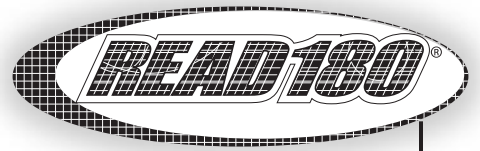


 SCHOLASTIC

READ 180
Research Protocol
and Tools





READ 180
Research Protocol
and Tools

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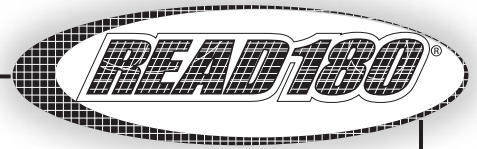


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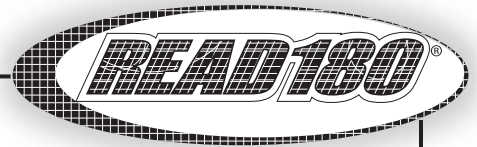
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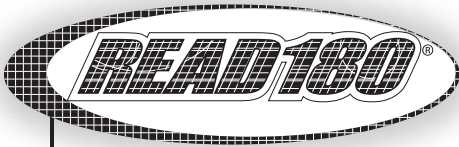
EXECUTIVE SUMMARY

Current federal, state, and local education reforms hold schools accountable for results and demand that teachers, principals, and central office staff base their decisions about instructional programs and resource allocations on a careful review of student outcome data. It is reasonable to expect, then, that they and others, including parents and school board members, will want more information about *READ 180* and its effectiveness in improving reading comprehension. *READ 180 Research Protocol and Tools* will help district staff design and conduct an evaluation study to answer questions about the impact of *READ 180*.

This guide contains materials for providing an overview of the program, instruments for collecting information on the implementation of *READ 180* in individual classrooms, and specifications for extracting information about student performance and characteristics from existing school and district administrative files. Specifically, you will find:

- Figure 1** A logic model that describes how *READ 180* is intended to work
- Figure 5–7** A summary of study design options
- Tool 1** ***READ 180* Implementation Level Worksheet**—A worksheet that assigns implementation categories to *READ 180* classrooms.
- Tool 2** **Teacher Survey**—An instrument that asks teachers questions about their implementation and use of *READ 180*.
- Tool 3** **Classroom Observation Protocol**—A protocol that provides a detailed framework for structured observations of *READ 180* classrooms.
- Tool 4** **Protocol for *READ 180* Teacher Interview**—A protocol to guide semistructured interviews about the implementation of *READ 180* and challenges that teachers face
- Tool 5** **Protocol for *READ 180* Principal Interview**—A protocol to guide semistructured interviews about principals’ perceptions of the usefulness of *READ 180* as a component of instructional programs and school improvement efforts.
- Tool 6** **How to Produce a Data Export Report**—A guide to create a data export file for the data gathered from Scholastic *READ 180*, Scholastic Reading Counts![™], and Scholastic Reading Inventory (SRI).
- Tool 7** **Protocol for Comparison Classroom Interview**—A protocol to guide documentation of other reading and literacy programs that are available to students who are not participating in *READ 180*.

While *READ 180 Research Protocol and Tools* provides everything needed to conduct a study, keep in mind that Scholastic staff and consultants are on hand to assist at any time.



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*.

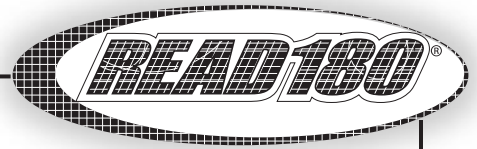
Those anecdotal reports are useful in giving you a general impression of what teachers and students think of *READ 180*. Sooner or later, however, you're going to need to collect and analyze more systematic information about how well *READ 180* is raising achievement in your district. In accordance with 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.

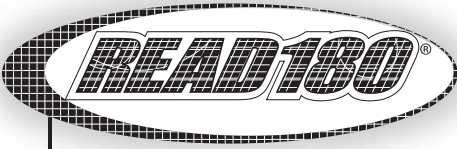
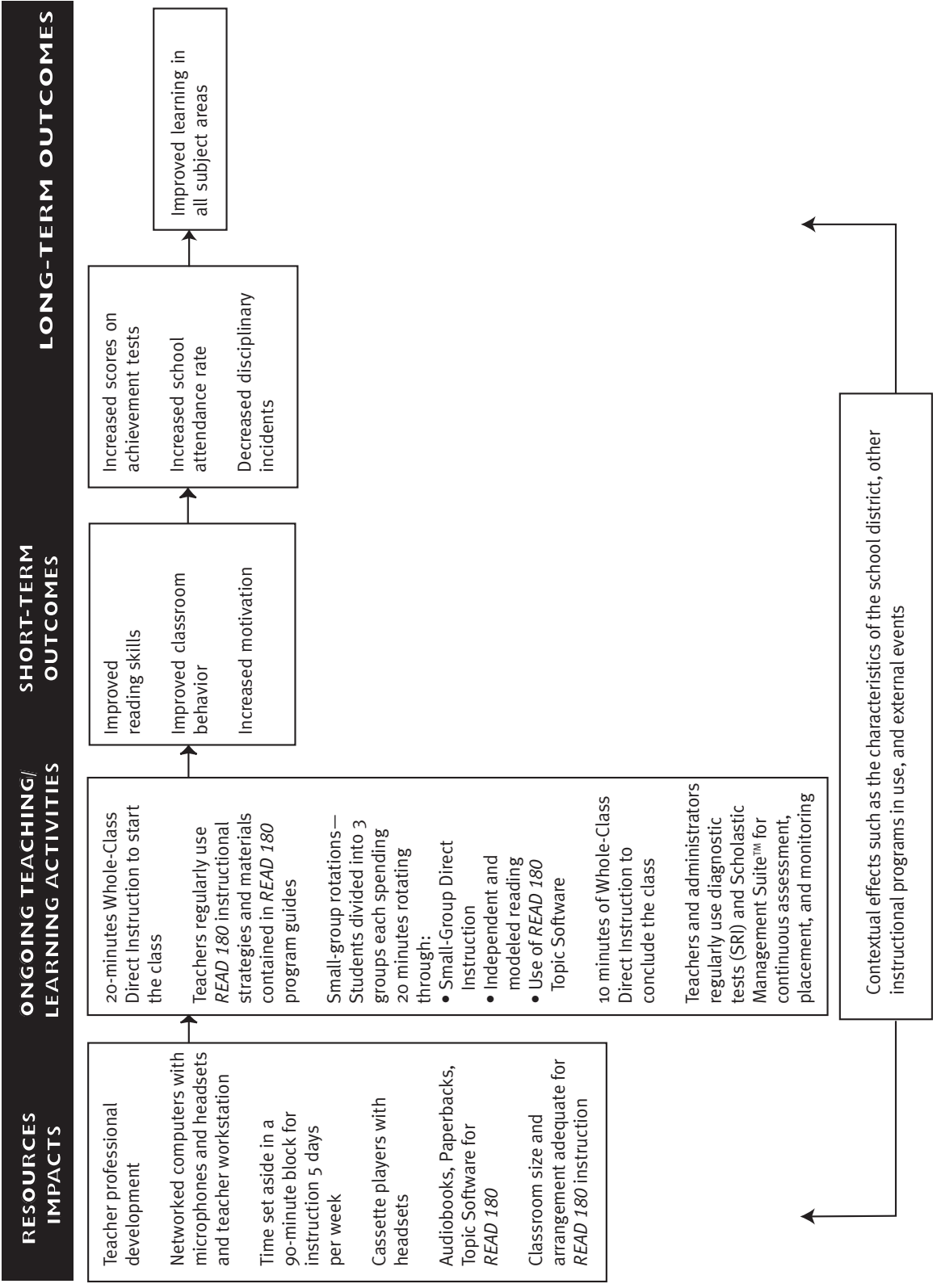
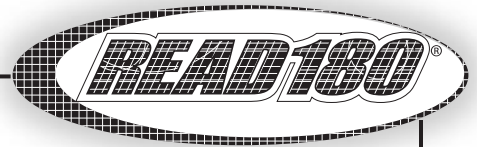


FIGURE 1 READ 180 LOGIC MODEL





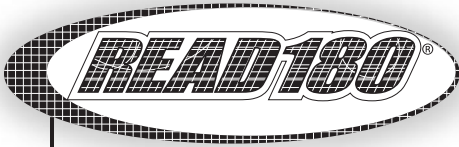
UNDERSTANDING SCHOLASTIC'S READ 180

READ 180 is designed to help struggling readers improve their reading ability, experience success in completing assigned reading tasks, and boost their interest and enjoyment of reading. Specially-developed reading materials, instructional tools, and software offer *READ 180* students a variety of learning opportunities. With over three dozen detailed reports, *READ 180* promotes data-driven instruction by providing teachers with accurate and individualized diagnostic, progress monitoring and instructional planning reports, allowing teachers to focus on specific problem areas during small-group and one-on-one instruction. In addition, the program includes an extensive portfolio of teacher professional development activities, technical support for the use of software and the appropriate configuration of computers and networks, and visits by Scholastic representatives. Scholastic also provides online professional development.

Figure 1 displays the *READ 180* logic model. This model represents a conceptual overview of how the program is intended to work, the resources required to make it effective, and the outcomes that you can expect your students to reach. Examining this model can help you and your colleagues hone in on the questions that you would like your study to address and the kinds of data you will need to collect in order to do that. A study that examines any of the items or groups of items could provide useful information about *READ 180* in your district.

The first column on the left lists resources that should be in place in order to implement *READ 180* fully. These resources include professional development for *READ 180* teachers, functioning networked computers, working cassette players, print materials, Audiobooks, adequate classroom space, and a 90-minute block of instructional time scheduled during the regular school day. The second column highlights appropriate time allocations for teaching and learning activities within the 90-minute block, as well as the ongoing instructional support tasks of using student data to gauge progress, ensuring appropriate assignment of learning activities, and identifying problems. As you will see later in the section of this guide on finding and organizing data, the first two columns form the framework for **Tool 3–*READ 180* Classroom Observation Protocol**, **Tool 2–*READ 180* Teacher Survey**, and **Tool 4–*Protocol for READ 180* Teacher Interview** that can be used to assess implementation. The three columns on the right side of the model illustrate the types of outcomes that you can expect from *READ 180*. These three columns provide a framework for the student outcome data that you might collect as part of your study.

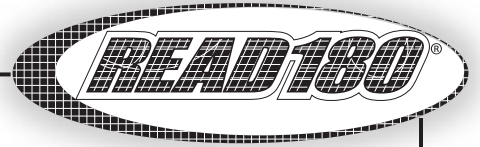
The order in which the columns appear and the direction of the arrows connecting them suggest a causal chain for the outcomes you can expect to see from *READ 180*. The first step in implementing the program is to ensure that all of the necessary resources are in place. The second step is to see that all of the teaching and learning activities actually occur. Both steps are essential for students to reap maximum benefits from *READ 180*.



Only when the conditions in these two columns are met, can you expect growth in reading skills and improvements in students' attitudes and behaviors. For example, if *READ 180* is implemented fully in the early fall, about the time that classes begin, and students engage in *READ 180* instructional activities over a 14-week period, some indicators of progress should begin to appear. Specifically, students should have worked their way through two to four of the *READ 180* Topic CDs and raised their scores on the Scholastic Reading Inventory (SRI) between 50 Lexiles and 100 Lexiles. The longer students are in the program, the more their outcomes should accrue. However, the rate of these increases is almost certain to vary with the quality of program implementation, especially the amount of time allocated for *READ 180*. Scholastic strongly recommends that students remain in the program for at least one school year. Based on experience and anecdotal reports from teachers and others who are familiar with *READ 180*, you should expect to see other improvements. Even small classroom successes for students who have been struggling may result in changes in motivation, attitudes toward school, behavior, and attendance.

In addition to establishing a definition of full implementation of *READ 180* as reflected in the first two columns of the logic model, Scholastic has defined two other levels of implementation that fall short of full implementation and so are less likely to yield the same student outcomes. For purposes of research and reporting, Level 1 defines full implementation, and Levels 2 and 3 define partial implementation. Implementation that does not at least meet the standard suggested by Level 3 will be considered as not implementing the program.

Once you have collected implementation data, you can use **Tool 1—Implementation Level Worksheet** to assign implementation categories.



READ 180 IMPLEMENTATION LEVELS

Level 1 Implementation Indicators (Full Implementation)

- 1. Class schedule includes 90-minute blocks 5 days per week with 20 minutes of whole-group instruction at the beginning of each class period and 10 minutes of whole-group instruction at the end of each class period.
- 2. Class schedule includes three 20-minute rotations 5 days per week with no more than 5 to 7 students per group.
- 3. Sufficient working hardware (computers and cassette/CD players in 2005) for all students to pass through the rotations each day the class meets.
- 4. Adequate sets of *READ 180* Paperbacks, Audiobooks and cassettes (CDs in 2005), and Topic Software.
- 5. Adequate training, professional development and technical support to facilitate use of the program model.
- 6. Appropriate configurations of furniture and equipment, including: teacher workstation, independent reading area, computer stations, and whole/small group instructional areas. The furniture and equipment is arranged for comfort and ease of mobility through rotations.
- 7. Frequent (at least every 2–3 weeks) teacher use of the Scholastic Management Suite for tracking and monitoring student progress and reports.
- 8. Regular teacher use of *READ 180* instructional guides and reproducibles contained in *READ 180* teacher and program guides.
- 9. Administration of the SRI at the beginning, mid-point, and end of the period of student participation in *READ 180*.
- 10. Student participation in *READ 180* for at least one year.

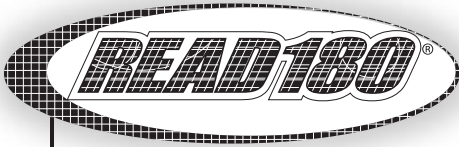
Level 2 Implementation Indicators

Indicators 2–7, plus any combination of Indicators 8–10

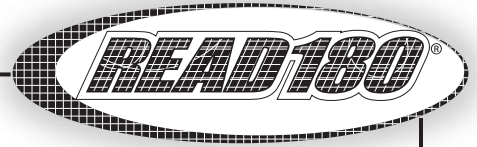
Level 3 Implementation Indicators

Indicators 3–6, plus any combination of Indicators 7–10

(This would include classes that meet every other day, i.e. 90-minute classes, 3 days a week.)



Getting your *READ 180* Study Group Started



CONVENING AND ORGANIZING YOUR STUDY GROUP

Convening Your Study Group

The *READ 180* study group should include representatives of key stakeholder groups and, to the extent possible, people who will have direct responsibility for at least some of the study tasks.

Consider inviting the following individuals to join your study group:

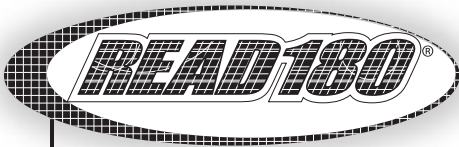
- Director or senior member of the staff in the district research office
- Central office staff who are familiar with the operation and use of the district's student information system
- Deputy superintendent or assistant superintendent for instruction
- Directors of reading and literacy programs, along with reading and literacy resource teachers, and especially individuals with direct responsibility for overseeing implementation and use of *READ 180*
- Principals from schools that are using *READ 180*
- *READ 180* teachers

In addition to these individuals, parents whose children are participating in *READ 180* also have the potential to be strong members of your study group. Representation from the local teacher union may also be helpful, particularly in building support for the study and facilitating your access to teachers. Finally, if your district has a Scholastic representative located reasonably close by, you may want to invite this person to join the study group, at least as a resource. Ideally, your group should have no more than 10–12 members, with invitations to join, coming from the district superintendent or another district leader who has actively supported the implementation of *READ 180*.

The *READ 180* study group will most likely need to meet several times to work out a plan for your study. One way to organize these sessions is around the four topics discussed below.

1. Orienting Members

Unless your district has been using *READ 180* for several years in a large number of classrooms, it is likely that at least some of the members of the study group will not have a complete understanding of the program. Therefore, you may want to schedule the first meeting of the study group in a *READ 180* classroom and provide a short, hands-on demonstration of the program. You should also review the logic model included in the guide at this time. Conclude the session with a brief report or overview of the current status of *READ 180* in the district. How many teachers use the program? How many students participate? What grade levels are served? What challenges have teachers faced in using the program and how have the challenges been overcome? What does your district already know about the results?



