

Implementation Matters: Systems for Success

A Descriptive Study of *READ 180*[®]
in Urban Middle Schools

A Project of the
Council of the Great City Schools
and Scholastic Inc.

PREPARED BY

American Institutes for Research
BERKELEY POLICY ASSOCIATES

EXECUTIVE SUMMARY
AUGUST 2010



AMERICAN
INSTITUTES
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About the American Institutes for Research (AIR) and Berkeley Policy Associates (BPA)

Established in 1946, with headquarters in Washington, D.C., the American Institutes for Research (AIR) is an independent, nonpartisan not-for-profit organization that conducts behavioral and social science research on important social issues and delivers technical assistance both domestically and internationally in the areas of health, education, and workforce productivity.

BPA is a small, employee-owned research firm based in Oakland, CA. For over 30 years, BPA staff have conducted social policy research, program evaluations, and data analysis in areas such as education; children, families, and youth; the workforce; and health and disabilities.

The Authors and Research Team

The research team at AIR was headed by Terry Salinger, Chief Scientist for Reading Research, and consisted of Michele Toplitz, Erin Hamilton, Wehmah Jones, Karen Ciampa, and Cindy Cai. The research team at BPA included Savitha Moorthy, Emily Rosenthal, Hannah Betesh, and Rachel Sanchez.

This report was authored by Terry Salinger, with assistance from Michele Toplitz, Wehmah Jones, Savitha Moorthy, and Emily Rosenthal. It was edited by Holly Baker and produced by Aida Gomez, both at AIR. The full study report is available at www.air.org.

Acknowledgments

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INTRODUCTION

Improving teaching and learning for struggling readers is an important priority for educators around the country. Districts and schools often address this critical need by providing targeted, intensive intervention for adolescent struggling readers during the school day. A growing body of research indicates that these interventions are effective. Research further suggests that maintaining fidelity of implementation to the prescribed program model is crucial. In response, the Council of the Great City Schools (CGCS) and Scholastic have combined efforts to gain further insight into the key factors that foster or hinder on-model implementation of one widely used adolescent literacy intervention, *READ 180*, in urban school districts.

The following is the Executive Summary of a comprehensive technical report (available at www.air.org) resulting from this joint research venture by CGCS and Scholastic. The report describes the findings of a one-year qualitative investigation by American Institutes of Research (AIR) and Berkeley Policy Associates (BPA) examining the conditions and practices surrounding high-quality implementation of *READ 180* at the classroom, school, and district levels.

This joint project builds upon a growing base of research supporting the effectiveness of research-based literacy interventions like *READ 180*, including a 1998–99 study in which Scholastic and CGCS partnered to investigate the efficacy of *READ 180* in urban schools. That study was one of the earliest to find that *READ 180* is most effective when implemented according to the intended model. The current project takes the next logical step: investigating what systems districts need to put in place to support sustained on-model implementation of the program, thereby creating the conditions necessary for maximum effectiveness.

Since the launch of this study, the topic of effective implementation has become even more compelling given the increased national focus on strategies for turning schools around. A comprehensive plan that includes intensive intervention to address the needs of struggling readers is key to school improvement. This descriptive study adds to a body of knowledge about what is required to successfully improve student achievement through adolescent literacy intervention.

The Executive Summary provides an overview of the lessons learned through interviews and surveys with district personnel, school leaders, and teachers in five urban districts where *READ 180* Enterprise Edition has been implemented for at least two years. The findings support three phases of implementation: 1) Initiating Implementation, 2) Developing Implementation, and 3) Sustaining Implementation. For each phase, a list of Lessons Learned describes the key factors found to support on-model implementation in the participating districts. Although this study is focused on the implementation of *READ 180*, it yields valuable lessons for the effective implementation of a wide range of research-based adolescent literacy interventions. Thus, the summary concludes with recommendations about creating district-wide conditions and practices that support students' reading improvement.

EXECUTIVE SUMMARY

Districts and schools around the country have recognized the urgency of addressing middle school students' reading difficulties before they make the critical transition to high school. The foundation that students acquire by eighth grade, especially in literacy, has a larger impact on their ultimate preparation for college, the workplace, and the military than anything that happens to them in high school.¹ Although there have been some increases in student reading scores on the 2009 National Assessment in Educational Progress (NAEP) in reading², and in previous NAEP administrations in districts³, only about one-third of the nation's fourth and eighth graders performed at Proficient or above in 2009, and there have been no significant changes from 2007 to 2009 in the score gaps between White and Black students or between White and Hispanic students at either Grade 4 or Grade 8.

