completion of fidelity checklists

  (c) packaged implementation of READ180, fidelity checklists, and weekly coaching in the high fidelity group.

REVIEW OF LITERATURE

- READ180 Model

- Program Effectiveness and Implementation

  - Effectiveness

  - The Relationship between Implementation and Student Growth

  - Barriers to Effective Implementation

- Methods for Improving Fidelity

  - Checklists

  - Coaching

- Methods of Data Collection

  - Direct Observation

  - Scholastic Reading Inventory (SRI)

THE MODEL

- 90-min every day

- Intervention for students 2 or more grade levels below in reading

- Rotations

  - 20-min whole group

  - 20-min small group

  - 20-min independent reading

  - 20-min computer rotations

  - 10-min wrap-up

- Class size of 15 to 21

READ180 COMPONENTS

- Scholastic Reading Inventory (SRI)
  - Adaptive computer-based test that helps identify a student's Lexile level
- Scholastic Achievement Manager (SAM)
  - Monitors student progress on Topic Software and SRI assessments
- Anchor DVD to build background knowledge
- Topic Software
  - Reading Zone
  - Word Zone
  - Spelling Zone
  - Success Zone
- Independent Reading
  - 4 levels of high-interest paperback and audiobooks
- rSkills Book
  - Reading Comprehension and Writing Workshops for small group instruction
- Resources for Differentiated Instruction

EFFECTIVENESS OF READ180

- Slavin, Cheung, Groff, and Lake (2008) Meta-analysis of eight studies
  - Population: Middle and High School classrooms
    - Low-performing
    - Minority students
  - Data:
    - SRI growth scores
    - State sponsored standardized test gains
  - Results:
    - Effect sizes vary from: +.01 to +1.58
    - Mean Effect size: +.024
- Found to be moderately effectively
  - Authors hypothesize the variations in implementations may have affected effectiveness

RELATIONSHIP BETWEEN IMPLEMENTATION AND GROWTH

- Most research looks at the correlation between SAM data on computer usage and SRI student growth

- Wisconsin Center for Education Research (2009)

  - Researchers found that for every 100 minutes spent on the computer rotation component of READ180, students gained 9.18 SRI points.

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- Was unable to find research that attempted to correlated observed implementation and student growth scores

RECOMMENDATIONS FOR IMPLEMENTATION

- District Level
  - Buy-in[1]
  - Unclear guidelines for implementation[1]
  - Unclear procedures for monitoring data[1]
  - Maintaining Technology[2,3]
  - Creating placement and exit criteria[1]
- School Level
  - Selecting experienced staff[2,3]
  - Providing Training[1,2,3]
  - Complying with district guidelines[1,2,3,]
  - Not monitoring implementation and school data[1]
- Teacher Level
  - Classroom management[2,3]
  - Using data to guide instruction [2,3]

1. Salinger, Moothy, Toplitz, Jones, and Rosenthal (2010)
2. Charleston County School District (2006)
3. Damle(2012)

METHODOLOGY

- Population:
  - Planned
    - 12 READ180 Middle and High School teachers
  - Actual
    - 4 teacher (1 middle school, 3 high school)
- Conditions:
  - Planned
    - Business-as-Usual
    - Checklist only (complete a checklist on a weekly basis)
    - Checklist+Coaching (complete weekly checklist and receive weekly coaching)
  - Actual
    - business-as-usual vs. coaching

METHODOLOGY

- Measures & Data Collection:

  - Planned:

    - Materials Inventory

    - Weekly Coaching Checklist

    - Bi-Weekly Observation Data (two observers)

    - Observation Fidelity score

    - SRI growth scores

    - Student Attendance

  - Actual:

    - Materials Inventory

    - Weekly Coaching Checklists

    - Observation Forms (Pre- and Post-treatment)

    - Qualitative report of program implementation

RESULTS

- Barriers to completing this study

  - Getting Started

  - Observation and Data Collection

  - Discussion

  - Conclusion

GETTING STARTED

- Received final study approval at the end of August (4-weeks into school year)

- Relied on district staff to recruit participants

- Received consent from 4 principals (out of 6 consenting teachers)

- Teacher training wasn't provided until the end of Sept.

- One month into study, Coaching Teacher 1 resigned

OBSERVATION AND DATA COLLECTION

- Observations
  - Coaching school 1: 14 coaching days, 0 observations
  - Coaching school 2: 12 coaching days, 3 observation, 3 feedback
  - Business-as-usual 1: 2 observations
  - Business-as-usual 2: 2 observations
- Data Collection
  - Broad Fidelity scores

	Coaching 1	Coaching 2	Business 1	Business 2
Pre-	(resigned)	22.7%	45.1%	51.7%
Post-	(resigned)	65.5%	12%	57.7%

Table 1 Data Collection

	Materials Inventory	Coaching visits	Formal Observations	Teacher tracks SAM data	Teacher tracks Quiz reports	Students track Lexiles	Teacher tracks diagnostic reports
Coaching 1	Yes	14	0	N/A	N/A	N/A	N/A
Coaching 2	Yes	18	3	Inconsistent	Yes, students correct quizzes	No	No
Business-as-Usual 1	Yes	0	2	No	Yes (not observed)	No	No
Business-as-Usual 2	Yes	0	2	Yes	Students complete book projects	Yes (not observed)	No

