



Guidance for Writing Research Reports for Educator Audiences

Description

This resource is provided as an example of the Inclusive Evaluation Key Action of “Have community members review draft reports for accuracy and representation of their perspectives.” As part of EF+Math’s commitment to inclusive evaluation, community members were engaged in reviewing a draft presentation of research findings from an independent evaluation study to provide feedback.

The Program Advisory Board (PAB) is EF+Math’s central advisory group and is primarily composed of current and former classroom teachers. PAB members reviewed the draft from an educator’s perspective, in an effort to support district partners’ interpretation of the findings. Their feedback informed revisions to improve clarity, contextualization, and relevance for practitioner audiences.

Below is a set of recommendations from our PAB that emerged from this review process that may be helpful when preparing research reports to share with educators, schools and districts. To see an example of how these recommendations were enacted in an actual report, please see the related iR&D toolkit resource, “Evaluation Study Report Summary for District Partners.”

Guidance for Writing Research Reports for Educator Audiences:

- **Use clear, accessible language.** Summarize findings succinctly and minimize the use of research jargon.
- **Include practical details about implementation.** Educators want to know what participation in the study looked like for students and teachers. Consider common questions such as: When during the school day did the program take place? Did the program replace regular instruction or supplement it? Had teachers already taught the focal content of the program, or was this students’ first exposure to the content?
- **Describe variation in implementation.** Note how use of the program differed across classrooms, schools, or districts that participated in the study, and how that variation may relate to differences in outcomes.

This Resource is part of EF+Math's Inclusive R&D Toolkit. It was last updated in 2026. To access the complete toolkit and other resources, visit www.efmathprogram.org.

- **Include qualitative insights alongside quantitative results.** Qualitative findings from observations, surveys, and focus groups with students and teachers are often desired, and can provide important, additional context to educators when interpreting the study results.
- **Clearly describe who participated in the study.** Provide information about student and teacher demographics so readers can understand who the findings represent. Consider how educators and school leaders may interpret the results if they don't see their communities named in the sample.
- **Disaggregate findings for student groups.** When possible, report how students with different identities or background characteristics performed, and note any limitation in subgroup analyses.
- **Specify how key outcomes were measured.** Explain how important outcomes were defined and measured in your study, and include information about measure validity (in other words, did the assessment measure what it intended to measure).
- **Provide context when using broad, standardized outcome measures.** When reporting results from state or standardized tests, clarify how closely the assessed content aligns with the program's focus. For example, note what portion of the standardized assessment focused on the specific math content the product addresses (e.g., fractions were 10% of the standardized test).