Adolescents' inadequate literacy skills present huge challenges, and one way to address them is to provide students with intensive, focused instruction on reading skills and strategies. Although such help may be included as part of out-of-school programs⁴, the more common delivery model is instruction provided during the regular school day, either to replace or to supplement regular English language arts classes⁵. These programs—often offered daily and lasting a full year—have great promise for improving students' achievement⁶, but districts and schools share much of the responsibility for ensuring that these interventions actually work with struggling readers. Local educators make decisions not just about program selection but also about how the programs are actually implemented—in real classrooms, with real teachers, and with real students. These decisions contribute to whether or not teachers' instruction is “on-model,” that is, aligned with *READ 180*'s core design and implementation principles. Exhibit 1 (p.4) illustrates the instructional model.

Researchers have studied some—but not all—of the programs available for struggling adolescent readers, seeking to measure their impact on students' achievement. Less research has been done to answer two critical questions about the process of implementing

an intervention for struggling readers:

1. *What factors at the district or school level contribute to or hinder on-model implementation?*
2. *What conditions need to be in place to sustain support and buy-in for the program and thereby contribute to on-model implementation?*

In 2007, Scholastic Inc. and the Council of the Great City Schools (CGCS) partnered to seek answers to these questions, hoping that valuable lessons could be learned by studying the implementation of one widely used intervention for struggling readers—*READ 180*—in middle schools in five districts. They asked the American Institutes for Research (AIR) and Berkeley Policy Associates (BPA) to conduct this descriptive study. The districts selected for participation are urban, are members of the CGCS, and use the most recent version of Scholastic's *READ 180* Enterprise Edition in at least four middle schools.

A growing body of research shows that *READ 180* is effective at increasing students' level of reading achievement when teachers follow the instructional model underlying the program.⁷ However, studies that depend primarily on test scores as their outcomes often leave out contextual factors that support or hinder implementation of the program according to the intended model. This study was designed to extend and complement the existing research by examining the story behind the test scores, identifying contextual factors and systemic approaches that can enhance teachers' abilities to provide on-model instruction.

From the Scholastic perspective, this study could provide valuable information for Scholastic implementation specialists to pass on to administrators and teachers about how to best support and sustain a successful *READ 180* implementation. Similarly, the CGCS leadership was interested in understanding the conditions necessary to effectively meet the needs of struggling readers in a large, urban school system through an intervention like *READ 180*.

The ultimate goal of the study is to help educators and policymakers better understand the conditions that contribute to the effective implementation of focused, intensive interventions for struggling readers.

Further, the study could more broadly augment the growing research about *READ 180* specifically and about interventions for struggling readers.

The ultimate goal of the study is to help educators and policymakers better understand the conditions that contribute to the effective implementation of focused, intensive interventions for struggling readers, especially in large urban districts striving to address the needs of struggling middle-school readers on a large scale.

READ 180 INSTRUCTIONAL MODEL

The *READ 180* instructional model requires a 90-minute daily block of time, in which the students receive whole-group, small-group, and individualized instruction. As shown in Exhibit 1, each day's session begins with 20 minutes of whole-group, teacher-directed instruction and ends with a 10-minute whole-group wrap-up. In between, students break into three small groups that rotate every 20 minutes. While one group works through individualized lessons on the adaptive instructional software, another group engages in small-group differentiated instruction with the teacher, and the third group practices independent reading. So that teachers can effectively manage these different group rotations, Scholastic recommends 15 to 18 students as the optimal size for *READ 180* classes (allowing for groups of 5 or 6), with no more than 21 students.