Table 2 Resources

	All materials	rSkills Student	Missing Core Instructional Materials
Coaching 1	Yes	Every student (72)	All Materials Present
Coaching 2	No	Every student (90+)	READ180 Demo, RDI English Language Learners, READ180 posters, paperback guidebook, audio guidebook, Topic Software guidebook, Implementation Guide, rSkills test, no CD players
Business-as-Usual 1	No	Class set (19)	RDI Writing and English, RDI Language Learners, audio guidebook, Missing 1 title
Business-as-Usual 2	No	Every student (37)	RDI English Language Learners

Table 3 Training

	Years teaching	Years teaching READ180	Days of training	Type of training	Study coaching days	Total Scholastic coaching days	Teacher identified training needs
Coaching 1	20	0	3	Overview of program and data usage	14	1	Track and organize student work, track and organize teacher materials, organize and create rotation procedures, small group differentiation, using data, creating a technology "B" plan
Coaching 2	0	0	2	Overview of program and data usage	18	1	Tracking and organizing student work, track and organize teacher materials, organize and create rotation procedures, small group differentiation, using data, creating a technology "B" plan
Business-as-Usual 1	5	2	2	Previous teacher	0	4	None
Business-as-Usual 2	15	1	3	Overview of program and data usage	0	1	Using data

Table 4 Student Placement

	Initial SRI	Placed students	Data used to place students	Appropriately placed?	If no, explain	Students in class	Students per group
Coaching 1	11/4, 11/6, 11/13	Teacher and research assistant	SRI, DRA scores, teacher referral	Yes	7th grade teachers did not want to have students taken from classroom	18	6
Coaching 2	9/20, 9/23	School counselor	Unknown	No	Some proficient, some below 100 Lexile, students with behavior problems all in the same period	7, 15, & 24	3 to 8
Business-as-Usual 1	Unknown	School counselor	Unknown	Unknown	We were not able to access teacher data	11, 14, & 20	5
Business-as-Usual 2	8/08, 8/16, 8/20, 9/10, 9/20	Administration and teacher	SRI, TCAP scores, teacher referral	Yes	Teacher removed all students who score proficient	15	6 to 7

Table 5 Infrastructure

	Dedicated classroom	# of rotation areas	Min.	Used for intervention	Sufficient furniture	Students can see whiteboard	Teacher can see students	Comfortable independent reading area
Coaching 1	Yes	3	50-min to 60-min every other day	Yes	Yes	Yes	Yes	Yes
Coaching 2	No, old science classroom	2	90-min every other day	Yes	No table for small group, not enough chairs for computer station	Yes	Yes	Yes
Business-as-Usual 1	Yes	2	90-min every other day	Yes	Yes	No (backs to the whiteboard)	Yes	No, at desks
Business-as-Usual 2	Yes	2	90-min every other day	Yes	Yes	Yes	No (not without turning)	No, at desks

Table 6 Classroom Management

	Expecta-tions	Consequences	Rotation Procedure posted	Practiced Procedure	Motiva-tion board	Student work organized	Checks student work	Students know Lexiles	Technology plan "b"
Coaching 1	Yes	Yes	Yes	N/A	Yes	Yes	N/A	No	No
Coaching 2	No	No	Yes	Yes	No	Yes	Yes	Yes	No
Business-as-Usual 1	Yes	Yes	No	Yes (not observed)	Yes (not used)	Yes	Daily (not observed)	No	No
Business-as-Usual 2	Yes	Yes	No	Yes (not observed)	Yes (not used)	Yes	Weekly (not observed)	No	Yes

Table 7 Instruction

	Uses reading logs	Checks reading logs	Student corrects work	Uses Exit Slips	Uses Quick writes	Uses Red Strate-gies	Displays objective	Differentiate instruction	Conducts student conference	Wrap-Up
Coaching 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Coaching 2	Yes	Inconsistent	Yes	No	No	Yes	Yes	No	No consistent procedure	Yes, not consistent
Business-as-Usual 1	Not observed	Yes Teacher self-reported	No	No	No	No	No	No	No, scan daily Teacher self-reported	No
Business-as-Usual 2	Not observed	Yes Teacher self-reported	No	Yes	Yes	Yes	No	No	Informal, biweekly; formal quarterly Teacher self-reported	Yes, not consistent

DISCUSSION

- District level
  - Buy-in
  - Clear protocols for implementation
  - District oversight of data
  - Summer training and ongoing support
  - Placement and Exit Criteria
  - Tech support
- School level
  - Materials inventory and purchase
  - Timetable that supports prescribed
  - Ongoing coaching and feedback
  - Monitoring data and implementation
- Teacher level
  - Monitor and use data to guide instruction
  - Follow district guidelines for implementation

CONCLUSION

- READ180 is not being implemented the way it was intended for a multitude of reasons. In order to help guide implementation, a handbook was created.

- District Changes:

Through our work with district literacy and data administrations, the district has decided to:

  - District selected a universal reading screener to help place students

  - District is using READ180 as the primary intervention across all middle and high schools

  - District will be purchasing a newer model of READ180 for classroom use (so materials will be updated)

  - District will be implementing mandatory training

  - District oversight will be attempted