2. Deciding What to Study

We have posed six study questions in *READ 180 Research Protocol and Tools* to illustrate the kinds of questions you might want to ask about *READ 180*. As members of the study group become more familiar with the program and its use in the district, they will almost certainly have questions of their own that they would like the study to address. Several considerations should guide the discussion at this point.

- All questions and interests should be on the table for discussion
- The list of questions should be pared to a manageable number
- The district's and schools' short-term and long-term information needs should guide discussion
- As the questions grow more complicated and numerous, the study becomes more complicated, requires more time, and costs go up
- Answering some basic questions early can generate interest and set the stage for answering more questions later

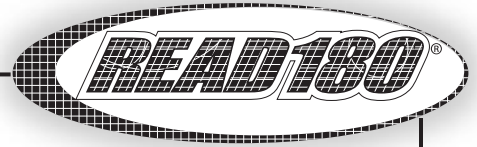
Note that if information on the use of *READ 180* in your district is not available for your overview report during the orientation meeting discussed above, you have an obvious starting point for your study.

3. Preparing a Study Design and Work Plan

Once the study group has agreed on the questions that the study will address, it will be necessary to develop a study design and a work plan, including a schedule. The study design will specify:

- The questions that will be addressed, possibly accompanied by a brief explanation of why the group chose to address these questions
- The kinds of data to be collected to answer the study questions and who will be responsible for collecting and/or organizing the data
- How the data will be analyzed and by whom
- A time line and outline of individual responsibilities

When reviewing the study design, it is not too early to begin thinking about how you will report the results of your study. Who is the intended audience? What kinds of things will they want to know? Will the report guide further support for *READ 180* teachers? Determine whether to expand *READ 180* in the district? Be used to plan reading and literacy programs and activities for students after they leave *READ 180*?



As a matter of process, it probably makes sense to assign the preparation of the design and work plan to a small subcommittee of the study group. Staff from the research office and others who are acquainted with the district's data system are ideal candidates for this task. A reading or literacy specialist who has an understanding of *READ 180* and other reading and literacy programs in the district can complement the skills of the research and information system staff in the design work.

4. Identifying Resources for the Study

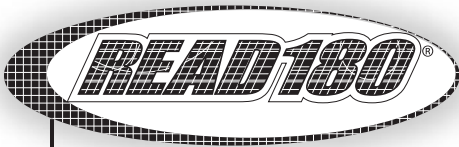
Your district's student information system is one of your most important resources for this study. The study group will want to spend some time learning about the kinds of information that are in the data system, how they are organized, and the kinds of reports that the system can generate. An important piece of this information is whether the data system does or can track student participation in *READ 180*. Staff from the district research office and staff who work with the data system should be able to answer these questions.

If you discover that the district data system does not track participation in *READ 180*, your study group may want to explore the advantages and options for adding this information to the data system. Including records of individual student participation in *READ 180* in the district data system can reduce school-level record-keeping and facilitate tracking *READ 180* students' progress and comparing that progress to that of other students. Indeed, if there are several different reading programs in place in your district, your group may want to recommend including all of them in the data system.

A second resource for the study group to consider is other ongoing research. For example, if there is another study of reading programs going on in your district, are there data collection activities or data that can be incorporated into your study? As you discuss borrowing from other studies, keep in mind that people who are working on those projects will also want to know what your study group can share with them.

The third critical resource is staff and staff time. Who will be available to work on your study? Do they have the skills that they need to complete the various tasks? Depending on the availability of staff for data collection and analysis, you may want to consider hiring a consultant to advise the study group or to carry out some of the tasks such as data analysis.

The data you will collect depend on the questions that you want to answer and the design of your study. The questions listed at the beginning of this guide suggest a number of options for study design. These options, along with guidance on data analysis follows. There are a number of options available to you. As your study group considers the research questions and design options, it may make sense to combine at least some of the questions and some of the design options into a single design.



DESIGNING YOUR STUDY

Research Question 1:

How much are your READ 180 students' reading skills really increasing as measured by the SRI? As measured by other standardized tests?

If your study group decides to examine changes in students' reading skills during the period that they participate in *READ 180*, the simplest way to do this is to collect SRI scores from when students entered the program and from when they left. Once you have collected these scores, you will simply subtract the pretest scores from the posttest scores and examine the differences. A more complex analysis may take into account multiple SRI time points. It is important to note that the entry of each student's reading level into the computer prior to the first administration of SRI will result in a more precise first time Lexile® score. Subsequent SRI tests will adapt according to the students' prior performance. As you think about using SRI scores as measures of progress and outcomes, it is important to keep in mind that Scholastic recommends that the SRI be administered three to four times a year. Teachers are sometimes tempted to administer the SRI more often as a way of improving student scores, but frequent administration can greatly reduce the validity of the results and may demotivate students.

A somewhat more sophisticated study would also look at the results of other assessments administered before and after students participated in *READ 180*. This approach has the advantage of using the study results to look at the contributions of *READ 180* to students' attainment of improvement goals set by state and local accountability systems. There is a note of caution, however, in examining other kinds of assessment data to gauge the impact of *READ 180*. It's important to first determine whether the assessment actually measures the skills that are prominent in *READ 180*. Not all assessments measure the same kinds of skills. You may get better data by looking at scores on portions of these tests rather than at overall scores. Most standardized test results can be broken down into subscale scores that may be more useful for your analysis.

A second consideration in choosing this approach is whether your district's assessment cycle includes annual assessments of student outcomes in reading and literacy. For example, if your district is implementing *READ 180* in the sixth grade, you will need results from tests administered to fifth graders as well as results from tests administered to the same students at the end of sixth grade. If the district testing cycle does not include annual administration of tests, you will not be able to use the standard pretest/posttest approach to measure student progress. *Figure 2* displays the analysis scenario described above.

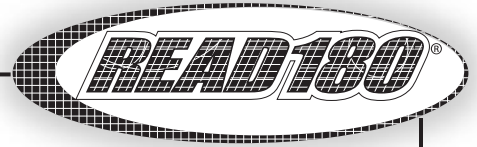
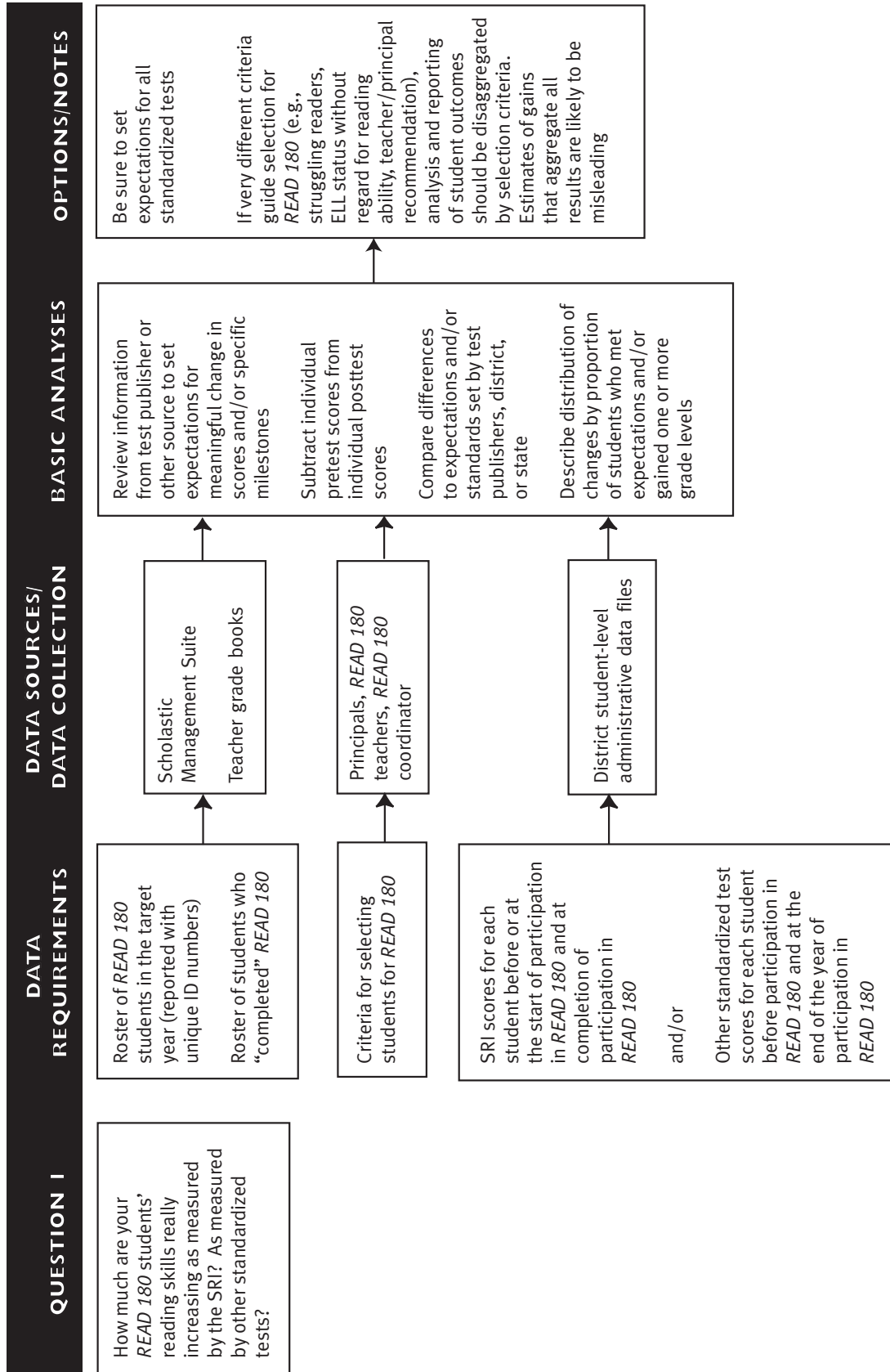
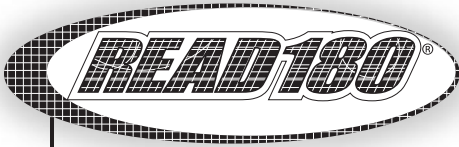


FIGURE 2

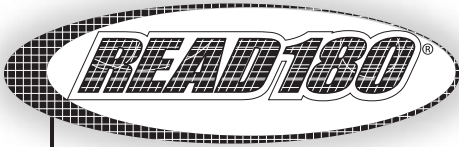




Research Question 2:

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?

In addition to looking at changes in all students' pretest-to-posttest scores, the study team could examine the impact of *READ 180* on various subgroups of students. Members could, for example, disaggregate the results for English-language learners or for students who need special education services. The same goes for members of different ethnic groups or for males and females. All of these results can help you determine which groups are benefiting most from *READ 180* and which groups are likely to need additional help. *Figure 3* displays the data requirements, data sources and basic analysis for this research question.



Research Question 3:

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?

Struggling readers are probably experiencing other difficulties in school that your group can study as well. For example, if students can't read, they're sure to be struggling or perhaps even failing in some, if not all, of their classes. Persistent failure often leads to students disengaging from school or engaging in a variety of antisocial behavior. Therefore, your study of *READ 180* could examine indicators such as attendance, tardiness, and disciplinary referrals among *READ 180* students. *READ 180* research reveals that early success in *READ 180* learning activities may turn around anti-social behavior and help students become more active and motivated learners. *Figure 4* displays the data requirements, data sources and basic analysis for this research question.

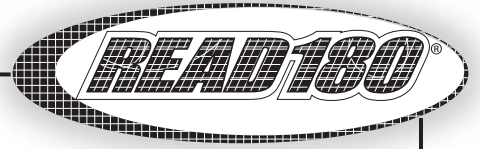


FIGURE 4

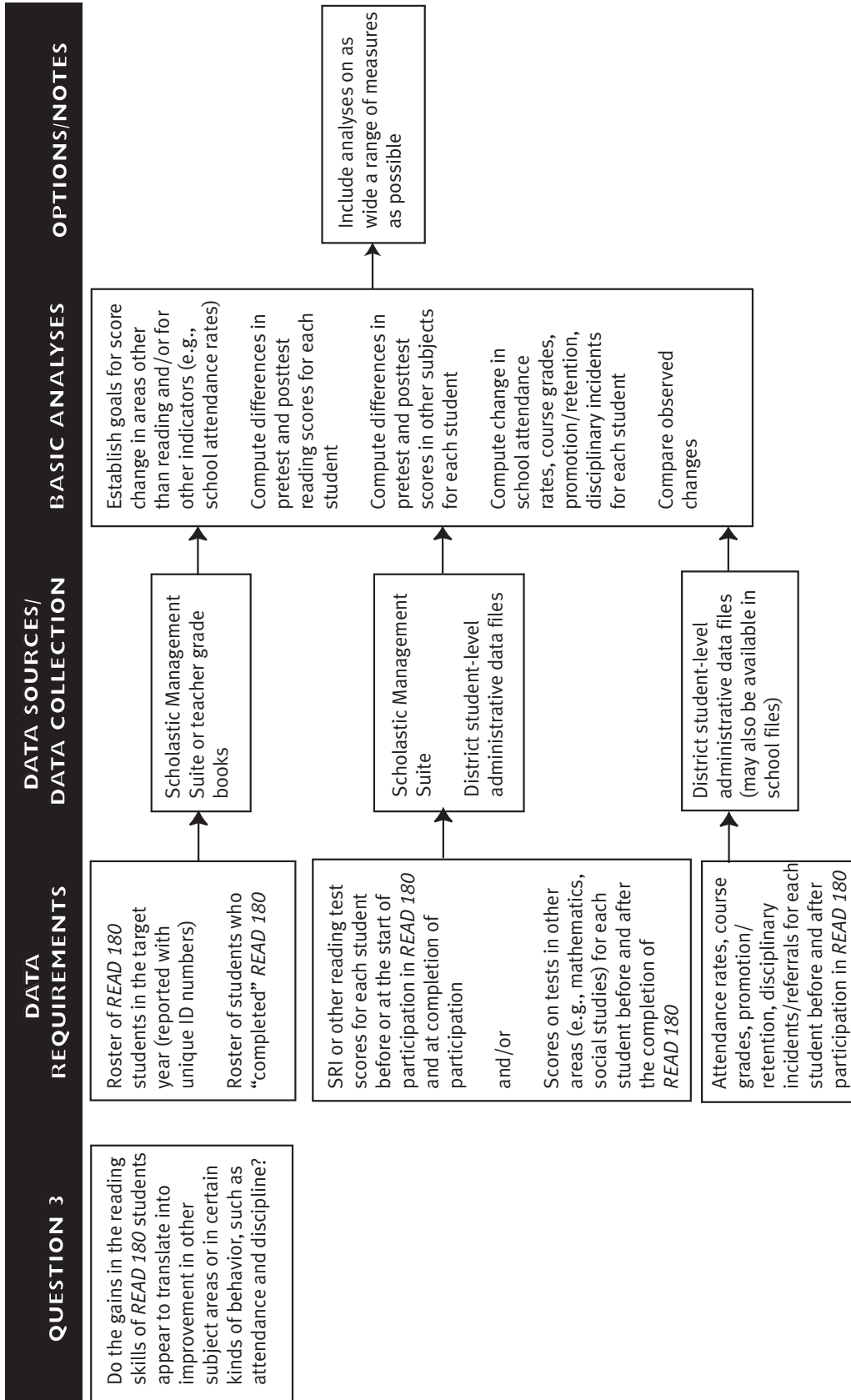
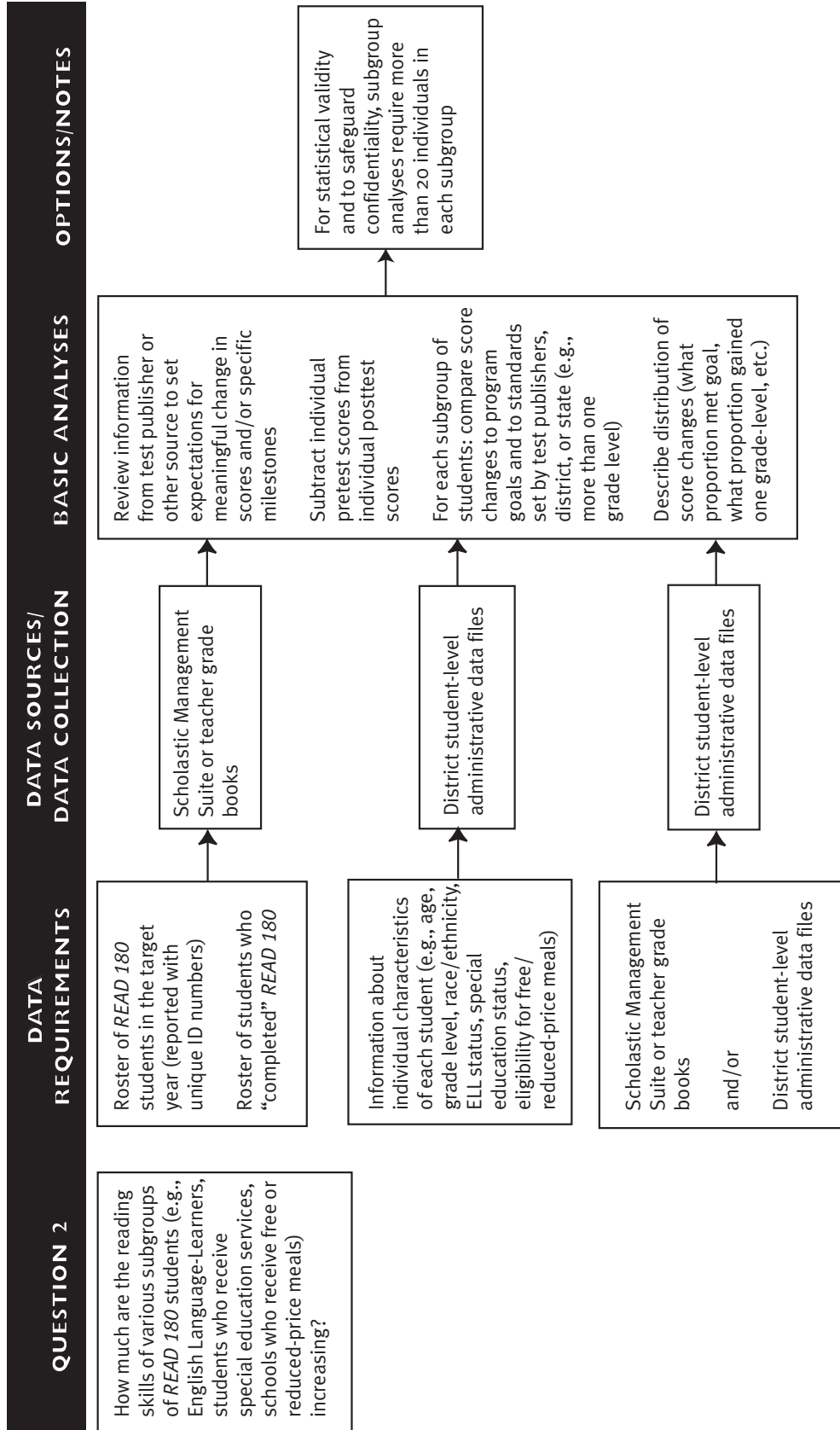
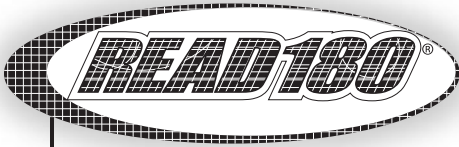


