



Effective Programmes in Secondary Reading

Educator's Summary

Robert E Slavin **Johns Hopkins University and University of York**

Alan Cheung **Hong Kong Institute of Education**

Cynthia Groff **University of Pennsylvania**

Cynthia Lake **Johns Hopkins University**

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Best Evidence Encyclopaedia
Empowering educators with evidence

Students who enter secondary school with poor literacy skills face huge challenges. They often have difficulty understanding the increasingly complex narrative and expository texts that they encounter in individual subjects. Students' performance on these more difficult texts, which include context-dependent vocabulary, concept development, and graphical information, also provides the strongest indication as to whether or not they will be able to succeed in higher education and the workplace.

For many students who read at low levels, secondary school does provide a last chance to build sufficient reading skills. Clearly, well-evaluated programmes capable of enabling such students to meet the demands of complex texts are needed, and remedial reading courses are becoming more widespread at secondary level. However, as yet, there is little understanding of which particular programmes are likely to be effective for secondary students, and remarkably a review of all existing research on secondary reading programmes has never previously been done.

This review summarises research on reading programmes for secondary students. We looked at *all* available evidence on programmes designed to improve secondary reading achievement, in order to establish what we know works for students aged 11-18. We examined all studies of secondary reading programmes from all countries, as long as a report was available in English.* (NB Most studies took place in the US). We were then able to assess and compare the effectiveness of these programmes. Descriptions and ratings for all the programmes are listed further down this summary.

The review concludes that programmes which change the way the teacher teaches (instructional process programmes), especially those involving co-operative learning, had a positive impact on achievement. The successful approaches also provided extensive professional development. In contrast, the effects of supplementary computer-assisted instruction were small.

The full report (which this review summarises) is available at www.bestevidence.org.uk

Instructional Process Strategies (IP)

(Changing the way the teacher teaches, eg co-operative learning)

The largest number of high-quality studies evaluated instructional process programmes, especially forms of co-operative learning (ES= +0.28 in 7 studies). Mean weighted effect size across 14 studies: +0.21.

Information and Communication Technology (ICT)

(Programmes based on ICT)

Studies of ICT find minimal achievement outcomes. Mean weighted effect size across 8 studies: +0.10.

Combined ICT and Instructional Process Programmes (ICT + IP)

(Programmes that both change how the teacher teaches, and include ICT)

Our review showed that positive effects were found for READ 180. Mean weighted effect size across 9 studies: +0.22.



Combined Curriculum and Instructional Process Programmes (Curr + IP)





(Programmes that both change how the teacher teaches, and include innovative curricula, eg Success for All and Direct Instruction)

A randomised study of REACH found an effect size of 0.00, and the same study found an effect size of +0.17 for RISE.

* Overall, 36 experimental-control comparisons met the inclusion criteria, of which 7 used random assignment to treatments. No studies of reading curricula qualified, but there were 8 studies of ICT, 16 of instructional process programmes, 10 of combined ICT and instructional process programmes, and 2 of combined curriculum and instructional process programmes. Effect sizes were averaged across studies, weighting by sample size.

Programme Ratings


Listed below are currently available programmes, grouped by strength of effectiveness. Within each group programmes available in the UK are listed first, and then the remainder in alphabetical order. The type for each programme corresponds to the categories above (eg IP = Instructional Process Strategies).

Key to Programme Ratings	
	Strong Evidence of Effectiveness: At least one large randomised or randomised quasi-experimental study, plus at least one additional study of any qualifying design, with a collective sample size of 500 students and an overall weighted mean effect size of at least +.20.
	Moderate Evidence of Effectiveness: Two large studies of any qualifying design or multiple smaller studies with a collective sample size of 500 students, with a median effect size of at least +0.20.
	Limited Evidence of Effectiveness: At least one qualifying study with an effect size of +0.10 or more.
	Insufficient Evidence of Effectiveness: Studies show no significant differences
N	No Qualifying Studies: No studies met inclusion standards