SAMPLE AND METHODOLOGY

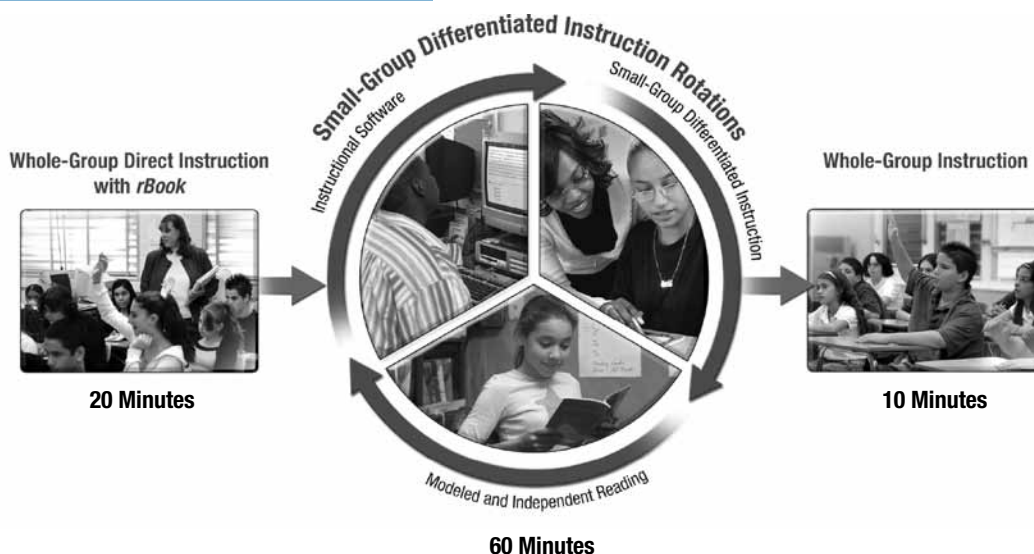
The five districts are a purposive sample selected from among the CGCS-member districts that had implemented *READ 180* Enterprise Edition for at least one year. The districts represent the

range of demographic and other variables that characterize the CGCS-member districts nationwide. Each participating district included *READ 180* Enterprise Edition in their plans to address the needs of struggling readers and offered the program in at least four middle schools. But the districts differed in many other ways, including prior experiences implementing *READ 180*: some had used previous editions of the program; some had dedicated staff at the district and school levels to support implementation; some could support the technological requirements of centralized monitoring of the program. One district was included specifically because it enrolled regular education and special education students in separate sections of the program.

Recognizing that one of the best ways to get answers to the research questions would be by looking deeply into the day-to-day implementation of the program in real districts and real schools, AIR and BPA researchers visited central offices and schools in the five urban districts during the 2008–2009 school year. In each location, the researchers interviewed district and school administrators, literacy coaches, and *READ 180* teachers from four middle schools, and all middle school *READ 180* teachers received an invitation to respond to an electronic survey about their experiences with the program.

The research team analyzed data to identify common themes and patterns and variations that exist across and within the districts. The data provide a rich source of information about the introduction of *READ 180* into these districts and its use in middle schools. Data were analyzed using NVivo qualitative software.

Exhibit 1. The *READ 180* Instructional Model



Findings: Lessons Learned

Several interview and survey questions asked about the processes for adopting *READ 180*, introducing it into schools, training teachers, and supporting teachers as they used the program; others sought details of program implementation—criteria for assignment to and exit from the program, methods of on-going training and coaching, and processes for monitoring student progress. Responses to the interviews and Teacher Survey revealed considerable variation across and within the districts. Data also revealed many commonalities among these districts and schools, which can be succinctly summarized:

- ✦ Use of *READ 180* in these districts generally progressed in three phases:
 - ✦ Phase 1: Initiating Implementation
 - ✦ Phase 2: Developing Implementation
 - ✦ Phase 3: Sustaining Implementation
- ✦ On-model implementation requires input from both the district and the school to support the main task of each phase:
 - ✦ Phase 1: The district maintains a visible role and strong presence to build buy-in as the program is selected, introduced to schools, and scaled up for wide use.
 - ✦ Phase 2: District and school leaders work together to ensure a clear understanding of the components for on-model implementation and establish fidelity of implementation.
 - ✦ Phase 3: On-model implementation is sustained by institutionalizing systems for monitoring implementation at the district and school levels.

Although the study was conducted in only five districts, selection of a broad range of individuals to interview at the district and school levels resulted in abundant and varied comments and perspectives. Analysis of the interview data, along with responses to the Teacher Survey, revealed variation and commonalities within and across the districts, and yielded specific “Lessons Learned” about supporting on-model implementation of *READ 180*. From these have also emerged specific “Recommendations” for administrators and teachers to consider as they work to meet the needs of struggling middle-school readers.

PHASE I: INITIATING IMPLEMENTATION

The data suggested that the roots of on-model implementation develop before the program is even introduced into schools, during what we have termed the Initiating Implementation phase. Successful implementation starts when districts select *READ 180* for use or as decisions are made to expand its use more broadly within the district. Two clear messages emerged about this phase.