FIGURE 3





Research Question 4:

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?

Another way to look at the impact of *READ 180* is to examine the relative benefits of different levels of implementation. This kind of study differs from the others discussed here in that instead of examining student scores and behaviors, it looks at the extent to which teachers are implementing the program as specified by Scholastic and how implementation influences student outcomes. The results of this kind of study can pinpoint problems and suggest ways for teachers and others to work together to improve the program's implementation. If large numbers of teachers are using *READ 180* and if individual teachers and schools are given some degree of latitude in how they implement it, in terms of scheduling, for example, the study could explore how variations in implementation as defined by the three levels of implementation discussed earlier affect student outcomes. You can compare the progress of students who participate in the program in classrooms where the program is fully implemented (Level 1), with the progress of students who participate in classrooms where the program is implemented at Level 2 or Level 3. *Figure 5* displays the data requirements, data sources, and basic analysis for this research question.

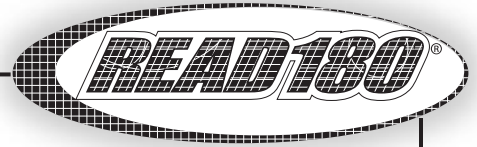
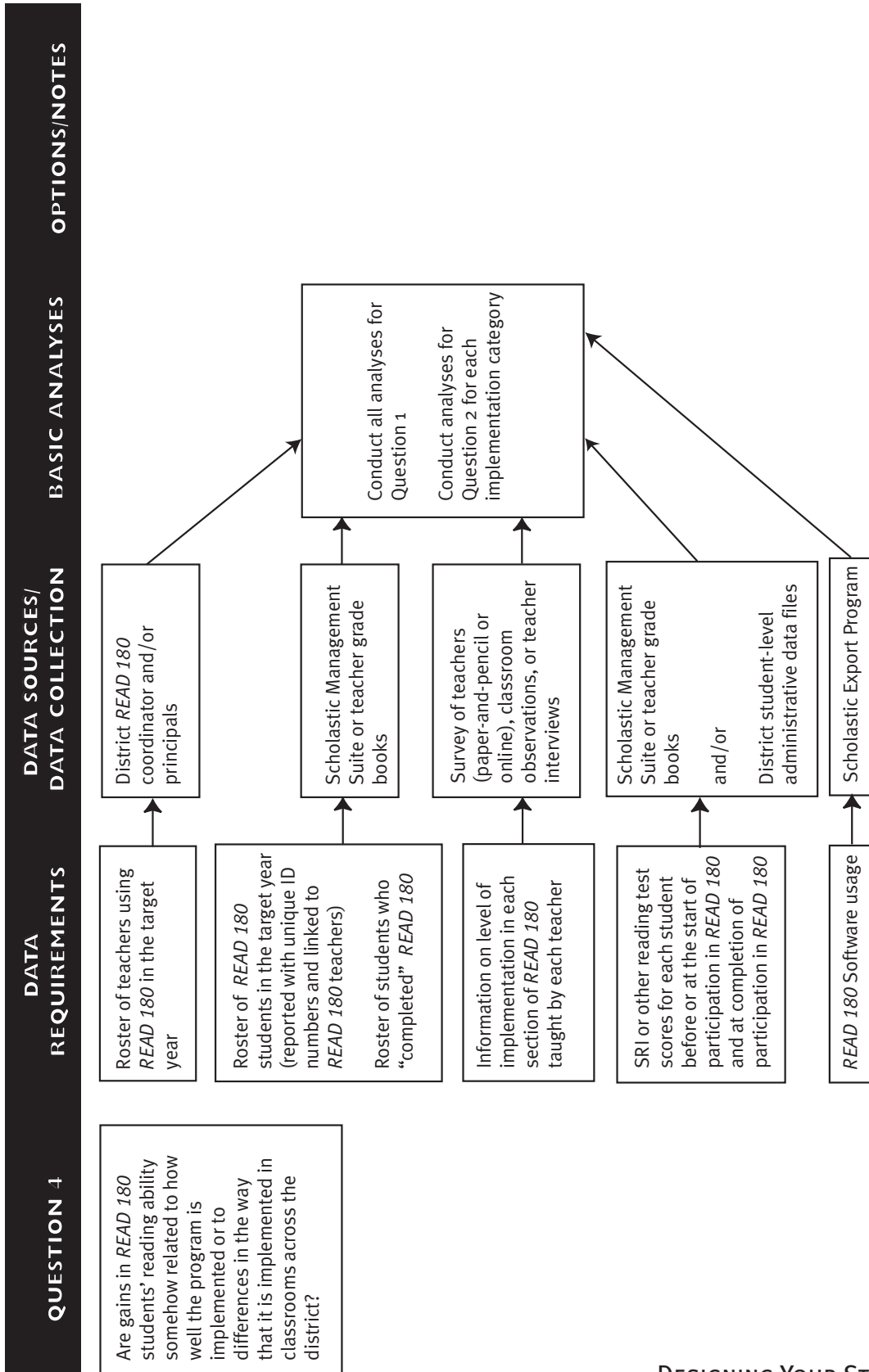
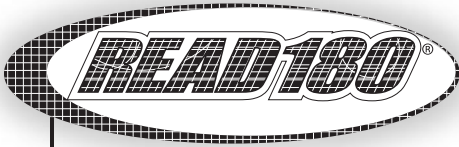


FIGURE 5





Research Question 5:

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?

One of the challenges of working with struggling readers and other students who are falling behind in school is to sustain, and even accelerate, improvements once they appear. If the early results of your study suggest that *READ 180* students are making gains or that their gains actually represent an acceleration when compared to those of their peers, it may be advisable to examine the extent to which these gains are sustained or even increased over time after students leave *READ 180*. You may also want to look at changes in student learning outcomes following their initial gains in *READ 180*. Once the project has generated a database of individual student records, as described in the next section, it would not take a great deal of effort to track these students after they leave *READ 180*. Knowing more about what happens in student learning careers after they leave *READ 180* can increase understanding of the program's benefits as well as encourage a careful review of additional types of support that may be necessary to ensure that students sustain their initial successes. *Figure 6* displays the data requirements, data sources, and basic analysis for this research question.

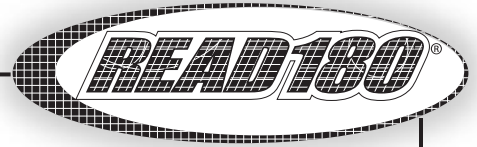
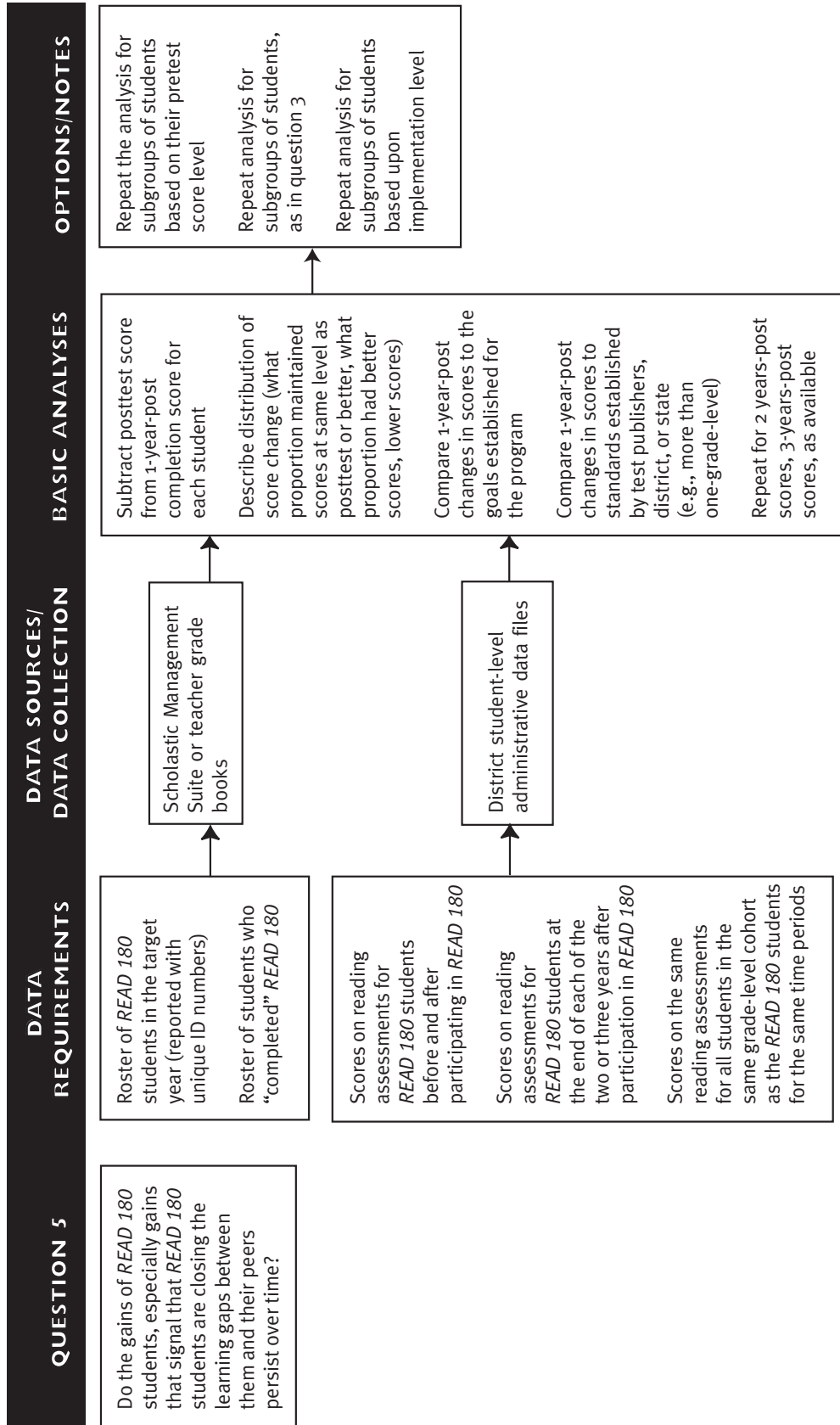
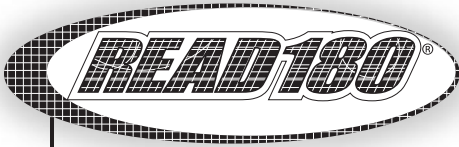


FIGURE 6





Research Question 6:

How do the gains made by READ 180 students compare with those made by similar students who are not enrolled in READ 180?

An even more rigorous way to assess the effects of *READ 180* and to find out more about your district's return on its investment in the program is to add a comparison group to your study. Adding a comparison group made up of students who are not participating in *READ 180* lets you determine not only if *READ 180* students are making progress, but also the value added by *READ 180* because you will be able to see whether gains made by *READ 180* students are greater than those made by other students. You can complement your examination of student achievement gains in the comparison group by documenting the kinds of learning activities in which these students participate. *Figure 7* displays the data requirements, data sources and basic analysis for this research question.

