



## COMMUNICATING THE RESULTS

Once you have selected your comparison group, you will collect and organize much of the same data that you collected for *READ 180* students. Depending on the amount of time and other resources at your disposal, you may want to document the kind of reading instruction being delivered to students in the comparison group. For example, based on brief interviews with teachers or supervisors, you could collect information about (1) the amount of time allocated to reading instruction, (2) the curriculum materials, and (3) the primary instructional strategies. A protocol to guide your documentation of these instructional features appears as **Tool 7—Protocol for Comparison Classroom Interview**.

### Confidentiality and Voluntary Participation

No matter which of these data collection strategies and protocols you choose for your study of *READ 180*, it is vitally important that you communicate the following messages to all of the teachers in your study:

- **The purpose of the study is to assess the effects of *READ 180*; it is not to evaluate individual teacher performance.** You and your colleagues may decide that it will be useful to provide feedback to teachers regarding the implementation and use of *READ 180*. If you do decide to provide feedback and there is an expectation that the feedback will include suggestions for changing classroom organization and instruction, you should clearly communicate your plans in advance.
- **Reports on the study will not identify any teachers by name.**
- **Teacher participation in the study is voluntary.** Teachers should be able to opt out of the study if they so choose, although you and your colleagues should strongly encourage them not to do so. Alternatively, if you decide that participation is not going to be voluntary, it will be even more important to be clear about what participation entails and how you will process and report individual teacher data.

In deciding who will be responsible for collecting data on the implementation of *READ 180*, remember to keep this activity completely separate from teacher performance reviews and other teacher evaluation activities. Therefore, it is probably not appropriate for principals or others who have a direct responsibility for evaluating teacher performance to collect implementation data. Moreover, those who do collect these data should not share them with principals and others who review teacher performance.

If you track student participation in *READ 180* and other reading and literacy programs by student identification numbers and do not use students' names, you are unlikely to encounter any problems related to protecting student privacy. The director and staff of your district's research office will be familiar with these issues and can advise the study team accordingly. If your district does not have a research office or if research office staff are not involved in the study group, consult school board or district policy for guidance in this area.



The next step in reporting the results of your *READ 180* study is to disseminate the report and meet with interested stakeholders to discuss the findings and their implications. Findings that have implications for how the program is implemented may rouse special interest. These kinds of conversations usually have several benefits. For example, they help build consensus about next steps and strategies for improving implementation or increasing student participation. Second, they can surface additional issues and questions that need addressing as you and your colleagues seek to encourage struggling readers to learn to read better and to become more confident and more engaged in their schoolwork.

If the study team decides to conduct a multi-year study, it will be important to prepare interim reports to keep stakeholders apprised of your progress and early findings. Reporting and discussing early findings and observations has at least two advantages: It can signal the need for mid-course changes in the study design as well as changes in how *READ 180* is being implemented and used in classrooms.

## **Summing It Up**

By now, we hope that you have decided to embark on the important task of finding out more about how much your students are benefiting from participating in *READ 180*. You have probably also concluded that this is not an easy task. It may not be easy, but the insights that you will gain from this research can make significant contributions to your efforts to improve your instructional programs, especially those that serve struggling readers. We think that you will learn that when teachers and other staff work together to ensure that the program is fully implemented, there are positive results for students. You may learn that the results are not what you had hoped they would be or that some students benefit more than others. If this happens, the data that you have acquired can guide your efforts to improve the situation—by tackling problems associated with implementation of the program or by ensuring that teachers have the training and other resources necessary to take full advantage of the program. This data may also suggest that some students need more support and over a longer period of time.

As we noted in introducing *READ 180 Research Protocol and Tools*, all of us at Scholastic are interested in your work and welcome the opportunity to learn more about the results of your *READ 180* research.