1. Lesson Learned: Successful adoption efforts build off a foundation that has established a common understanding and a strong sense of purpose.

In most cases, the introduction of *READ 180* into middle schools seemed to go more smoothly when some administrators and teachers were already familiar with it and could attest to its success with students. If the program was not used in a district previously, extra attention must be paid to ensuring that administrators, coaches, and teachers understand the *READ 180* model and the adjustments that schools may need to make for on-model implementation. These understandings develop more quickly and have more lasting power when district leaders emphasize the importance of helping struggling readers and reinforce the role of *READ 180* in meeting these goals.

2. Lesson Learned: Clear directions and expectations from district leaders enhance and build buy-in for READ 180.

Clear directions and expectations serve many purposes, not the least of which is to communicate what schools need to do to achieve on-model implementation. They also demonstrate that district staff are familiar with the program, value its use, and recognize that improvements in student achievement are most likely to occur when the program is used according to its instructional design.⁸ The data from the districts in this study suggest that guidance and clarity about the district’s expectations for *READ 180* supported on-model implementation and positively affected overall commitment to the program at the school level.

Findings: Lessons Learned

PHASE 2: DEVELOPING IMPLEMENTATION

Schools in the study had at least two years of experience with *READ 180* Enterprise Edition, and some used previous versions of the program. During the 2008–2009 school year, they were all in the Developing Implementation phase, that is, materials and resources were in place and the program should have become part of each school’s approach to meeting students’ reading needs. This important phase can build understanding of the program and capacity for it to make a difference for students. As one set of researchers wrote, “How a given reform is implemented determines its probability of success or failure, as well as its overall cost.”⁹ The study yielded nine key lessons related to this phase of implementation.

3. Lesson Learned: Participation in initial training and ongoing professional development enhances the ability of teachers to make READ 180 effective.

In order to effectively implement *READ 180*, teachers need a firm understanding of its instructional model, resources, procedures, and approaches to helping struggling readers. Scholastic offers *READ 180* teachers a full portfolio of professional development and ongoing in-classroom support options. However, data showed that the rate of participation in initial trainings and professional development courses and workshops varied widely across districts, depending on the emphasis that districts placed on teacher participation. In addition, teachers’ comments about the need for more ongoing training suggested that districts tended to place more emphasis on early professional development and less on providing in-classroom support and coaching using Scholastic’s services or their own staff. For training to have an impact on teacher practice, districts need to ensure an ongoing professional development loop that integrates initial training with teachers’ experiences with actually implementing the program in the classroom.

Districts need to ensure an ongoing professional development loop that integrates initial training with teachers’ experiences.

4. Lesson Learned: Guidelines for placing students in READ 180 should reflect deep understanding of the program’s strengths and of the students whom it can best serve.

READ 180—or any intervention for struggling students—is most effective when there is a match between what the program is intended to address instructionally and what the students need. Although Scholastic suggests using multiple measures that can produce at least three data points for placement decisions, interviews with school leaders, coaches, and teachers indicate that, in practice, districts and individual schools vary in their placement criteria and procedures. The data suggest that districts need to establish clear initial guidelines for placing students in *READ 180*—and monitor to ensure that the guidelines are followed. Failing to accurately make the match between the literacy needs of students and the *READ 180* instructional strategies and materials can minimize the effectiveness of the program and can lead to difficulties such as classroom management issues and lack of student engagement.

5. Lesson Learned: Districts promote on-model implementation by setting clear criteria for student exit from the program.

Procedures for determining when students can exit out of *READ 180* are as important as placement criteria because students must have adequate skills to cope in content-area classes, maintain their new level of performance, and transition to high school. As with student placement, there appeared to be little consensus across districts—and even across schools within some districts—about agreed-upon criteria for exiting students from *READ 180*.

6. Lesson Learned: Districts need to develop and communicate clear guidelines and expectations for on-model classroom instruction and hold schools accountable for achieving this goal.

Clear policies and guidelines show that district leaders understand *READ 180* and recognize its potential as part of a district effort to address the needs of struggling readers. Such policies and guidelines can create a sense of mutual accountability—what the district needs to

Findings: Lessons Learned

do to support program use and what schools need to do to implement it for maximum effectiveness. Software data showed that students in those districts that held schools accountable for on-model implementation spent more time receiving critical individualized instruction on the *READ 180* software, and had higher average Lexile gains over the course of the school year than students in other districts.