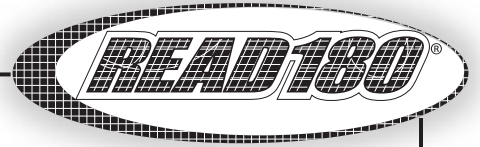
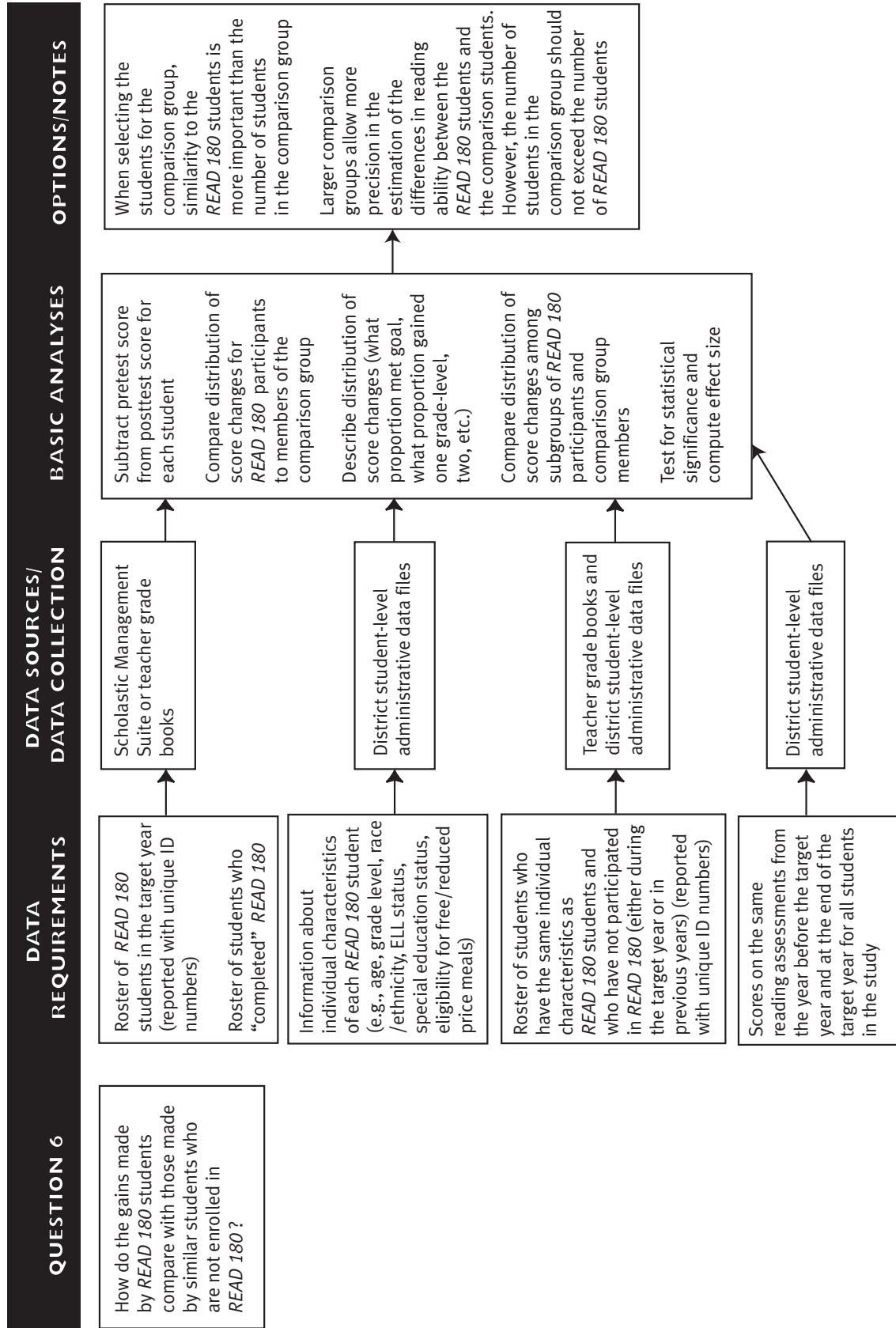
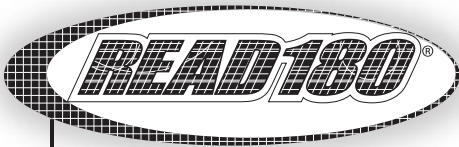


FIGURE 7





DATA NEEDS AND DATA COLLECTION STRATEGIES

Together, the design options discussed in the previous section require collecting three kinds of data on students. These include data on student characteristics, data on student participation in *READ 180* and other learning opportunities, and data on student outcomes. All this information should already be in school or district records. Depending on the option your study team chooses, your study may not require all or even very many of the kinds of data listed here. Examining the implementation of *READ 180* in your school, however, will require you to collect and analyze data. Four tools in this guide will help you do that.

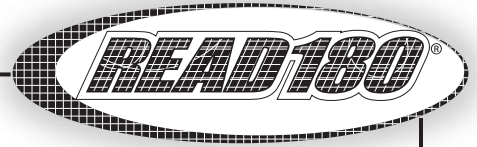
Student Data Requirements

For most studies of *READ 180*, data maintained by *READ 180* teachers or by district administrative offices will provide the majority of information required. Most likely, you can get the data you need from some combination of three sources: (1) the Scholastic Management Suite (SMS) or grade books and class lists maintained by *READ 180* teachers, (2) information on student characteristics and academic performance from your district's student-level administrative data files, and (3) information about the implementation of *READ 180* in each classroom.

You should use the teacher and district information whenever possible, establishing an order of preference among the various data sources. Some of the things to keep in mind are inconvenience to students and parents, inconvenience to teachers and staff, interruption of the regular activities of the school day, quality of the data used in the study, and cost of data collection/acquisition.

The one category of information for which you will almost certainly need to collect new data is individual teachers' level of implementation of *READ 180*. The guide provides data collection tools and procedures for three alternative ways to collect information about implementation: a teacher survey, a guide to classroom observation, and a teacher interview/focus group protocol. These are **Tool 2—*READ 180* Teacher Survey**, **Tool 3—Classroom Observation Protocol** and **Tool 4—Protocol for *READ 180* Teacher Interview**, respectively. There is also **Tool 5—Protocol for *READ 180* Principal Interview**, a protocol for interviews with principals. Data from these observations and interviews will give you a fairly complete picture of the implementation of *READ 180* and its contribution to a school's instructional program.

District Student-Level Data Files. Virtually every school district maintains a database (or databases) containing information about each of the students enrolled in any one of its schools. District staff use the database for assigning students to classes, projecting needs for classroom space and faculty, and generating reports to the state and federal departments of education. In almost every district, these databases represent an indispensable source of information on student characteristics and student test scores. Because the information for these databases has already been collected and is available for multiple years, the district student-level database is an indispensable part of most studies of *READ 180*.



One of the important planning tasks in preparing for your study is to determine what data are available, when they are available, and how to gain access to them. Having someone from the district's research office or the office responsible for maintaining student-level databases work with your study group would be one way of ensuring that your information is complete.

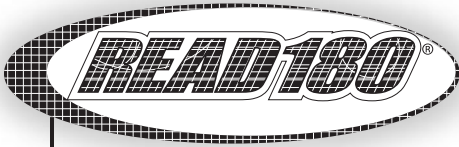
The Scholastic Management Suite (SMS) or READ 180 Teacher Grade Books. Information about which students participated in *READ 180*, their entry and exit dates, and their scores on the Scholastic Reading Inventory (SRI) test are unlikely to be part of the district's student-level database. If these data are important for your study, you will have to turn to information routinely collected as part of *READ 180*. If the Scholastic Management Suite (SMS) has been fully implemented in your district's *READ 180* classrooms, this information can be extracted from the SMS.* If the SMS has not been implemented, the information may need to be transcribed from *READ 180* teacher grade books or other course records. Remember, it is important that the student's unique identification number assigned by the district be part of the student information from either the SMS or teacher grade book, this allows for ease of merging multiple data sets with the same student ID.

The types of information for which the SMS or teacher grade books will be the best source are:

- Unique student ID number assigned by the district
- Beginning date for each student's participation in *READ 180*
- End date for each student's participation in *READ 180*
- Initial SRI score on entering *READ 180*
- Student's grade level when the SRI was administered
- Date on which the SRI was administered
- SRI test score from the time the student exited *READ 180*
- Student's grade level when the SRI was administered
- Date on which the test was administered
- The total number of times a student took the SRI during the time he or she was enrolled in *READ 180*

Another way to capture your *READ 180* data is by creating a Data Export Report. This tool facilitates pulling information from your school or district files. Instructions for how to produce a data export report are included as **Tool 6—How to Produce a Data Export Report**.

* Staff from the district's research office may be able to assist in the extraction of data from the SMS and linking these data to other information available from the district's student-level files.



Implementation Data Requirements

To examine whether teachers are using *READ 180* as it was intended to be used and to compare student outcomes to different levels of implementation will require you to do some research of your own. Among the data that will most likely be of the most help are information about:

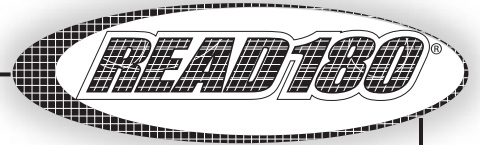
- the availability and use of appropriate hardware, software, and print materials
- the allocation of time, as specified in the *READ 180* program model
- instructional strategies
- the use of data generated by *READ 180* to inform instruction

There are several ways of collecting information on implementation and use of *READ 180*, including:

- Classroom observations
- Teacher self-reports using a survey
- Teacher interviews

Each of these strategies will yield valuable data on the implementation of *READ 180*. For example, classroom observations produce rich data on how teachers and students use key program components. Observations of classroom organization and practices have the added advantage of being objectively verifiable. Surveys, on the other hand, can collect a substantial amount of information from large numbers of teachers in relatively little time. Another advantage is that surveys can be completed during non-classroom hours, no small factor in getting a good rate of return from busy teachers. Nonetheless, surveys have a downside. They rely on self-reports, which are difficult to verify without being in the classroom or talking directly with teachers. Teacher interviews offer an opportunity to explore unique circumstances and strategies, while also yielding data on common topics and issues. Like the surveys, teacher interviews can be conducted during non-instructional time. However, also like teacher surveys, teacher interviews rely on self-reports that may be difficult or even impossible to verify.

Tool 2—Protocol for *READ 180* Teacher Survey can be administered online or as a paper-and-pencil instrument. It will yield less detailed information than classroom observations, but is easier and requires less time to administer. Based on early experience with the online version of the survey, Scholastic estimates that teachers will need about 15 minutes to complete it. If your study team decides to use the online version of the survey but does not have access to the necessary software, please contact Scholastic for assistance in administering the survey and reporting the results.

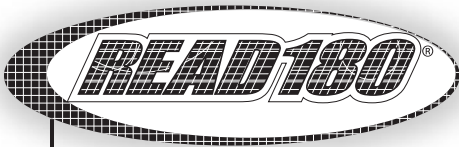


Tool 3–*READ 180* Classroom Observation Protocol will help you structure your observations in *READ 180* classrooms and measure the extent to which the program model has been implemented and is being used according to Scholastic’s specifications. Individuals who use the Classroom Observation Protocol should be familiar with *READ 180* and spend the equivalent of a full *READ 180* class period observing various learning activities and instructional strategies. The protocol also requires a brief interview with the *READ 180* teacher. Depending on schedules, this interview can take place right after the observation or after school. The interview section of the observation protocol will last approximately 15 minutes.

The third data collection option for tracking implementation is interviewing *READ 180* teachers and principals. Guides for these interviews are included as **Tool 4–Protocol for *READ 180* Teacher Interview** and **Tool 5–Protocol for *READ 180* Principal Interview**. Teacher interviews can yield at least some of the same quantitative data as surveys, but they will not generate as much data as the classroom observations. Conducting interviews also requires scheduling a block of time—perhaps 30–45 minutes—in already hectic schedules. In districts where the implementation of *READ 180* varies across schools or classrooms or where teachers might be having difficulties implementing the program, interviews can be useful tools for exposing fine details about differences in implementation and challenges as teachers and principals perceive them.

Selecting a comparison group. A very effective way to add weight to your findings about the effects of *READ 180* on student learning is to compare these results with outcomes for students who are like *READ 180* students but who are not enrolled in *READ 180*. Once you have identified the *READ 180* students who are going to be included in your study, you can identify a comparison group accordingly.

Your goal in choosing the comparison group is to identify students who resemble the *READ 180* students in as many ways as possible. At a minimum, the comparison group should include students who (1) are the same age and grade as the *READ 180* students and (2) scored at the same levels on the pretests, particularly pretests that were used to place students in *READ 180*. Likewise, your comparison group students should be similar to *READ 180* students in gender, ethnicity/race, and participation in and/or eligibility for special programs, such as special education, English as a second language, and free and reduced price meals. To the extent possible, the comparison group should approximate the same size as the *READ 180* group, with relative proportions of subgroups also the same size. An important standard for the overall size of the comparison group and for the size of subgroups is that they are amendable to the same statistical analyses as you intend to use on data on *READ 180* students. Finally, no student who has ever enrolled in *READ 180* in prior years should be part of a comparison group.



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**.

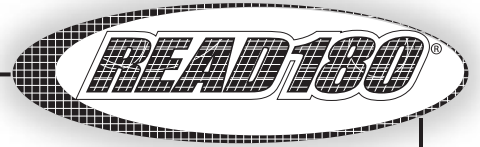
Confidentiality and Voluntary Participation

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.

Tool 1

READ 180

Implementation Level Worksheet

Electronic versions, in Microsoft Word[®] and PDF format, are included on the CD that accompanies *READ 180 Research Protocol and Tools*.



READ 180 IMPLEMENTATION LEVEL WORKSHEET

The following sets of indicators can be used to define program implementation levels of Scholastic *READ 180*. Following each indicator is a reference to which **Tool 3—Classroom Observation Protocol** items can be used to assess the presence of each indicator in a *READ 180* classroom.

For purposes of research and reporting, Level 1 defines full implementation, and Levels 2 and 3 define incomplete implementation. Implementation that does not at least meet the standard suggested by Level 3 should be considered as not implementing *READ 180*.

Level 1 Full Implementation—ALL Indicators (1–10).

Level 2 Implementation—Indicators 2–7, plus any combination of Indicators 8–10.

Level 3 Implementation—Indicators 3–6, plus any combination of Indicators 7–10.

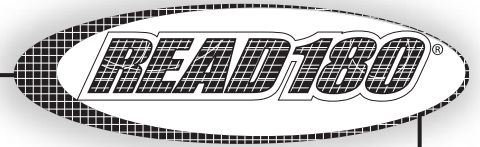
- | | |
|--|---|
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 1. Class schedule includes 90-minute blocks 5 days a week with 20 minutes of whole-group instruction at the beginning of each class period and 10 minutes of whole-group instruction at the end of each class period. (<i>Basic Implementation Interview Question 2, pg. 57</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 2. Class schedule includes three 20-minute rotations 5 days a week with no more than 5 to 7 students per group. (<i>Basic Implementation Interview Question 2, pg. 57</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 3. Sufficient working hardware, computers, headphones and cassette/CD players in 2005, for all students to pass through the rotations each day the class meets. (<i>Classroom Organization Questions 10, 12 & 15–17, pg. 48</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 4. Adequate sets of <i>READ 180</i> Paperbacks, Audiobooks and cassettes (CDs in 2005), and Topic Software. (<i>Classroom Organization Questions 5, 9 & 14, pgs. 47–48</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 5. Adequate training, professional development and technical support to facilitate use of the program model. (<i>Training and Support Interview Questions 27–32, pg. 62</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 6. Appropriate configurations of furniture and equipment, including: teacher workstation, independent reading area, computer stations, and whole/small group instructional areas. The furniture and equipment is arranged for comfort and ease of mobility through rotations. (<i>Classroom Organization Questions 2, 3, 4, 6, 11, 13 & 15, pgs. 47–49</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 7. Frequent (at least every 2–3 weeks) teacher use of the Scholastic Management Suite for tracking and monitoring student progress and reports. (<i>Resource Use Interview Questions 4, 5, 11 & 16, pgs. 47–49</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 8. Regular teacher use of <i>READ 180</i> instructional guides and reproducibles contained in <i>READ 180</i> teacher and program guides. (<i>Instruction Questions 21 & 31 pgs. 50–52; Resource Use Interview Questions 9 & 14, pg. 59</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 9. Administration of the SRI at the beginning, mid-point, and end of the period of student participation in <i>READ 180</i> . (<i>Resource Use Interview Question 3, pg. 57</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 10. Student participation in <i>READ 180</i> for at least a year. (<i>Basic Implementation Interview Question 1, pg. 56</i>) |

Tool 2

READ 180

Teacher Survey

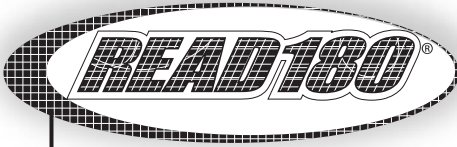
Electronic versions, in Microsoft Word[®] and PDF format, are included on the CD that accompanies *READ 180 Research Protocol and Tools*.



READ 180 TEACHER SURVEY INSTRUCTIONS

This survey includes 28 items. It is designed to provide information regarding program implementation and teaching practices in the *READ 180* classrooms in your district. The results from this survey will be used to provide your district with further *READ 180* support.

Originally designed as an email survey, this teacher survey can also be administered via paper and pencil. If you are interested in learning how to support an email survey in your district, feel free to contact your local Scholastic representative.



READ 180 TEACHER SURVEY

1. Are you currently using the Scholastic *READ 180* program as part of the instruction you provide to students? If No, discontinue survey.

