



INTRODUCTION

Teachers in your district say they like *READ 180*. With few exceptions, most have grasped using the software and those who may have had difficulties are coming along. Everyone expresses pleasure in the fact that students are learning to read. Students, too, say they enjoy the program and can cite numerous examples of how they have benefited from using *READ 180*.

Those anecdotal reports are useful in giving you a general impression of what teachers and students think of *READ 180*. Sooner or later, however, you're going to need to collect and analyze more systematic information about how well *READ 180* is raising achievement in your district. In accordance with the *No Child Left Behind* act of 2001, schools must meet statewide Adequate Yearly Progress (AYP). Conducting a study of *READ 180* will help you consolidate data to track yearly progress.

Among the questions to which you are likely to seek answers are:

- How much are your *READ 180* students' reading skills really increasing as measured by the SRI? As measured by other standardized tests?
- How much are the reading skills of various subgroups of *READ 180* students (e.g., English-language learners, students who receive special education services, students who receive free or reduced-price meals) increasing?
- Do the gains in the reading skills of *READ 180* students appear to translate into improvement in other subject areas or in certain kinds of behavior, such as attendance and discipline?
- Are gains in *READ 180* students' reading ability related to how well the program is implemented or to differences in the way that it is implemented in classrooms across the district?
- Do the gains of *READ 180* students, especially gains that signal that *READ 180* students are closing the learning gaps between them and their peers, persist over time?
- How do the gains made by *READ 180* students compare with those made by similar students who are not enrolled in *READ 180*?

Answers to these questions and others that you and your colleagues may pose are important in understanding how *READ 180* is working in classrooms in your district. These answers can also help to determine whether there should be more attention to important details of implementing the program, whether use of the program should be expanded into more classrooms, and whether it is necessary to provide additional instructional support to ensure that *READ 180* students continue their progress after they leave the program.

To address these questions and others that are certain to arise, it will be necessary to collect and analyze a variety of data. Much of this data is readily available in school files and your district's information systems. But before you collect the data, you will need to decide what questions you want to answer and determine the types of data that you will need to answer these questions. You will almost certainly want to include a number of your colleagues and perhaps some parents in deciding what you want to know and planning how to get the answers that you seek. It will be helpful if you begin early to think about who else will want to be informed about what you have learned and the best way to communicate the information to them.



This guide is for anyone who wants to know more about the impact of *READ 180* on student learning outcomes. That includes:

- Directors and staff in district research offices
- Literacy specialists
- Instructional supervisors
- Principals
- Teachers
- Parents

If you're a district research director or member of the research staff, chances are you're already familiar with many of the ideas and research procedures in this guide. In that case, treat the guide as a refresher. Use it to jog your memory about important issues in the design of an impact study. *READ 180 Research Protocol and Tools* will also introduce you to key components of *READ 180*.

If you're a literacy specialist, instructional supervisor, principal, teacher, or parent you will find *READ 180's Research Protocol and Tools'* practical, step-by-step guidance and tools indispensable for planning, designing, conducting, and reporting your study. Each of these individuals has a role in a study of *READ 180*, and ideally everyone will work together to measure its progress, make midcourse implementation improvements, and assess student gains.

As you and your colleagues design and conduct your *READ 180* impact study, you will quickly discover that you have all the tools you need to complete the study on your own. However, if you have questions or want information about the kinds of assistance that is available from Scholastic or elsewhere, we encourage you to contact us. If you are not sure who to contact in the Scholastic Research Department, your local Scholastic representative will be able to assist you.

Scholastic is committed to continuously evaluating its products for effectiveness. For that reason, we encourage you to tell us about your study's findings. If you've been able to link your findings to specific features of your implementation of *READ 180*, we especially would like to hear from you.

We're also interested in what you learn about the impact of *READ 180* on various subgroups of students, such as students receiving special education services or students with limited English-speaking skills, as well as how *READ 180* compares to other reading and literacy programs that your district is using to serve similar groups of students. You may also want to contact us before you start your study for information about what other groups who have engaged in similar activities have experienced. Their experiences can facilitate your work and help you avoid potential trouble spots as you proceed.



FIGURE 1 READ 180 LOGIC MODEL