7. Lesson Learned: Districts and schools demonstrate the importance of *READ 180* by setting clear policies and procedures and allocating adequate resources for using data to monitor student progress and inform instruction.

Monitoring students' progress is a critical component of on-model implementation, and *READ 180* not only provides program resources for this purpose but also includes guidance on interpreting them in teachers' professional development. However, the data indicate that most of the districts lacked clear guidelines for how to collect, use, and report *READ 180* progress data; use of data to monitor student progress and inform instruction was widely inconsistent in these districts. A significant factor in district monitoring is having at least one individual who is knowledgeable about the array of assessments available and how they can be used. Districts with an active, committed district-level staff person, or "intermediary," are better able to collect and make sense of *READ 180* student data and to help teachers use the data to improve instruction and implementation.

8. Lesson Learned: Districts demonstrate the importance of *READ 180* by setting clear policies and procedures and allocating adequate resources for monitoring teachers' implementation of the intervention.

Data gathered by monitoring teachers' implementation of *READ 180* can, with appropriate feedback and support, help teachers become more capable. Establishing procedures from the district outward to schools to monitor implementation can help ensure fidelity of implementation, identify problems so that they may be addressed quickly, support the use of data to drive instructional decisions, and inform decisions about providing necessary technical assistance to teachers.

9. Lesson Learned: Providing opportunities for collaboration and communication increases school-based staff's understanding of *READ 180*.

In addition to formal professional development opportunities, the five study districts offered a variety of other forms of support to encourage teacher collaboration, including common teacher meetings, coaching and technical assistance, and support with technology. Teachers' reports indicated that these more open-ended opportunities to network with other *READ 180* teachers, share experiences, and discuss common concerns can support teachers' professional growth. Such opportunities would also be beneficial at the school administrator level; several principals expressed the wish that they had a venue to discuss their experiences with *READ 180* and exchange ideas with colleagues.

10. Lesson Learned: In-classroom support, coaching, and job-embedded professional development promote on-model implementation.

District-level, school-based, and Scholastic coaches can provide *READ 180* teachers with job-embedded and often need-specific professional development. Although the intensity and frequency of coaching varied across districts, teachers who reported experiencing such job-embedded professional development were more satisfied with the overall level of implementation support they were receiving than those who did not. Successful coaches assisted teachers in a variety of ways, including encouraging and reinforcing on-model practices, offering impromptu technical support, helping with classroom management, reporting on *READ 180* news and successes from other schools, and discussing testing, data analysis, and lesson planning—all important practices that contribute to teachers' sustained on-model implementation.

11. Lesson Learned: Setting criteria for determining program success is an important component of on-model implementation.

Student progress-monitoring data yield a wealth of information that can be used to make decisions about whether to continue offering the intervention program in district schools. However, interview data showed that none of the districts in the study has developed clear metrics for judging the success of *READ 180* in middle schools and deciding about program continuation.

Findings: Lessons Learned

PHASE 3: SUSTAINING IMPLEMENTATION

The final phase, during which *READ 180* continues to be implemented, districts and schools continue to build capacity to support the program, and teachers continue to grow in their skills, is one of Sustaining Implementation.

12. Lesson Learned: On-model implementation is enhanced when one or more individuals play an intermediary role among district-level staff, school-based teachers, coaches, administrators, and Scholastic.

The major finding for this period is that achieving sustained on-model implementation is most likely if one or more individuals emerge who take responsibility for oversight of program use; we call these individuals the “intermediaries” because they serve as conduits of information, expectations, guidelines, and general “know how” back and forth from central offices to principals’ offices to classrooms—and, at times, to the districts’ Scholastic representatives. Examples of intermediaries include district adolescent-literacy coordinators and school-based literacy coaches. Knowledgeable about the program and about what it takes to implement the program well, effective intermediaries provide professional development and on-going support, communicate information about district policies and guidelines for *READ 180* implementation to school-based staff, communicate school and teacher needs upward to district offices and to Scholastic consultants, provide precise feedback to teachers about their instructional practices, and thereby minimize variation and ensure consistency of implementation within and across district schools. In short, these individuals contribute to accountability and serve as supports and advocates for *READ 180* as a program, and help to build local capacity to address the needs of struggling readers.

Achieving sustained on-model implementation is most likely if one or more individuals emerge who take responsibility for oversight of program use.