- Yes
- No

2. How long have you been a teacher (including all of your teaching positions)?

- Less than 1 year
- 1–3 years
- 4–5 years
- More than 5 years

3. When did you begin using *READ 180*?

- Fall 2003
- Spring 2003
- Fall 2002
- Other (please specify)

4. Have you participated in at least one day of professional development related to the implementation and use of *READ 180* since September 2002?

- Yes
- No

5. Which stage of *READ 180* are you currently using?

- Stage A
- Stage B
- Stage C
- Don't Know

Tool 2

6. How many sections of *READ 180* do you currently teach?

- One
- Two
- Three
- Four or more

7. How many students are in your *READ 180* class?

Number of students in Section 1: _____

Number of students in Section 2: _____

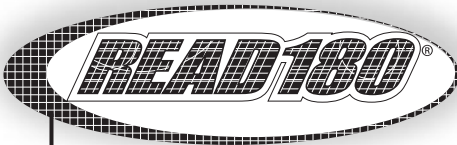
Number of students in Section 3: _____

8. Use the following chart to indicate the grade levels, not reading levels, of the students in each of your *READ 180* sections (select all that apply)

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Section 1:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 2:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 3:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. For each of your *READ 180* sections, please estimate the percent of students reading below grade level in each of the following categories.

	PERCENT OF STUDENTS READING 1 YEAR BELOW GRADE LEVEL	PERCENT OF STUDENTS READING 2 YEARS BELOW GRADE LEVEL	PERCENT OF STUDENTS READING 3 OR MORE YEARS BELOW GRADE LEVEL
Section 1:	_____ %	_____ %	_____ %
Section 2:	_____ %	_____ %	_____ %
Section 3:	_____ %	_____ %	_____ %



READ 180 TEACHER SURVEY CONTINUED

10. Use the following chart to indicate whether each of the *READ 180* sections you teach includes students who are English-Language Learners or students who have been identified as needing special education services (select all that apply):

	SECTION INCLUDES ENGLISH- LANGUAGE LEARNERS	SECTION INCLUDES STUDENTS NEEDING SPECIAL EDUCATION SERVICES
Section 1:	<input type="checkbox"/>	<input type="checkbox"/>
Section 2:	<input type="checkbox"/>	<input type="checkbox"/>
Section 3:	<input type="checkbox"/>	<input type="checkbox"/>

11. Use the following chart to indicate how many minutes each of the *READ 180* sections meets each day. (Write in the number of minutes in the boxes below. If a *READ 180* section does not meet on a day, write "0" in the box for that day.)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Section 1:	<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>
Section 2:	<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>
Section 3:	<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>

12. Please use the following chart to indicate whether your *READ 180* schedule regularly includes each of the following components for each section you teach (select all that apply):

	20 MINUTES OF WHOLE- GROUP INSTRUCTION AT THE BEGINNING OF EACH CLASS	THREE 20-MINUTE ROTATIONS FOR SMALL-GROUP INSTRUCTION, INDEPENDENT READING, AND COMPUTER USE	10-MINUTE WRAP-UP
Section 1:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 2:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 3:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tool 2

13. In general, how often do you assign homework to your *READ 180* students?

- Less than once a week
- Once a week
- 2–3 days a week
- 4–5 days a week

14. Does your *READ 180* classroom have enough working computers (including headsets and microphones) to permit each student to rotate through use of the *READ 180* Software each day the class meets?

- Yes
- No

15. Does your *READ 180* classroom have enough working cassette players to permit each student to rotate through use of the *READ 180* Audiobooks each day the class meets?

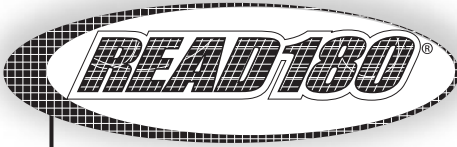
- Yes
- No

16. Do you have any of the *READ 180* Topic CDs in your classroom?

- Yes
- No
- Don't know

17. A complete set of *READ 180* Topic CDs includes nine different CDs (different titles). How many complete sets of Topic CDs do you have in your classroom?

- I do not have a complete set of Topic CDs
- 1–3 sets
- 4 sets
- 5 sets
- 6 or more sets



READ 180 TEACHER SURVEY CONTINUED

18. Do you have any of the *READ 180* Paperbacks in your classroom? If No, go to question 20.

- Yes
- No
- Don't know

19. A complete set of *READ 180* Paperbacks includes 40 different books (different titles). How many complete sets of Paperbacks do you have in your classroom?

- I do not have a complete set of Paperbacks
- 1–3 sets
- 4 sets
- 5 sets
- 6 or more sets

20. Do you have any of the *READ 180* Audiobooks in your classroom? If No, go to question 22.

- Yes
- No
- Don't know

21. A complete set of *READ 180* Audiobooks includes 12 different Audiobooks (different titles). How many complete sets of Audiobooks do you have in your classroom?

- I do not have a complete set of Audiobooks
- 1–3 sets
- 4 sets
- 5 sets
- 6 or more sets

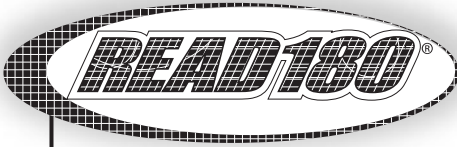
Tool 2

22. Scholastic provides a number of guides to help you use *READ 180*. For each of the guides listed in the left-hand column below, please select the statement or statements that describe your experience in using the guide:

	The guide has helped me understand <i>READ 180</i>	The guide has helped me to be more effective with my students	The guide has not been very useful	N/A: I have a copy of this guide, but I have not read it	N/A: I do not have a copy of this guide
Teacher's Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonics Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing and Grammar Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher's Resource Book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies for English-Language Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test-Taking Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Software Manual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Have you administered the Scholastic Reading Inventory (SRI) to all of your *READ 180* students during the current school year? If No, go to question 25.

- Yes
- No



READ 180 TEACHER SURVEY CONTINUED

24. About how many times will you administer the SRI to your students this year, including administrations that you have already completed? (select one)

- One time
- Two times
- Three times
- Four times
- Five times
- More than five times
- Don't know

25. In general, how long do your *READ 180* students remain in the program? (select one)

- Less than a quarter
- A quarter
- Two quarters
- Three quarters
- The whole year
- More than a year
- It varies too much to generalize
- Don't know

26. Which of the following statements best describes the reason why most students leave *READ 180*? (select one)

- They reach proficiency as readers, as measured by the SRI
- They reach proficiency as readers, as measured by a standardized test administered in my district (please specify the name of the test)

- They complete a regular school term
- It varies too much to generalize
- Don't know
- Other (please specify)

Tool 2

27. Approximately what proportion of students in your *READ 180* classes experience gains in their test scores (SRI or another standardized test) while enrolled in the *READ 180* program? (select one)

- All students
- Most students
- Some students
- A few students
- No students
- It's too soon to tell how many students experience gains in test scores
- Don't know

28. If some of your *READ 180* students experience higher gains in test scores than others, please use this space to briefly describe the students who benefit the most:

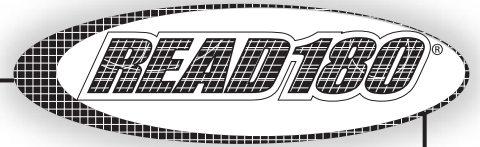
Tool 3

READ 180

Classroom Observation Protocol

FOR USE WITH *READ 180* STAGES B & C

Electronic versions, in Microsoft Word® and PDF format, are included on the CD that accompanies *READ 180 Research Protocol and Tools*.



READ 180 CLASSROOM OBSERVATION PROTOCOL

OVERVIEW

For Use With *READ 180* Stages B & C

This protocol is designed for use by a *READ 180* specialist, district administrator, or any other instructional leader to gather information about program implementation. It is not intended to be used as part of teacher performance appraisals.

The protocol will help answer a variety of questions about *READ 180* implementation within and across classrooms. First and foremost, this protocol is designed to answer the following questions:

- Have teachers fully implemented the *READ 180* program?
- Do all students have equal opportunities to participate in all aspects of the *READ 180* program?
- Are students participating in all components of the *READ 180* program?

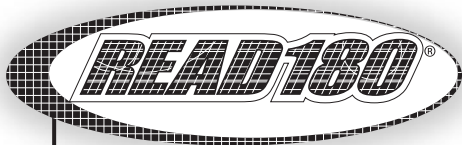
Data collected with this protocol can also be used to look at the relationship between the quality of implementation and student outcomes.

The protocol is divided into five sections: Basic Implementation, Classroom Organization, Instruction, Classroom Management, and Resource Use. The protocol can be used in its entirety or as separate elements, allowing you to customize your evaluation of *READ 180* implementation.

Classroom Organization

The questions in this section can assess the extent to which teachers have organized their classroom to support implementation of the *READ 180* program including:

- Classroom set-up
- The presence of appropriate materials
- Student access to *READ 180* materials



READ 180 CLASSROOM OBSERVATION PROTOCOL CONTINUED

Instruction

The questions in this section can describe teachers' instruction during *READ 180*. Possible analyses include:

- Assessing instructional consistency between classrooms
- Assessing teachers' differentiation of instruction
- Assessing student engagement
- In conjunction with the data collected in the Resource Use section, assessing teachers use of data to drive instruction

Definitions for Instruction Section (Use for Questions 24 and 33)

Comprehension: Students engage in activities designed to foster their capacity to understand or use comprehension skills or strategies. Possible activities include any of the skills addressed by *READ 180* materials—main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause and effect, compare and contrast, problem and solution, analyze character, analyze plot, and analyze setting.

Phonics: Students focus on symbol/sound correspondences, identifying the sounds in words, blending sounds together, letter-by-letter decoding, decoding by onset and rhyme or analogy, or decoding multi-syllabic words. Possible activities include any of the phonemic or word structure elements included in *READ 180* materials—high-frequency words, short vowels, long vowels and long-vowel digraphs, consonants that stand for more than one sound, consonant digraphs, consonant clusters, silent consonants, variant vowels, diphthongs, r-controlled vowels, open and closed syllables, syllables with consonant—le, schwa, prefixes, suffixes, plurals, inflectional endings with or without base change, compound words, and contractions.

Fluency: Students engage in activities designed to help them recognize words automatically, understand phrasing of text and apply rapid phonic, structural, and contextual analysis to identify unknown words. Students are working towards the goal of reading quickly, in meaningful chunks, and at a high level of accuracy.

Writing: Students engage in writing fluency activities and the writing process.

Grammar: Students engage in studying the rules and structure of the English language pertaining to the arrangement of words or generation of sentences.

Vocabulary: Students engage in discussing/working on word meaning(s).

Reading Aloud: The teacher reads aloud to the students. Students are expected to listen to the teacher read, not follow along with a text.

Shared Reading: The teacher reads aloud to the students while the students follow along in their own copy of the same text.

Direct Instruction: The teacher explains concepts or strategies, tells or gives information.

Modeling: The teacher explicitly shows/demonstrates the steps of how to do something or how to do a process as opposed to simply explaining it.

Skills Practice: The teacher engages the students in practicing literacy skills. Skill practice usually involves students working on drills, worksheets, or other “task oriented” activities that are designed to reinforce previously learned skills.

Classroom Management

This section examines the management strategies the teacher has put in place to facilitate effective implementation and use of *READ 180*.

- Transitions between activities
- Use of aids/assistants

Interview Questions

These questions focus on basic *READ 180* implementation and resource use.

Basic Implementation

The questions in this section can help gauge the extent to which teachers are implementing the basic structural elements of the *READ 180* program.

Possible analyses include:

- Comparing individual teacher’s implementation to the standard model.
- Comparing teachers to assess whether or not teachers across classrooms are uniformly implementing the program.

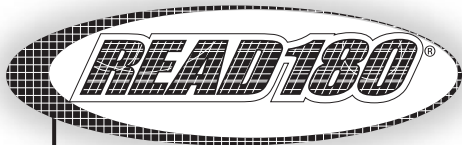
READ 180 Resource Use

This section focuses on teachers’ use of *READ 180* resources, including:

- Teachers’ use of *READ 180* support materials
- Teachers’ use of the Scholastic Management Suite to follow progress
- Teachers’ use of the Scholastic Management Suite reports to guide instruction

Assessment Data

This section focuses on teachers’ communication of *READ 180* assessment data.



READ 180 CLASSROOM OBSERVATION PROTOCOL CONTINUED

School Name/ID: _____ Observation Date: _____
Teacher Code/ID: _____ Observation Duration: _____
Grade: _____ Observer Name: _____

Classroom Organization

Walk around the room. Observe the environment. Based on those observations, answer the following questions:

1. What is posted on the classroom walls? (Check all that are present)

- READ 180 “Instructional Model” posters
- READ 180 “Topic CDs” posters
- READ 180 “Audiobooks” posters
- Independent reading monitoring charts
- Lists of “Topic CDs” completed
- Student lists of books read
- Student SRI scores
- Student writing
- Other

Describe: _____

2. Which of the following classroom areas are present? (Check all that are present)

- Independent reading area
- Small-group work area
- Student computer area
- Teacher computer station
- Whole-group instruction area

3. Is the room organized so that there is sufficient space between classroom areas for students and the teacher to move easily and efficiently? (Check ONE)

- Yes
- No

Independent Reading Area

4. Does the independent reading area include comfortable seating? (Check ONE)

- Yes
- No

5. Is the *READ 180* Paperback Library complete? (Check ONE)

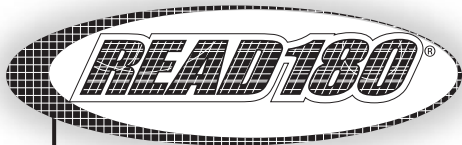
- Yes, there are 5 complete sets of the 40 books.
- Partially, there are 5 incomplete sets of books.
- Partially, there are less than 5 complete sets of the books.
- I can't tell.
- There are no *READ 180* books present at the reading station.

6. Are the *READ 180* Paperbacks easily accessible by students? (Check ONE)

- Yes
- No

7. Are there additional Paperbacks available for students to read in the independent reading area? (Check ONE)

- Yes
- No



READ 180 CLASSROOM OBSERVATION PROTOCOL CONTINUED

8. Are all books in the reading area labeled by level? (Check ONE)

- Yes
- No

9. Is the Audiobook library complete? (Check ONE)

- Yes, there are 4 complete sets of the 12 Audiobooks.
- Partially, there are 4 incomplete sets of Audiobooks.
- Partially, there are less than 4 complete sets of the Audiobooks.
- I can't tell.
- There are no Audiobooks present at the reading station.

10. How many operational tape cassette players are available for students to play Audiobooks?

11. Are the Audiobooks easily accessible by students? (Check ONE)

- Yes
- No

Computer Station

12. How many of the following are present at the computer station?

- Operational computers
- Operational headsets
- Operational microphones

13. Is there adequate space between computers or other measures (e.g., partitions) to ensure privacy while students are reading and recording? (Check ONE)

- Yes
- No

14. Is the Topic CD library complete? (Check ONE)

- Yes, there are 5 complete sets of the 9 Topic CDs.
- Partially, there are 5 incomplete sets of Topic CDs.
- Partially, there are less than 5 complete sets of the Topic CDs.
- I can't tell.
- There are no Topic CDs present at the computer station.

Tool 3

15. Are the Topic CDs easily accessible by students? (Check ONE)

Yes

No

Instruction

Whole-Group Instruction

Observe one complete whole-group instruction rotation, and answer the following questions.

16. Fill in this chart with whole numbers.

Length of whole-group instruction observation: minutes

Length of whole-group instruction rotation: minutes

Number of students participating:

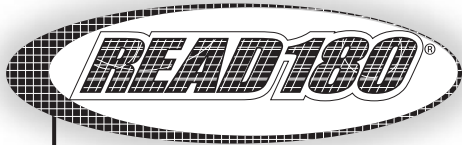
17. Do the teacher and students discuss homework? (Check ONE)

Yes

No

18. Use the following chart to indicate what instructional strategies the teacher is using to cover specific skills. Please enter the number of minutes you observe each instructional element in each box. See cover sheet for definitions.