Strong Evidence of Effectiveness

None


Moderate Evidence of Effectiveness

Rating	Programme	Type	Description	Contact / Website
	The Reading Edge	IP, Co-operative Learning	Students work in teams of four or five to help each other build reading skills. They engage in partner reading, story re-telling, story-related	UK website: www.successforall.org.uk/ (Product training provided)









Rating	Programme	Type	Description	Contact / Website
			writing, word mastery, and story-structure. Individual assessments are combined for 'team scores'. Instruction focuses on explicit teaching of metacognitive strategies. Students are grouped according to their reading levels, rather than by age.	
	Student Team Reading	IP, Co-operative Learning	Uses the same structure and design as The Reading Edge, except that students are grouped by age.	UK website: www.successforall.org.uk/ (Product training provided)
	READ 180	ICT + IP	90 minute sessions each day include a shared reading and skills lesson, and computer-assisted reading, modelled or independent reading, and small-group instruction with a teacher.	UK/US website: www.teacher.scholastic.com/products/read180
	Jostens	ICT	Assessments place students according to their current level. Exercises designed primarily to fill in gaps in their skills are then provided. Teachers are provided with information on progress. Typically used for 15-30 minutes per day, 2-3 days per week.	US website: www.compasslearning.com

Limited Evidence of Effectiveness

Rating	Programme	Type	Description	Contact / Website
	Accelerated Reader	ICT	Accelerated Reader aims to help teachers make data-based decisions in order to meet the needs of diverse students.	UK website: www.renaissance-learning.co.uk (Product training available)



Rating	Programme	Type	Description	Contact / Website
	Benchmark Detectives	IP, Strategy	Teachers receive monthly professional development in the use of cognitive and metacognitive reading strategies across the curriculum.	US website: www.benchmarkschool.org/word_id_intro.html
	PALS	IP, Cooperative Learning	Structured pair learning strategy in which children take turns as teachers and learners.	US website: www.kc.vanderbilt.edu/pals (Teacher manuals can be ordered through this site)
	RISE	Curr + IP		
	Strategy Intervention Model	IP, Strategy	Low-achieving secondary school-age students are taught metacognitive reading strategies, especially paraphrasing, to help them comprehend text.	US website: www.ku-crl.org
	Talent Development Middle School	IP, CRS	Comprehensive school reform model designed to change school organization, management, curriculum, and instruction. Teachers stay with the same class for multiple years, and are given ongoing professional development.	US website: www.csos.jhu.edu/tdhs
	Voyager Passport	ICT + IP	Voyager Passport combines large and Small group instruction, computer activities, and other elements to create a complete instructional approach.	www.voyagerlearning.com/passport/index.jsp

Other Ratings



Insufficient Evidence

CCC (ICT), www.successmaker.com

REACH (Curr + IP), No contact information available



Reading Apprenticeship (IP, Strategy),
www.wested.org/cs/sli/print/docs/sli/ra_framework.htm
Talent Development High School (IP, CSR), www.csos.jhu.edu/tdhs
Xtreme Reading (IP, Strategy), www.xtremereading.com

N No Qualifying Studies

UK programmes lacking qualifying studies:

Oxford University Press, Reading Tree (Curr) www.oup.co.uk
Hodder & Stoughton, Fast Forward (Curr)
Longman, various titles (Curr) reading.illongman.com
Heinemann, Library and Curriculum Support
www.heinemann.co.uk/Secondary/Secondary.aspx
Keytools (ICT) www.keytools.com
CTAD (Cambridge Training and Development) (ICT) www.ctad.co.uk
EasyTech (ICT) www.learnpath.com
Everyday English Editor (ICT) www.optimum-uk.com/Editor.html
Fun with Texts 4.0 (ICT) www.camsoftpartners.co.uk/fwt.htm
Kar2ouche (ICT) www.kar2ouche.com
Literacy Activity Builder (ICT) www.blackcatsoftware.com/products/LiteracyActivityBuilder.asp
Microsoft video case studies (ICT) www.microsoft.com/uk/education/learning/case-study
Plato (ICT) www.platolearning.co.uk
Reach Out Interactives Limited (ICT) www.reachout-interactives.com/
SAM Learning (ICT) www.samlearning.com
The Track Series (ICT) www.semerc.com
www.wieser-software.com/spelling/ (ICT)
Unlocking Literature (ICT) natehq@btconnect.com