13. Lesson Learned: Districts need to continue to stress clear guidelines and expectations for READ 180 implementation.

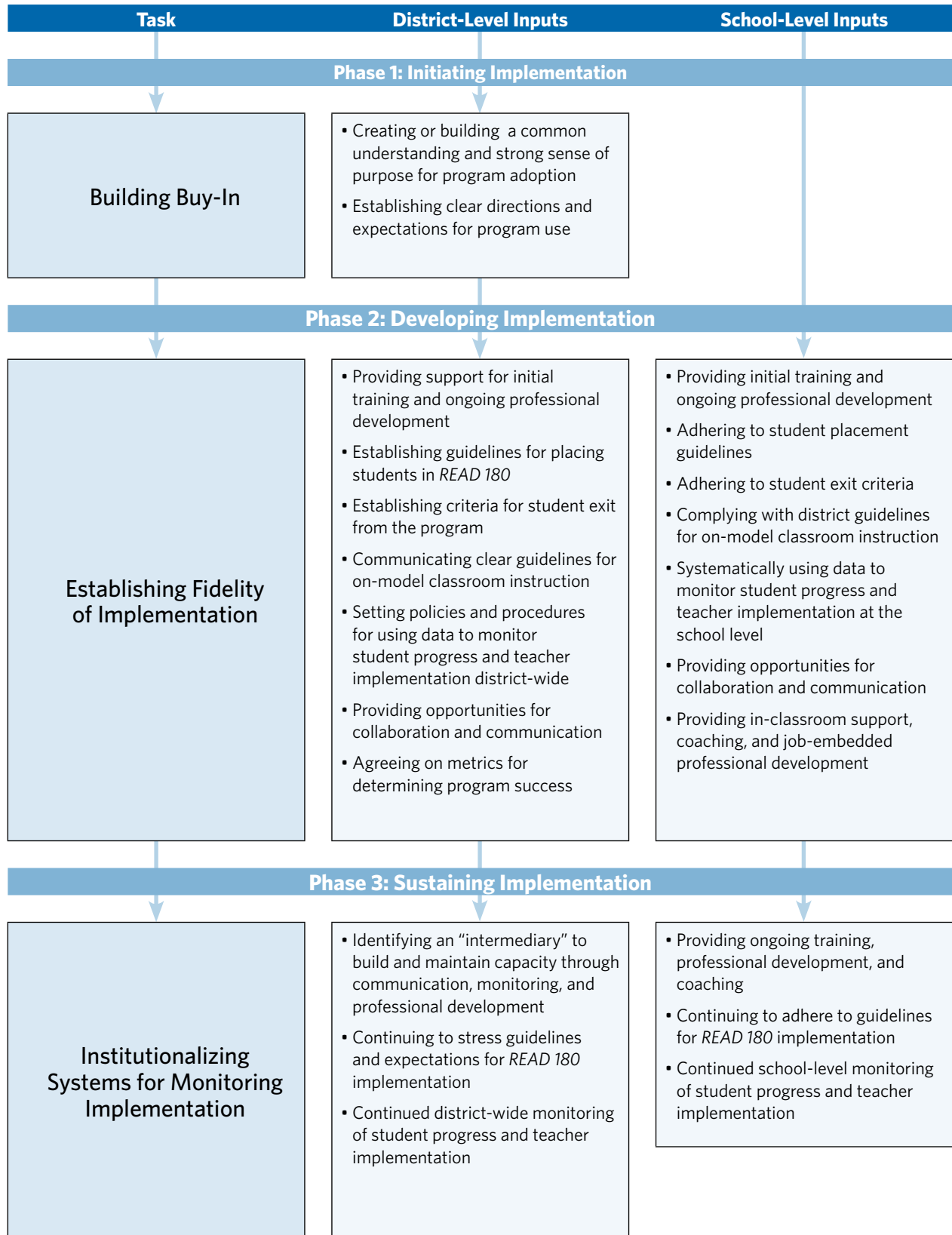
Just as clear guidelines and expectations during earlier phases contribute to shared accountability for program success, they continue to play an important role in emphasizing the importance of *READ 180* in long-term district plans to meet the needs of struggling readers. Attention to these needs at middle schools usually denotes a broader awareness of issues such as the difficulty some students have transitioning to high school, the challenges faced by struggling readers in content-area classes, and the relationship between low literacy skills and dropping out of high school.¹⁰

14. Lesson Learned: The importance of monitoring student progress and teacher implementation and collaboration does not diminish over time.