	Reading Aloud	Shared Reading	Direct Instruction	Modeling	Skills Practice	Other
Comprehension						
Phonics						
Fluency						
Writing						
Grammar						
Vocabulary						
Other						



READ 180 CLASSROOM OBSERVATION PROTOCOL CONTINUED

19. During the lesson, does the teacher explicitly speak about the connections between skills taught in the *READ 180* block and other reading tasks (e.g., demands of other classes, reading outside of school, etc.)? (Check ONE)

- Yes
- No

20. Does the teacher appear to assess student understanding of the material on which they are working? (Check ONE)

- Yes
- No

21. Does the teacher use any *READ 180* resources (e.g., handouts from the Teacher’s Resource book or various “strategies books”?) (Check ONE)

- Yes
- No

22. If the teacher does use *READ 180* resources, describe them here.

23. If the teacher uses other non-*READ 180* resources, describe them here.

24. Does the teacher attempt to engage all students in the lesson? (Check ONE)

- Yes, she attempts to engage the entire group.
- No, she attempts to engage only some students.
- No, she attempts to engage only one or two students.

25. Did the students appear to be on task? (Check ONE)

- Yes, all students were on task
- Yes, most students were on task
- No, only a few students were on task
- No, no students were on task

Small-Group Instruction Rotation

Observe one complete small-group instruction rotation, and answer the following questions.

26. Fill in this chart with whole numbers.

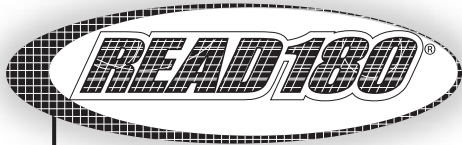
Length of small-group instruction observation: minutes

Length of small-group instruction rotation: minutes

Number of students participating:

27. Use the following chart to indicate what instructional strategies the teacher is using to cover specific skills. Please enter the number of minutes you observe each instructional element in each box. See cover sheet for definitions.

	Reading Aloud	Shared Reading	Direct Instruction	Modeling	Skills Practice	Other
Comprehension						
Phonics						
Fluency						
Writing						
Grammar						
Vocabulary						
Other						



READ 180 CLASSROOM OBSERVATION PROTOCOL CONTINUED

28. During the lesson, does the teacher explicitly speak about the connections between skills taught in the *READ 180* block and other reading tasks (e.g., demands of other classes, reading outside of school, etc.)? (Check ONE)

- Yes
- No

29. Do the students set reading and writing goals? (Check ONE)

- Yes
- No

30. Does the teacher appear to assess student understanding of the material on which they are working? (Check ONE)

- Yes
- No

31. Does the teacher use any *READ 180* resources (e.g., handouts from the Teacher’s Resource book or various “strategies books”?) (Check ONE)

- Yes
- No

32. If the teacher does use *READ 180* resources, describe them here.

33. If the teacher uses other non-*READ 180* resources, describe them here:

34. Does the teacher attempt to engage all students in the lesson? (Check ONE)

- Yes, she attempts to engage the entire group.
- No, she attempts to engage only some students.
- No, she attempts to engage only one or two students.

35. Did the students appear to be on task? (Check ONE)

- Yes, all students were on task.
- Yes, most students were on task.
- No, only a few students were on task.
- No, no students were on task.

Computer Workstation Rotation

Observe one group of students working at the computer workstation and answer the following questions for ONE rotation.

36. Fill in this chart with whole numbers.

- Length of computer workstation observation: minutes
- Length of computer workstation rotation: minutes
- Number of students participating:

37. How many students are using the following? (Fill in whole numbers)

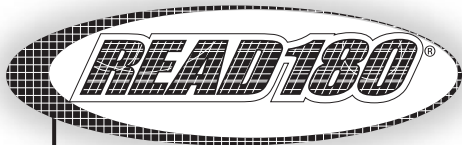
- Headsets
- Microphones
- READ 180* Software

38. How many students are working on any of the following? (Fill in whole numbers)

- The Spelling component of the Software
- The Word Zone component of the Software
- The Reading Zone component of the Software
- The Fluency component of the Software
- The Scholastic Reading Counts! Program

39. Do the students appear to be on task? (Check ONE)

- Yes, all students were on task.
- Yes, most students were on task.
- No, only a few students were on task.
- No, no students were on task.



READ 180 CLASSROOM OBSERVATION PROTOCOL CONTINUED

Independent Reading Rotation

Observe students working at the independent reading station and answer the following questions for ONE rotation.

40. Fill in this chart with whole numbers.

Length of independent reading observation: minutes
Length of independent reading rotation: minutes
Number of students participating:

41. How many students are reading *READ 180* Paperbacks? _____

42. How many students are using *READ 180* Audiobooks? _____

43. If so, do most of the students appear to be listening and following along with the text?
(Check ONE)

- Yes
- No

44. How many students are engaged in any of the following? (Fill in whole numbers)

Reading logs
 Teacher conferencing
 Reading progress charts
 QuickWrites
 Reading silently
 Reading aloud to a partner

45. Did the students appear to be on task? (Check ONE)

- Yes, all students were on task
- Yes, most students were on task
- No, only a few students were on task
- No, no students were on task

Whole-Group Wrap-Up

Observe one complete whole-group wrap-up, and answer the following questions.

46. Fill in this chart with whole numbers.

Length of whole-group wrap-up observation: minutes
Length of whole-group wrap-up rotation: minutes
Number of students participating:

47. Does the teacher assign homework? (Check ONE)

- Yes
 No

48. Does the teacher attempt to engage all students in the lesson? (Check ONE)

- Yes
 No

49. Did the students appear to be on task? (Check ONE)

- Yes, all students were on task
 Yes, most students were on task
 No, only a few students were on task
 No, no students were on task

Classroom Management

Based on the entire observation of the class, answer the following questions.

50. Are there clear signals to indicate rotation changes? (Check ONE)

- Yes
 No



READ 180 CLASSROOM OBSERVATION PROTOCOL CONTINUED

51. How many minutes does each rotation change require? (Enter time in minutes for each rotation you observe.)

Rotation 1

Rotation 2

Rotation 3

Rotation 4

52. Are the rotations and transitions smooth (e.g., quiet, orderly)? (Check ONE)

Yes

No

53. How many assistants or aides are present in the classroom? _____

54. If there are assistants or aides present, what are they doing? (Check all that apply)

Working with students on instruction

Providing the teacher with clerical assistance

Providing technical (e.g., computer) assistance

Other _____

Interview Questions

Conduct a short interview with the teacher after you have completed the observation.

Basic Implementation

Ask the teacher the following questions or review appropriate documents.

1. Are students placed in this classroom for a fixed amount of time based on the school calendar? (Check ONE)

Yes, for an entire year

Yes, for half of the year

Yes, for a quarter of the year

No, students remain in *READ 180* from the time they test in until they reach proficiency

Tool 3

2. Ask the teacher to help complete this chart, indicating the amount of time students spend in this *READ 180* class and the allocation of time to rotations.

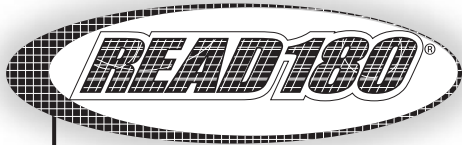
		Monday	Tuesday	Wednesday	Thursday	Friday
Time in Minutes	Total <i>READ 180</i> time					
	Total # of students					
	Whole Group					
	Small Group # of Rotations					
	Computer # of Rotations					
	Independent Reading # of Rotations					
	Wrap-Up					

***READ 180* Resource Use**

Ask the teacher the following questions at the end of the class period.

3. How often do you administer the Scholastic Reading Inventory (SRI) to your students?

- Weekly
- Twice a month
- Monthly
- Every eight weeks
- About once every three months
- About once a grading period
- Once a year



READ 180 CLASSROOM OBSERVATION PROTOCOL CONTINUED

4. Do you use the Scholastic Management Suite (SMS) to monitor student progress? (Check ONE)

Yes

No

5. How frequently do you use the SMS? (Check ONE)

Daily

Several times weekly

Once a week

A few times a month

Once a month

Once a grading period

Once a year

6. Which program reports do you use most often?

7. Why do you use these reports most often?

8. Which reports do you use on a daily basis?

Tool 3

9. Did you use any *READ 180* Resources (not including SMS reports) when planning your whole-group instruction today? (Check ONE)

Yes

No

10. Which resources did you use?

11. Did you use any SMS reports when planning your whole-group instruction today? (Check ONE)

Yes

No

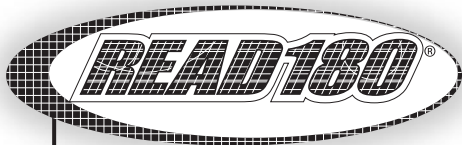
12. Which SMS reports did you use?

13. How did you use them?

14. Did you use any *READ 180* Resources (not including SMS reports) when planning your small-group instruction today? (Check ONE)

Yes

No



READ 180 CLASSROOM OBSERVATION PROTOCOL CONTINUED

15. Which resources did you use?

16. Did you use any SMS reports when planning your small-group instruction today? (Check ONE)

Yes

No

17. Which reports did you use?

18. How did you use them?

Assessment Data

Ask the teacher the following questions

19. Do you provide opportunities for your students to engage in self-assessment? (Check ONE)

Yes

No

Tool 3

20. If yes, please provide 2 examples.

21. Do you communicate assessment data to students? (Check ONE)

Yes

No

22. If yes, please provide 2 examples.

23. Do you communicate assessment data to parents? (Check ONE)

Yes

No

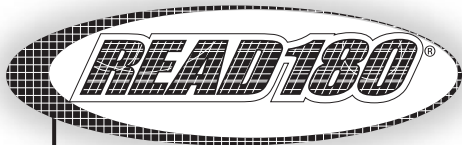
24. If yes, please provide 2 examples.

25. Do you communicate assessment data to administrators? (Check ONE)

Yes

No

26. If yes, please provide examples.



READ 180 CLASSROOM OBSERVATION PROTOCOL CONTINUED

Training and Support

27. What kind(s) of training on using the *READ 180* program model have you received?

28. Do you consider this training to be adequate? (Check ONE)

- Yes
- No

29. What kind(s) of professional development on using the *READ 180* program model have you received?

30. Do you consider this professional development to be adequate? (Check ONE)

- Yes
- No

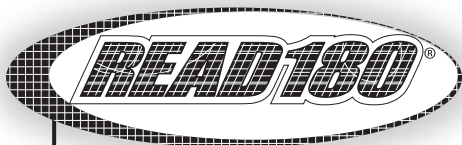
31. What kind(s) of technical support for implementing the *READ 180* program model have you received?

32. Do you consider this technical support to be adequate? (Check ONE)

- Yes
- No

Protocol for *READ 180* Teacher Interview

Electronic versions, in Microsoft Word[®] and PDF format, are included on the CD that accompanies *READ 180 Research Protocol and Tools*.



PROTOCOL FOR *READ 180* TEACHER INTERVIEW

The purpose of this interview is to gather information about teachers' experiences using *READ 180* as well as their perceptions of the program's impact on their students. As you proceed through the various interview questions, it will be important to probe for details and examples, especially when teachers discuss the program's impact on their students and the challenges they have faced in attempting to use the program.

This interview will require approximately 30–45 minutes. Ideally, you will conduct the interview at a time and place where you will not be interrupted. If possible, you should schedule a 10–15 minute walk-through of one of the teacher's *READ 180* classes to get a general sense of how the program is implemented and whether the appropriate hardware, software, and print materials are available.

If you are not already acquainted with the teacher, you should begin by introducing yourself and explaining the study and how the results will be reported. As appropriate, you should also indicate that the teacher will not be identified by name in any reports or communications about the study. If you are planning to tape-record the interview, be sure to ask the teacher's permission to do so and leave the tape recorder in plain sight. Finally, you should explain that participation is voluntary and offer the teacher the opportunity to decline to participate.

You can use this guide as a script for the interview or you can use it to remind yourself of the topics that you would like to explore with the teacher. You can also use this guide as a form to record the teacher's responses.

Tool 4

Teacher's Name: _____

School Name: _____

Date and Time of Interview: _____

Interviewer's Name: _____

1. How long have you been a teacher (including all of your teaching assignments)?

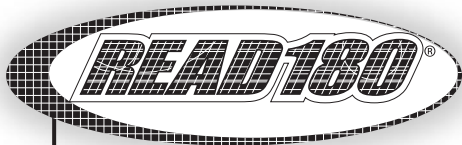
2. How long have you been using *READ 180*?

3. How many sections of *READ 180* do you currently teach?

4. Using the most recent *READ 180* class session as an example, briefly describe how the session was organized in terms of the kinds of teaching and learning activities and the amount of time devoted to each one.

5. Is this the general pattern of all of your *READ 180* classes? If not, briefly describe how the class sessions vary.

6. Briefly describe your most recent experience in using the *READ 180* Scholastic Management Suite (SMS). How often do you use the SMS and for what purposes?



PROTOCOL FOR *READ 180* TEACHER INTERVIEW CONTINUED

7. How are students selected to enroll in *READ 180*? Who makes the decisions? What factors are considered? In general, are the selection criteria applied consistently to all students?

8. In general, how long do students remain in *READ 180*? (If the answer is less than a year or other than a complete school term, ask about the reasons why students exit the program.)

9. Briefly describe the students in your *READ 180* classes (by race/ethnicity, ELL status, eligibility for special education services).

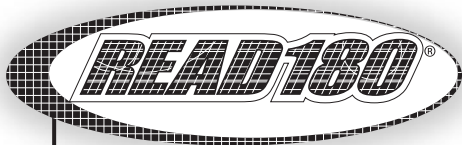
10. What are your observations about the impact of *READ 180* on student outcomes? (Probe for observations about the impact on reading, achievement in other subject areas, and student behavior.) What are the specific indicators that you see? Does *READ 180* have more or less the same impact on all students? If not, how does the impact vary?

11. What have been the biggest challenges in implementing and using *READ 180*? How have you overcome the challenges?

12. Would you recommend *READ 180* to other teachers? If yes: Are there any conditions or reservations to your recommendation?

Protocol for *READ 180* Principal Interview

Electronic versions, in Microsoft Word[®] and PDF format, are included on the CD that accompanies *READ 180 Research Protocol and Tools*.



PROTOCOL FOR *READ 180* PRINCIPAL INTERVIEW

The purpose of this interview is to gather information about principals' perceptions of *READ 180*, the challenges associated with using the program, and its overall contributions to their schools' instructional programs.

As you proceed through the various interview questions, it will be important to probe for details and examples, especially when principals discuss the program's contributions to school's instructional programs and the challenges associated with using the program. If you determine that the principal knows very little about *READ 180* and how it is being used in the school, you may decide to end the interview after a few questions.

This interview will require approximately 20–30 minutes. Ideally, you will conduct the interview at a time and place where you will not be interrupted. If possible, you should be familiar with the extent to which *READ 180* is being used in the school prior to interviewing the principal.

If you are not already acquainted with the principal, you should begin by introducing yourself and explaining the study and how the results will be reported. As appropriate, you should also indicate that the principal will not be identified by name in any reports or communications about the study. If you are planning to tape-record the interview, be sure to ask the principal's permission to do so and leave the tape recorder in plain sight. Finally, you should explain that participation is voluntary and offer the principal the opportunity to decline to participate.

You can use this guide as a script for the interview or you can use it to remind yourself of the topics that you would like to explore with the principal. You can use this guide as a form to record the principal's responses.

Tool 5

Principal's Name: _____ School Name: _____

Date and Time of the Interview: _____ Interviewer's Name: _____

Begin the interview by asking the principal for a brief description of the school, including a description of the student population and a description of the reading/language arts components of the instructional program.

1. How did you and the teachers in your school first decide to use *READ 180*?

2. How do you pay for *READ 180*?

3. Based on your observations and experiences thus far, what have been the primary challenges in implementing and using *READ 180* in your school? Have you and the teachers been successful in overcoming the challenges?

4. Based on your observations and experiences thus far, what has been the impact of *READ 180* on student learning and other areas of student outcomes? What is the evidence of this impact?

5. Is *READ 180* more effective with some kinds of students than others? If so, which students benefit most from the program? Which students benefit the least?