If you use programmes which are not listed here, please let us know

Non-UK:

100 Book Challenge
ABD's of Reading
Academy of Reading
Achieve 3000
Achieving Maximum Potential
Advancement Via Individual Determination (AVID)
AfterSchool KidzLit
Alphabetic Phonics
America's Choice-Ramp Up Literacy
AMP Reading System
Barton Reading & Spelling System
Be a Better Reader
BOLD
Boys Town Reading Curriculum
Breaking the Code
Bridges to Literacy
Caught Reading
Charlesbridge Reading Fluency
Classworks
Compass Learning (current version)
Comprehension Upgrade
Concept-Oriented Reading Instruction (CORI)



Corrective Reading
CRISS / Project CRISS
Cross-Aged Literacy Program
Direct Instruction
Disciplinary Literacy
Electronic Bookshelf
Essential Learning Systems™
Exemplary Center for Reading Instruction (ECRI)
Failure Free Reading
Fast ForWord
Fast Track Reading
First Steps
Fluent Reader
Glass-Analysis method
Glencoe
Great Leaps
Harcourt
HOSTS
Houghton Mifflin
IMPACT
IndiVisual Reading
InStep Readers
Intensive Reading Strategies Instruction (IRSI) Model
Intensive Supplemental Reading
Jamestown Education
Junior Great Books
Kaplan SpellRead
Knowledge Box
K-W-L strategy
LANGUAGE!
Learning Experience Approach
Learning Upgrade
Lexia Strategies for Older Students
Like to Read
Lindamood-Bell
LitART
Literacy First
Literacy Seminar
MacMillan
McDougal-Littell
McRAT
Merit Software
Multicultural Reading and Thinking
My Reading Coach
On Ramp Approach
Open Book Anywhere
Open Court
Pathway Project
Phonics for Reading
Phono-Graphix
Prentice Hall Literature
Project Read
Puente
Questioning the Author



QuickReads--Secondary
Quicktionary Reading Pen II
Ramp-Up Literacy
Rave-O
ReadAbout
Read Naturally
Read Now
Read On!
READ RIGHT
Read XL
The Reader's Choice
The Reader's Journey
Reading in the Content Areas
Reading Horizons
Reading Is FAME
Reading Power in the Content Areas
Reading Plus
Reading with Purpose
Reciprocal Teaching
REWARDS
Rosetta Stone Literacy
Saxon Phonics
Scaffolded Reading Experience
Scott Foresman
Second Chance at Literacy Learning
Second Chance Reading
Slingerland
Soar to Success
Soliloquy Reading Assistant
Sound Sheets
Spell Read P.A.T.
Spalding Method
Strategic Literacy Initiative
SuccessMaker
Supported Literacy Approach
Text Mapping Strategy
Thinking Reader
Thinking Works
Transactional Strategies Instruction
Vocabulary Improvement Program
Voyager TimeWarp Plus
Wilson Reading System
Wisconsin Design for Reading Skills Development (WDRSD)
Write to Learn

Review Methods

An exhaustive search considered more than 300 published and unpublished articles. It included those that met the following criteria:

- Schools or classrooms using each programme had to be compared to randomly assigned or well-matched control groups.



- Study duration had to be at least 12 weeks.
- Outcome measures had to be assessments of the reading content being taught in all classes. Almost all are standardised test, or state assessments.
- The review placed particular emphasis on studies in which schools, teachers, or students were assigned at random to experimental or control groups.

The Full Report

- For the full report, which this review summarises, see Slavin, R.E., Cheung, A., Groff, C., and Lake, C. (2008) *Reading Research Quarterly* 43(3), 290-322. The full report is available at www.bestevidence.org.uk/.

