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\textsuperscript{th} 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\textsuperscript{th} 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