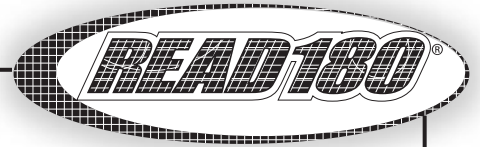
6. Is *READ 180* more suitable for some teachers than others? If so, which teachers are most able to use the program? Which teachers are least able to use the program?

7. How does *READ 180* compare to other approaches to reading instruction in this school in terms of student outcomes? In terms of teachers' ability to implement and use the program? In terms of costs?

8. Would you recommend *READ 180* to other principals? What specific advice would you give them about using the program?

How to Produce a Data Export Report

An electronic version in PDF format and the Microsoft Excel® export file are included on the CD that accompanies *READ 180 Research Protocol and Tools*.

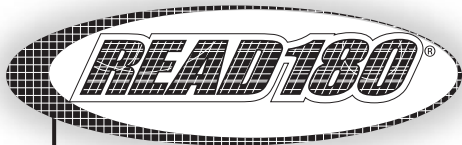


HOW TO PRODUCE A DATA EXPORT REPORT

As with most educational technology programs, the *READ 180*, Scholastic Reading Inventory (SRI) and Scholastic Reading Counts! (SRC) data used to generate student and class reports can also be exported in an electronic file format. Most often these electronic files are used to export a large set of data that will be merged with a larger district database that includes critical demographic information and other district test results.

The *READ 180* data export can provide valuable information with regard to student exposure to the program (time on task). With this information, the final analysis can take into account the total time and performance on the software component of *READ 180* to better understand whether it is a critical variable influencing student outcomes. The SRI software export can provide information with regard to the number of tests administered, the dates for each of these tests and the Lexile score for each date. This SRI information is also valuable information that should be used in the final analysis of student outcomes.

The following data export instructions were developed for the experienced Excel user in mind. The data export is a two-part process. The first part involves exporting a comma delimited file (.csv file) and the second part involves importing the comma delimited file into Excel to view the results. The data may also be imported into another data analysis program available within the district such as SPSS; in this case import into Excel is not required.



HOW TO PRODUCE A DATA EXPORT REPORT CONTINUED

Data Export Fields

Below you will find a listing of all the data fields (and field definitions) that will be exported in each program. Please note that certain biographical data must be entered manually into the Scholastic Management Suite (SMS) as part of each student record. Data that must be entered is marked with an asterisk.

Biographical Data

@LNAME = Student last name

@MINITIAL = Student middle initial

@FNAME = Student first name

@ID = Student ID

@GENDER = Student gender (male or female)*

@ETHNICITY = Student ethnicity (Ex. – Hispanic, Caucasian, etc) *

@GRADE = Current grade of student

@PASSWORD = Student password

@AUXID = Student auxiliary ID

@Lexile = Current Lexile number

@Bilingual = Student affiliated with the Bilingual program *

@Economically Disadvantaged = Student affiliated with the Economically Disadvantaged program *

@ESL = Student affiliated with the ESL program *

@Gifted And Talented = Student affiliated with the Gifted And Talented program *

@Learning Disabled = Student affiliated with the Learning Disabled program *

@Migrant = Student affiliated with the Migrant program *

@Special Education = Student affiliated with the Special Education program *

@Title1 = Student affiliated with the Title 1 program *

SRI Data

- @SRI_LAST_LEXILE_DATE = Date of last SRI test taken
- @SRI_PERCENTILE = Percentage of scores less than or equal to that score
- @SRI_NCE = Normal Curve Equivalent — A normalized student score with a mean of 50 and a standard deviation of 21.06
- @SRI_TEST_TAKEN = Whether or not the student has taken a test (1=yes, 0=no)
- @SRI_TEST_DATE = the past SRI test score dates listed individually; Lists up to 36 dates
- @SRI_LEXILE_SCORES = the past SRI test scores listed individually; Lists up to 36 scores
- @SRI_TEST_NAMES = the past SRI test types listed individually; Lists up to 36 test types (SRI computer tests, SRI Print tests)

READ 180 Data

- @R180_LEVEL = Current level at which student is working in *READ 180*
- @R180_TOPIC = The last completed Topic CD that the student completed
- @R180_SEGMENT = The last completed segment (each Topic CD has 4 segments)
- @R180_SPELL_WORDS = Total mastered spelling words
- @R180_TTL_WORDS = Total words read in *READ 180*
- @R180_TTL_SESSIONS = Total number of times a student has used *READ 180*
- @R180_SESS_PER_SEG = Average number of sessions it takes a student to complete a segment
- @R180_SESS_PER_WEEK = Average number of sessions per week
- @R180_TTL_TIME = Total cumulative amount of time student has spent using *READ 180*
- @R180_AVG_TIME = Average amount of time a student spends during a session
- @R180_COMP_SCORE = Average score on comprehension questions
- @R180_VOCAB_SCORE = Average score on vocabulary questions
- @R180_FLUENT_WORDS = Total number of mastered Word Zone words

Reading Counts Data

- @POINTS = Number of points student has accumulated
- @#QTAKEN = Number of quizzes student has attempted
- @#QPASSED = Number of quizzes student has passed
- @#WORDS_READ = Total number of words read for all passed quizzes in Scholastic Reading Counts!

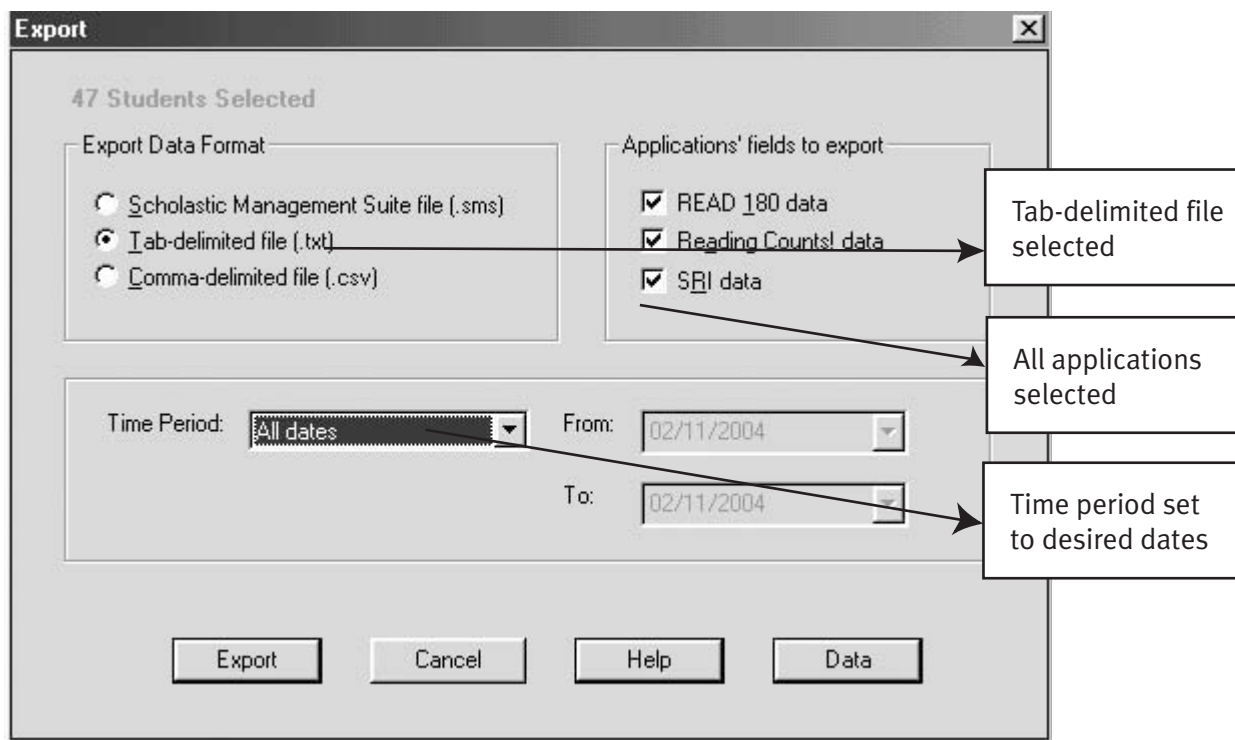


HOW TO PRODUCE A DATA EXPORT REPORT CONTINUED

NOTE: Several of the screenshots in this document are shown in split-screen mode.

Create the Export File

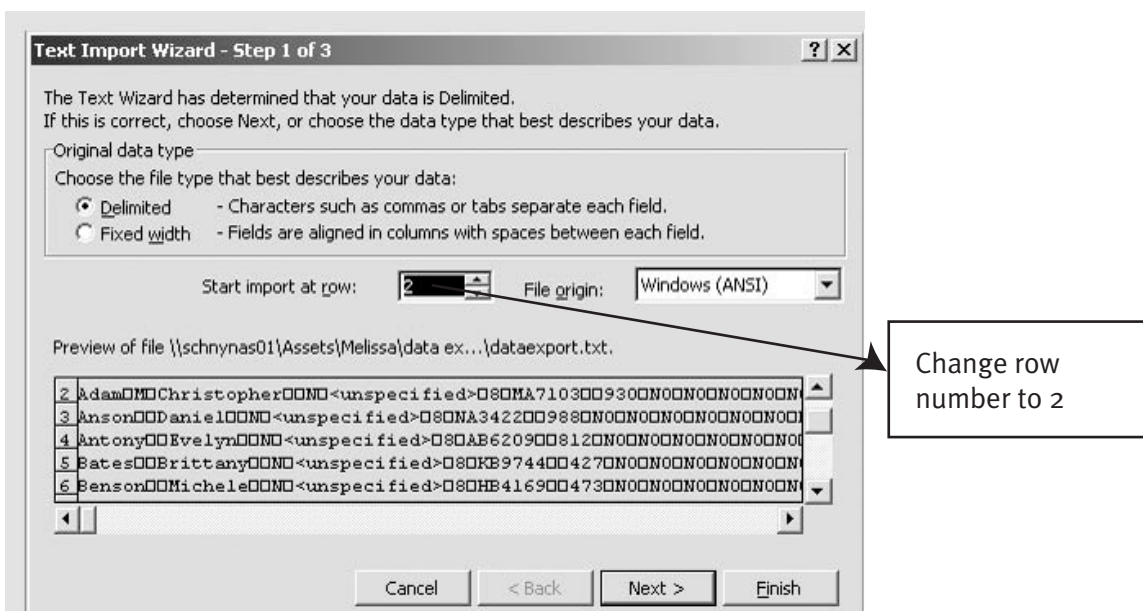
1. Launch the Scholastic Management Suite (SMS) and login as the Administrator, or as a teacher with schoolwide access.
2. Enter password and click OK.
3. If any alerts come up, click CANCEL.
4. Go to CLASS TABS and select the class you want to export.
5. Click FILE, then choose EXPORT.
6. In the EXPORT window, under EXPORT DATA FORMAT, click TAB-DELIMITED FILE (.txt). (See figure below.)
7. Under APPLICATIONS' FIELDS TO EXPORT, select *READ 180 DATA*, *READING COUNTS DATA* and *SRI DATA*.
8. Select a time period from the TIME PERIOD drop-down menu or create a CUSTOM TIME PERIOD by selecting dates from the FROM and TO drop-down menus.

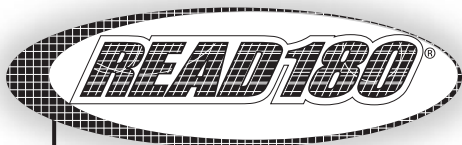


9. Click EXPORT. Give your file a name that is easy to remember and choose a location in which to save it. Please keep in mind that this file may have to be moved to another computer, so choose either a floppy disk or a network location as your location.
10. Click SAVE or hit ENTER.
11. Repeat steps 4–10 for each class you wish to use in your report (see step 4). Be sure to give each new database export file a new file name that is easy to remember.

Importing the Export File

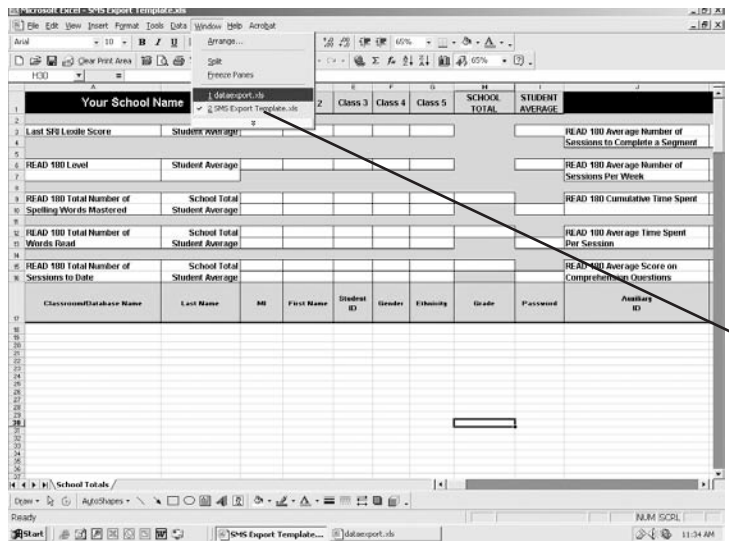
1. Launch Microsoft Excel.
2. Click FILE, and then choose OPEN.
3. Under FILES OF TYPE, choose TEXT FILES from the drop-down menu.
4. Browse to where the student data Export file(s) are saved and double-click the file you wish to open first.
5. The TEXT IMPORT WIZARD—STEP 1 OF 3 screen opens (see figure below). Beside START IMPORT AT ROW, click the UP ARROW to change the value of the field to 2. Click NEXT.
6. In the TEXT IMPORT WIZARD—STEP 2 OF 3 window, click NEXT again. Then in the TEXT IMPORT WIZARD STEP—3 OF 3 window, click FINISH.
7. Click FILE and choose OPEN. Browse to the file provided to you by Scholastic called SMS Export Template.xls and select this file. (You may need to change FILES OF TYPE to .xls to view Excel files.)



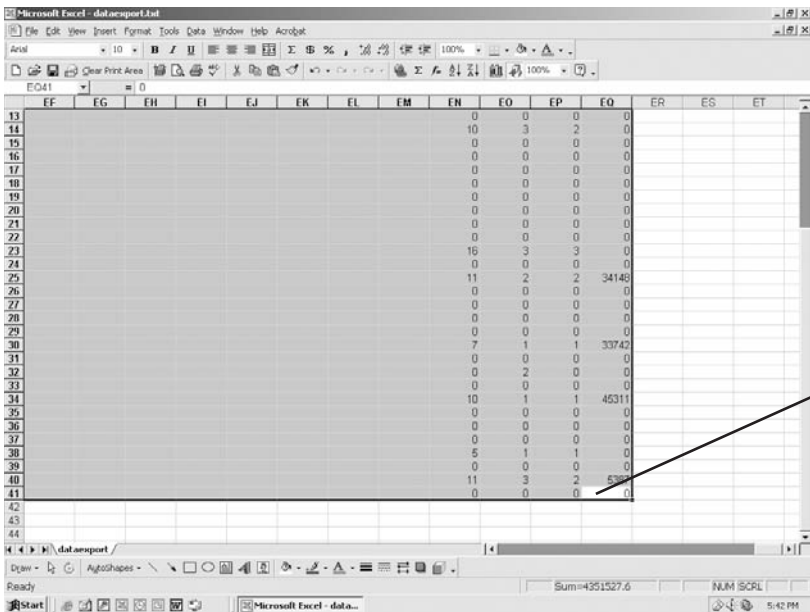


HOW TO PRODUCE A DATA EXPORT REPORT CONTINUED

8. Toggle back to the student data file by clicking WINDOW and choose the student data Export file you just created from the SMS (see figure below).

