

Read 180 meets ESSA Strong evidence criteria

The **Every Student Succeeds Act (ESSA)** promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study.

Read 180

Read 180® is a research-based reading intensive intervention program designed for students in Grades 3–12 who are reading below grade level. Built on the science of reading, it blends teacher-led instruction with adaptive technology to accelerate student growth in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Read 180 teacher-led instruction for dedicated intervention classrooms includes:

- Whole- and small-group instruction guided by educators
- Personalized student software that adapts to each learner's needs
- Independent reading libraries with high-interest texts
- Progress monitoring tools to inform instruction and demonstrate growth

Read 180 has been shown to help students make up to two years of reading growth in a single academic year and is backed by over 25 years of efficacy studies.

Read 180 Flex

Read 180 Flex delivers the same powerful, research-based tailored reading instruction leveraged by the student application that's easy to implement and monitor. Key components include:

- Student application: Personalized, adaptive instruction
- Independent reading library: A digital bookshelf with comprehension quizzes to build stamina and confidence
- Monitor check-in: Tools for teachers to track student progress and ensure productive use of tutoring time

Read 180 Flex is supported by the same ESSA-aligned research base.

Independent reports



What Works Clearinghouse (WWC) Intervention Report: Adolescent Literacy

The What Works Clearinghouse (WWC) examined nine *Read 180* studies, and *Read 180* was found to have positive effects on comprehension and general literacy achievement and potentially positive effects on reading fluency for adolescent readers.



Striving Readers Report

Results from 17 rigorous Randomized Controlled Trial studies that evaluated 10 separate interventions for struggling adolescent readers in Grades 6 through 10 as part of the Striving Readers program showed that *Read 180* was the only reading intervention of 10 evaluated programs to provide evidence of positive effects on reading achievement (Boulay, Goodson, Frye, Blocklin, & Price, 2015).

Read 180 Miami-Dade County Public Schools Regression Discontinuity Study

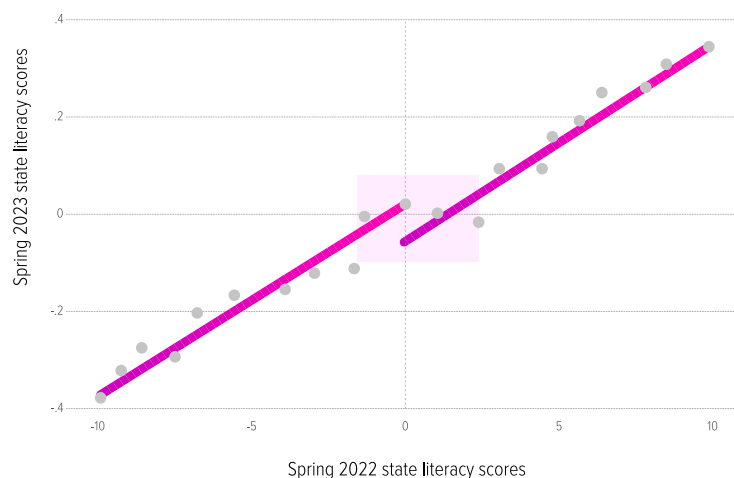


District: Miami-Dade County Public Schools

Study year: 2022–2023

Study conducted by: Columbia University Teachers College Consortium for Policy Research in Education

Evidence criteria	Study evidence & highlights	
Well-designed & well-implemented experimental design study	An experimental study using regression discontinuity analysis with students who scored below the state-determined proficiency cut-score qualifying for <i>Read 180</i> intervention compared with those at or above the cut-score who did not use <i>Read 180</i>. Students in the Miami-Dade County Public Schools (M-DCPS) with below proficient scores on the Spring 2022 Florida ELA assessment participated in <i>Read 180</i>. Miami-Dade schools that offered traditional class periods and schedules adopted a single-period implementation in which a full <i>Read 180</i> rotational model occurred over two days. In schools with block schedules (double periods), students completed the full rotational model each day they were scheduled for <i>Read 180</i>.	
Large & multi-site sample	In M-DCPS, 154 schools utilized <i>Read 180</i> for reading intervention during the 2022–2023 school year.	Analytic sample: • Large, diverse, and multi-site urban school district • 154 schools • Grades 6–12 • 62,858 students • 73% Hispanic • 19.2 % Black • 6.2 % White • 1.1 % Asian/Pacific Islander • 0.6% Native American or multi-racial • 68% eligible for free/reduced-price lunch • 10.5% special education • 10% English learners
Shows statistically significant & positive effects	Students who were eligible for <i>Read 180</i> (below the cut-score) significantly outperformed those students who were statistically similar who were not eligible for <i>Read 180</i> (just above the cut-score). For students in 7th through 9th grade, <i>Read 180</i> participation closed roughly 10% of the average baseline achievement gap, therefore showing accelerated growth in <i>Read 180</i> students over those students who did not participate in <i>Read 180</i>.	