Districts that want to ensure the best returns on their investment in *READ 180* or any intervention can work toward this goal by consistently monitoring student progress and program implementation. New students enter *READ 180* classrooms every year, and their progress must be monitored so that the program can serve them well. Teachers, whether new to the program or veterans, benefit from monitoring as well. Teacher monitoring takes many forms, including checking SAM data for use of the computer rotation and for students’ steady progress, and coaching and mentoring visits. Rather than being punitive in nature, monitoring can identify when teachers need replacement supplies, have a particularly challenging student, or seem to need some additional support.

Taken together, the lessons learned from this study demonstrate that “on-model implementation” of an adolescent literacy intervention consists of much more than just the day-to-day routines within the classroom. Rather, the data show that district and school factors must interact in many ways and across all phases of implementation to ensure success. Based on the lessons learned, Exhibit 2 graphically displays the district and school inputs necessary at each phase of implementation to support on-model *READ 180* implementation district-wide.

Exhibit 2. Contributors to On-Model Implementation of *READ 180*



Recommendations: Districts and Schools Working Together for On-Model Implementation

Data collected for this study reveal that factors at the district and school levels must be present and work together to create conditions that support and sustain on-model program implementation of READ 180. At the district level, a visible role and clear communication of expectations are important to success as the program is introduced, scaled up for wide use, and sustained. At the school level, buy-in for the program, understanding of the components of the model, and ongoing support for school-based staff are critical factors in initiating and sustaining on-model implementation. Ongoing monitoring of program implementation is crucial at both the district and school levels.

At the district level, a visible role and clear communication of expectations are important to success as the program is introduced, scaled up for wide use, and sustained.

Although this study focused on only five of the many districts nationwide that use READ 180 for middle-school struggling readers, data-collection efforts were broad enough to reveal certain very clear lessons about achieving on-model implementation. Based on the contributors to on-model implementation identified through careful analysis of data from these school districts, the following is a list of recommendations for building and sustaining successful implementation of adolescent-literacy interventions such as READ 180.

PHASE 1: INITIATING IMPLEMENTATION

Recommendation 1: District leaders can build buy-in for the program by starting with a strong foundation of understanding and support for the program.

PHASE 2: DEVELOPING IMPLEMENTATION

Recommendation 2: District leaders must play a strong and visible role in program implementation by providing clear policies, procedures, and expectations for on-model implementation and by explicitly communicating that schools are expected to achieve this goal.

Recommendation 3: District and school administrators must agree on metrics for measuring student progress and program success and for monitoring compliance with guidelines.

Recommendation 4: District and school leaders can enhance program staff's capacity by providing ongoing professional development, including in-classroom coaching and opportunities for collaboration and communication among school-based staff.

Recommendation 5: School leaders must take advantage of all professional development offered with the program.

Recommendation 6: District and school leaders can ensure that appropriate students are targeted by adhering to program recommendations for student placement and exit criteria and creating guidelines for their use.