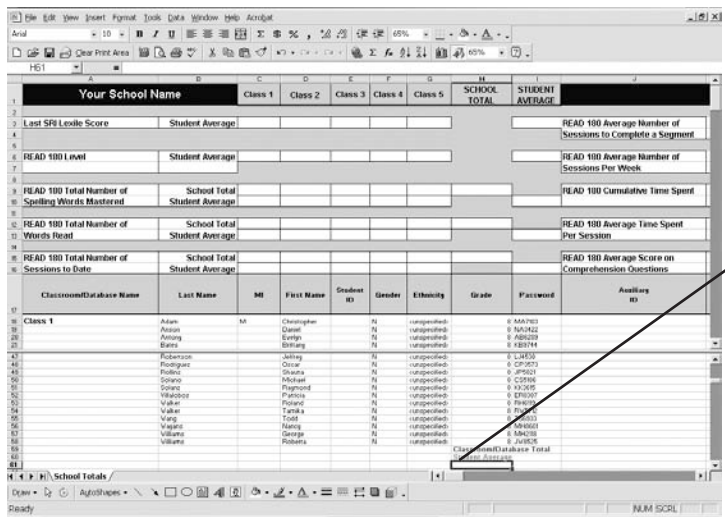


9. To select all data in the student data file, begin by highlighting the first populated row by clicking cell A1 and drag-select horizontally to cell EQ1. Release the mouse.
10. To highlight the remaining data, scroll to the last populated row of the student data. Hold the SHIFT key and click the last populated cell in the EQ column. This will select the entire data set (see figure below).
11. Click EDIT, and then choose COPY.
12. Click WINDOW, and then select the SMS Export Template file.



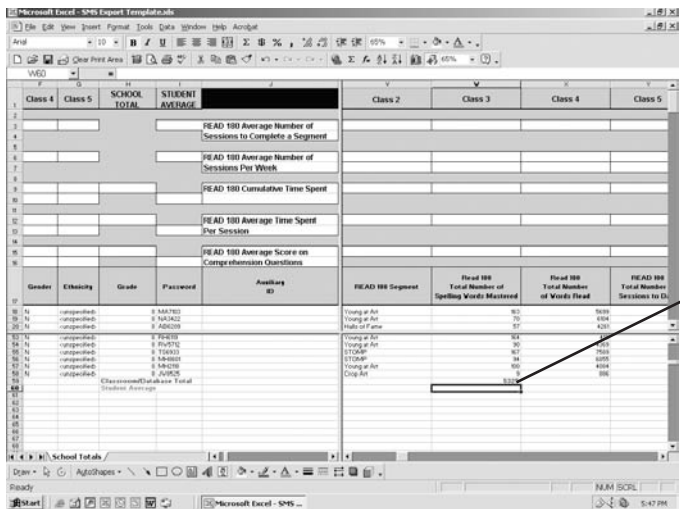
Tool 6

13. Click into cell B18, then click EDIT, and then choose PASTE.
14. Enter the name of the Classroom/Database in cell A18 (the first cell below the heading “Classroom/Database Name”).
15. Scroll down to the last populated cell in the GRADE column (column H), and in the empty cell beneath it, type “Classroom/Database Total.”
16. Beneath the “Classroom/Database Total” cell, type “Student Average.” (See figure below.)



Type Classroom/Database total and student average

17. Scroll right and down to the last populated cell in the “READ 180 Total Number of Spelling Words Mastered” column (column W), and click in the empty cell beneath it. Then click the ? button in the toolbar. This will total all the values in the column. Hit the ENTER key (see figure below). Alternatively, use the “=sum(cell range)” function to create a total for the values in the column.



Column total



HOW TO PRODUCE A DATA EXPORT REPORT CONTINUED

18. Repeat step 17 to calculate the totals for the following columns:

- READ 180 Total Number of Words Read (column X)
- READ 180 Total Number of Sessions to Date (column Y)
- READ 180 Total Number of Word Zone Words Mastered (column AF)
- RC! Points (column EO)
- Number of Quizzes Taken (column EP)
- Number of Quizzes Passed (column EQ)

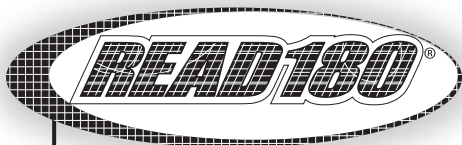
Class 5	SCHOOL TOTAL	STUDENT AVERAGE	Class 1	Class 2	Class 3	Class 4	Class 5	SCHOOL TOTAL		
		READ 180 Average Number of Sessions to Complete a Segment	Student Average							
		READ 180 Average Number of Sessions Per Week	Student Average							
		READ 180 Cumulative Time Spent	School Average							
		READ 180 Average Time Spent Per Session	Student Average							
		READ 180 Average Score on Comprehension Questions	Student Average							
Ethnicity	Grade	Passport	Assess ID	Last SRI Lexile Score	Bilingual	Economically Disadvantaged	ESL	Gifted and Talented	Learning Disabled	Migr.
unspecified	8	MA765		330	NO	NO	NO	NO	NO	NO
unspecified	8	NA2422		388	NO	NO	NO	NO	NO	NO
unspecified	8	AB5209		88	NO	NO	NO	NO	NO	NO
unspecified	8	KB3744		437	NO	NO	NO	NO	NO	NO
unspecified	8	HS4383		473	NO	NO	NO	NO	NO	NO
unspecified	8	LD7075		95	NO	NO	NO	NO	NO	NO
unspecified	8	CS5586		741	NO	NO	NO	NO	NO	NO
unspecified	8	KC3318		388	NO	NO	NO	NO	NO	NO
unspecified	8	EP3387		889	NO	NO	NO	NO	NO	NO
unspecified	8	FR4018		861	NO	NO	NO	NO	NO	NO
unspecified	8	FR5745		639	NO	NO	NO	NO	NO	NO
unspecified	8	TS3333		724	NO	NO	NO	NO	NO	NO
unspecified	8	MK6669		779	NO	NO	NO	NO	NO	NO
unspecified	8	MK2788		562	NO	NO	NO	NO	NO	NO
unspecified	8	JUL025		840	NO	NO	NO	NO	NO	NO
Classroom/Database Total										
Student Average										

Column K Average

19. Scroll down to the last populated cell in the Last SRI Lexile Score column (column K). In the empty cell two rows below this Lexile score, type “=average(” (Note: be sure to include the single open parenthesis), then click and highlight all the values in that column, excluding the total. Hit ENTER to finish calculating the average of that column (see figure above).

20. Repeat step 19 to calculate the averages for the following columns:

- *READ 180* Level (column T)
- *READ 180* Total Number of Spelling Words Mastered (column W)
- *READ 180* Total Number of Words Read (column X)
- *READ 180* Total Number of Sessions to Date (column Y)
- *READ 180* Average Number of Sessions to Complete a Segment (column Z)
- *READ 180* Average Number of Sessions per Week (column AA)
- *READ 180* Cumulative Time Spent (column AB)
- *READ 180* Average Time Spent per Session (column AC)
- *READ 180* Average Score on Comprehension Questions (column AD)
- *READ 180* Average Score on Vocabulary Questions (column AE)
- *READ 180* Total Number of Word Zone Words Mastered (column AF)
- SRI Percentile Rank (column AH)
- SRI NCE Score (column AI)
- RC! Points (column EO)
- RC! Number of Quizzes Taken (column EP)
- Number of Quizzes Passed (column EQ)
- Number of Words Read (column ER)



HOW TO PRODUCE A DATA EXPORT REPORT CONTINUED

21. See the figure below for an idea of what your spreadsheet should now look like.
22. Repeat steps 1–20 of this section (Importing the Export File) for any additional Classrooms/Databases you wish to add to this report. Be sure to paste the additional data about 2–3 rows below the totals of the Classroom/Database above it.

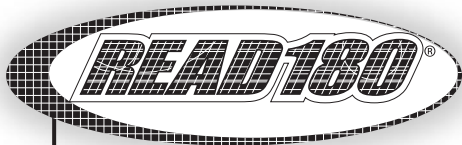
	H	I	J	V	X	Y	Z	AA
1	SCHOOL TOTAL	STUDENT AVERAGE		Class 3	Class 4	Class 5	SCHOOL TOTAL	SCHOOL AVERAGE
2								
3			READ 180 Average Number of Sessions to Complete a Segment					
4								
5			READ 180 Average Number of Sessions Per Week					
6								
7			READ 180 Cumulative Time					
8								
9			READ 180 Average Time Spent Per Session					
10								
11			READ 180 Average Score on Comprehension Questions					
12								
13								
14								
15								
16								
17	Grade	Password	Auxiliary ID	Read 180 Total Number of Spelling Words Mastered	Read 180 Total Number of Words Read	READ 180 Total Number of Sessions to Date	READ 180 Average Number of Sessions to Complete a Segment	READ 180 Average Number of Sessions Per Week
18	8 MA7103			83	5639	19	9	
19	8 NA3422			70	6164	17	8	
20	8 AS8208			97	4291	15	15	
21	8 KB9744			183	4133	21	7	
22	8 HB4169			238	3466	19	6	
23	8 LB9795			25	295	2	0	
24	8 JC1809			32	1871	6	0	
25	8 EC4448			235	1045	23	3	
56	8 MH8501			94	6855	22	7	
57	8 MA2118			100	4084	20	10	
58	8 JV8525			9	886	4	0	
59	Classroom/Database Total			5325	212692	661		
60	Student Average			130	5187	16	7	

Creating Comparison Totals

1. Click into cell C3 and type “=” then click the cell in the Student Average row that you created in Step 16 of IMPORTING THE EXPORT FILE—this should be the last cell in column K—then hit ENTER (see figure below).
2. Move down to cell C6 and repeat step 1, this time selecting the cell containing the READ 180 Level average (column T).

Tool 6

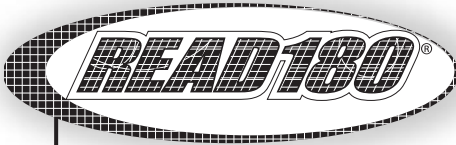
3. Repeat steps 1 and 2 until all of the non-shaded cells in the Class 1 column are filled in (see figure below).



HOW TO PRODUCE A DATA EXPORT REPORT CONTINUED

4. In the non-shaded cells in columns L and U, repeat steps 1–3 for Class 1.
5. Repeat for Classes 2–5, if applicable.
6. In cell I3 (Student Average for Last SRI Lexile Score), type “=average(”, then select cells C3 to G3, then hit ENTER.
7. In cell I6 (Student Average for *READ 180* Level), type “=average(”, then select cells C6 to G6, then hit ENTER.
8. In cell H9 (the School Total for *READ 180* Total Number of Spelling Words Mastered), click the ? button in the toolbar, then hit ENTER. Alternatively, use the “=sum(cell range)” function to create a total for the values in the row.
9. In cell I10 (the Student Average for *READ 180* Total Number of Spelling Words Mastered), type “=average(”, then select cells C10 to G10, then hit ENTER.
10. Repeat step 8 for
 - *READ 180* Total Number of Words Read (cell H13)
 - *READ 180* Total Number of Sessions to Date (cell H16)
 - *READ 180* Total Number of Word Zone Words Mastered (cell Z7)
11. Repeat step 9 for
 - *READ 180* Total Number of Words Read (cell H14)
 - *READ 180* Total Number of Sessions to Date (cell I17)
 - *READ 180* Average Number of Sessions to Complete a Segment (cell R4)
 - *READ 180* Average Number of Sessions per Week (cell R7)
 - *READ 180* Cumulative Time Spent (cell R10)
 - *READ 180* Average Time Spent per Session (cell R13)
 - *READ 180* Average Score on Comprehension Questions (cell R15)
 - *READ 180* Average Score on Vocabulary Questions (cell AA4)
 - *READ 180* Total Number of Word Zone Words Mastered (cell AA8)
 - SRI Percentile Rank (cell AA10)
 - SRI NCE Score (cell AA13)
 - RC! Points (cell AJ5)
 - RC! Number of Quizzes Taken (cell AJ8)
 - Number of RC! Quizzes Passed (cell AJ11)
 - Number of RC! Words Read (cell AJ14)
12. Only the non-shaded cells should have data in the top section.

Protocol for Comparison Classroom Interview



PROTOCOL FOR COMPARISON CLASSROOM INTERVIEW

The purpose of this interview is to gather instructional information about those classrooms not implementing *READ 180* (i.e., the comparison teachers' classrooms). This interview is designed to complement **Tool 3–*READ 180* Classroom Observation Protocol** and allow analysts to compare the practices of *READ 180* and comparison classrooms.

This interview will require approximately 30 minutes. Ideally, you will conduct the interview at a time and place where you will not be interrupted. If possible, you should schedule a 10–15 minute walk-through of one of the teacher's classes to get a general sense of the classroom layout.

If you are not already acquainted with the teacher, you should begin by introducing yourself and explaining the study and how the results will be reported. As appropriate, you should also indicate that the teacher will not be identified by name in any reports or communications about the study. If you are planning to tape-record the interview, be sure to ask the teacher's permission to do so and leave the tape recorder in plain sight. Finally, you should explain that participation is voluntary and offer the teacher the opportunity to decline to participate.

Identifying Information

School Name/ID _____

Teacher Code/ID _____

Grade _____

Date of Interview _____

Interviewer's Name _____

Basic Instructional Structure

1. Is there a packaged reading or language arts program in place in this classroom?

Yes

No

Skip to #4

2. If yes, what is the name of the program?

3. If there is a program in place, does the program require specific time allocations for instruction?

For example, a 60-minute block with 20 minutes allocated to independent reading, 20 minutes to writing, and 20 minutes to phonics instruction.

Describe:

4. For your last full week of teaching, complete this chart, indicating the amount of time students spend in this class and the allocation of time to specific instructional elements.

		Monday	Tuesday	Wednesday	Thursday	Friday
Time in Minutes	Total class time					
	Total # of students					
	Whole-Group Instruction					
	Small-Group Instruction					
	Literacy-focused Computer work					
	Independent Reading					
	Writing					



PROTOCOL FOR COMPARISON CLASSROOM INTERVIEW CONTINUED

Classroom Organization

5. Do you have any of the following posted on your classroom walls? (Check all that are present)

- Posters from a packaged program
- Self-monitoring charts
- Student lists of books read
- Student assessment scores
- Student writing
- Other

Describe: _____

6. Does your classroom have an area set aside for student independent reading that includes comfortable seating such as couches or beanbags? (Check ONE)

- Yes
- No

7. Does your classroom have a library?

- Yes
- No

8. Are the books in the reading area labeled by level? (Check ONE)

- Yes
- No

9. Describe the organizational system for student reading materials.

10. How many operational computers are present in the classroom? _____

11. If applicable, describe the computer area setup.

Instruction

12. Last Tuesday*, how much time did your students spend doing the following?

- Listening to the teacher read aloud
- Reading aloud to a partner
- Listen to the teacher provide direct instruction
- Engage in literacy skills practice
- Observe the teacher modeling

13. Last Tuesday*, how much time did your students spend in your class on each of the following literacy areas?

- Comprehension
- Phonics
- Fluency
- Writing
- Grammar
- Vocabulary
- Other

(Describe: _____)

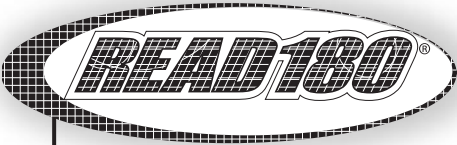
14. Last Tuesday*, did you use any packaged program resources (e.g., handouts from a Teacher's Resource Book)? (Check ONE)

- Yes
- No

15. Describe.

16. If you used any other non-packaged program resources in your instruction last Tuesday*, describe.

*Questions 12, 13, 14, and 16 are designed to capture information from a typical classroom day that occurred the prior week.



PROTOCOL FOR COMPARISON CLASSROOM INTERVIEW CONTINUED

Classroom Management

- 17. On an average day, how many assistants or aides are present in the classroom? _____
- 18. If there are assistants or aides present, what do they do? (Check all that apply)
 - Work with students on instruction
 - Provide the teacher with clerical assistance
 - Provide technical (e.g., computer) assistance
 - Other _____

Resource Use

- 19. Are there resources such as Teacher’s Guides, or Resource Books available to help you plan and implement you instruction? Describe.

- 20. Which resources do you use most often?

- 21. Why do you use these resources most often?



Visit us online at www.scholastic.com/read180
or call 1-877-234-READ

West
(800) 225-4625
(630) 323-3700

Midwest
(800) 225-4625
(630) 323-3700

Northeast
(800) 878-8398
(201) 633-2400

California
(800) 342-5331
(818) 610-7272

Southwest
(800) 221-5312
(972) 550-1911

Southeast
(800) 348-3750
(770) 441-2305



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