Read 180 Comprehension randomized controlled trial studies

Brockton PS, MA

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

Results: Urban students improved their attendance and significantly increased their scores on vocabulary, comprehension, and total reading measures on the SAT-10™ after using *Read 180* in an after-school program during the 2006–2007 school year (Kim, Capotosto, Hartry, & Fitzgerald, 2011; Herrera et al., 2016; WWC, 2016).

Milwaukee PS, WI

- 619 Students in Grades 6–9
- 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 (Swandlund et al., 2012; Boulay et al., 2015; WWC, 2016).

Newark PS, NJ

- 5,098 Students in Grades 6–8
- 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).

Ohio Dept. of Youth Services

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

Results: Results revealed 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).

Seminole County PS, FL

- 1,483 Students in Grades 9–10
- Conducted by Florida Center for Reading Research at 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).

Springfield PS & Chicopee PS, MA

- 679 Students in Grade 9
- 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).

Southeastern Region

- 464 Students aged 12 to 18
- Conducted by Houchins et al.

Results: *Read 180* incarcerated students demonstrated significant improvement in reading comprehension and language abilities over non-*Read 180* students (Houchins et al., 2018).

Read 180 Code randomized controlled trial studies

Read 180 Code fully incorporates the research-based scope and sequence of our formally known program, *System 44*, delivering intensive, systematic instruction in phonemic awareness, phonics, and fluency, and continuing to be grounded in the extensive evidence base that supported *System 44*.

Saginaw Public Schools, Michigan

- Grades 4–8
- Conducted by RMC Research

Results: *System 44* (now referred to as *Read 180 Code*) students with and without disabilities in Grades 4–8 demonstrated statistically significant and positive percentile gains above those students not using the program.

Murrieta Valley USD, CA

- Grades 4–8
- Conducted by RMC Research

Results: *System 44* students made significant improvements on multiple measures of word reading accuracy, decoding, fluency, and comprehension. Specifically, *System 44* students significantly outperformed students receiving other district interventions on *Phonics Inventory*® and *Reading Inventory*®. Dosage analyses revealed that student software usage was significantly related to reading outcomes, with greater topic completion resulting in stronger end-of-year gains.

Read 180 Flex correlational studies

Muhlenberg County SD, KY

- Grades 9–12

Results: Muhlenberg High School students who participated in a software-only implementation of *Read 180* experienced almost two times the typical growth in one school year, with 80% of the high school students exceeding average growth.

Pulaski Community SD, WI

- Grades 8–10

Results: Pulaski Community School District students who worked independently in the *Read 180* student application during reading intervention sessions made significant improvements in English Language Arts proficiency as measured by multiple assessments including the Reading Inventory, FastBridge Reading, and Wisconsin Forward Exam ELA.

Charles Armstrong School, CA (2018-2019)

- Grades 3–7

Results: Students with dyslexia who participated in a software-only implementation of *System 44* (now *Read 180 Code*) significantly improved their decoding skills and oral reading fluency.

Charles Armstrong School, CA (2018-2022)

- Grades 2–8

Results: Students with dyslexia who participated in a software-only implementation of *System 44* (now *Read 180 Code*) made significant improvements in decoding, comprehension, and oral reading fluency skills with 39% achieving grade-level proficiency.

References

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To learn more about the research behind *Read 180*,
visit hnhco.com/read180research