PHASE 3: SUSTAINING IMPLEMENTATION

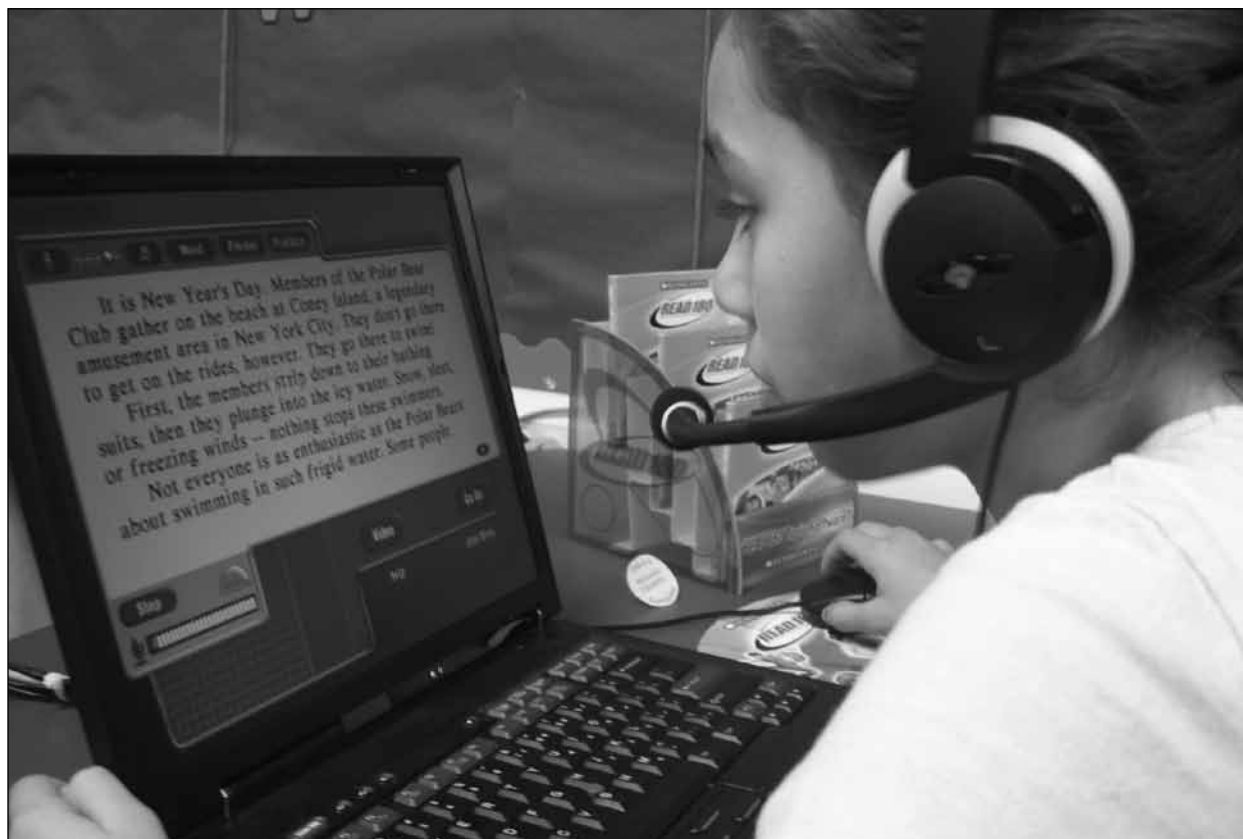
Recommendation 7: Districts can enhance and sustain on-model implementation by identifying one or more knowledgeable individuals to play an "intermediary" role among district-level staff, school-based teachers, coaches, administrators, and the program publisher.

Recommendation 8: District leaders must continue to provide schools with clear guidelines and expectations for on-model classroom implementation and hold schools accountable for achieving this goal.

Recommendation 9: District and school leaders must employ an ongoing, systematic approach to help increase capacity and promote sustainability.

Conclusion

This report details the ways that five urban school districts, like districts across the nation's public school system, are striving to address the needs of adolescent struggling readers through intensive intervention. Although all the participating districts used *READ 180* in middle schools, their approaches to implementing the program are different, with varying levels of buy-in, effectiveness, and sustainability. By analyzing the differences in the districts' approaches, this study enriches understanding of the optimal conditions for introducing, implementing, and sustaining effectiveness of *READ 180* or any adolescent literacy intervention. Findings from the study contribute to the growing literature¹¹ on the needs of adolescent struggling readers and the ways to address those needs, providing detailed, descriptive information to aid in the continuous effort to improve adolescent literacy achievement.



Footnotes

¹ ACT, Inc., 2008

² National Center for Education Statistics, 2009. State results for Grade 4 show score increases since 2007 in three states and jurisdictions, and decreases in four states. At Grade 8, scores were higher in 2009 than in 2007 in nine states and jurisdictions, and no states showed a decline.

³ Lutkus, Grigg, & Donahue, 2007

⁴ Moje & Tysvaer, 2010

⁵ For a compendium of available interventions for adolescent struggling readers, see Shanahan, 2005

⁶ Deshler, & Hock, 2006; Corrin, Somers, Kemple, Nelson, Sepanik, Salinger, & Tanenbaum, 2008; Kemple, Corrin, Nelson, Salinger, Herrmann, & Drummond, 2008

⁷ What Works Clearinghouse, 2009

⁸ Adherence to instructional design was found to be an important factor in successful implementation of interventions in middle schools in the four urban districts studied as part of the work of the Regional Educational Laboratory for Northeast and Islands; see Zorfass & Urbano, 2008

⁹ Levin, Catlin, & Elson, 2009

¹⁰ Kamil, 2003

¹¹ See, for example: Carnegie Council on Advancing Adolescent Literacy, 2010; Kamil, Borman, Dole, Kral, Salinger, & Torgesen, 2008; Torgesen, Houston, Rissman, Decker, Roberts, Vaughn, Wexler, Francis, Rivera, & Lesaux, 2007

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