

## HIGHLIGHTS 2007 EVALUATION 5/15/07

- **What is impact of RIAP and ERWC professional development on high school students' academic readiness for college and on teachers' instructional practice?**
- Two student outcomes: gain in % proficient in English and gain in CST-ELA scale score 11<sup>th</sup> grade from 2003-2006.
- Best comparison group is state mean for all high schools, as it is a more stable measure than control group mean

### FINDINGS:

- Gain in percent proficient for ERWC schools was 5 times the state mean gain (11% vs. 2%) and 3 times the gain of the control group schools. Clear impact on gains in English proficiency.
- Gain in 11<sup>th</sup> grade CST-ELA scale score for RIAP schools was 4 times the state average (13.8 vs. 3.6 pts): sizable impact.
- Participating teachers rated quality of the professional development highly and 74% reported large improvements in their students' reading and writing skills. Teachers who used the modules were more likely than those who did not to report their students' skills improved. 97% reported positive impacts of the PD on student achievement
- Teachers cited major impacts on teachers' abilities to improve student preparation for college, use new instructional strategies, adapt curricula, and help students improve their assessment performance
- As one teacher said about RIAP: "In one word, Incredible! It was my magic ticket that opened the door to reading strategies."

### RECOMMENDATIONS:

- Consider providing advanced level prof. development
- Develop more modules for use in high schools
- Hold a statewide contest to develop new modules.

### PLANS FOR NEXT YEAR:

- Matched pair experimental study: (trained RIAP teachers vs. non-trained teachers), Pretest-posttest gains in reading
- Analysis of impact of implementation design on student gains
- FIPSE: observations and interviews of participating teachers
- Focus groups with participating students