There is a crucial need to understand the factors that impact the success of adolescent struggling readers (ASRs), including duration, intensity, delivery models, organization of reading components. We evaluated five different versions of the same reading program, Reading Achievement Multi-Component Program (RAMP-UP) compared to typical instruction: Alternating, Integrated, Additive, Phonological-Emphasis, Comprehension-Emphasis. The current analyses integrate issues of growth, measurement error across multiple tests, differential design effects, and classroom clustering. Most compellingly, the current analyses suggest the organization of instruction matters considerably for ASRs. Tradeoffs in evaluating multiple outcomes for longitudinal designs will be discussed.

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