

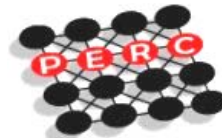
Evaluating the Impact of Reading and Writing Professional
Development on Student Reading and Writing Outcomes

Evaluation Report

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Submitted to

The Chancellor's Office, the California State University



Program Evaluation and Research Collaborative

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Executive Summary

- The Early Assessment Program (EAP) is a unique, major collaborative effort by three CA agencies: the California State University (CSU), the CA Department of Education (CDE), and the CA State Board of Education. EAP's goal is to increase the number of CSU matriculating high school graduates who meet reading, math, and writing proficiency standards. Under EAP's literacy umbrella are several components, including high school curriculum design and two professional development efforts: the longer-term Reading Institutes for Academic Preparation (RIAP) for all secondary teachers and a shorter term professional development program for high school English teachers related to the Expository Reading and Writing Course (ERWC). RIAP has operated since 2001-02 and has trained approximately 2,500 high school teachers in all disciplines. ERWC has operated for three years and has provided professional development to 2,200 English teachers, school and district administrators, county office of education specialists and others.
- In fall 2005, the CSU Chancellor's Office sought an independent evaluation of the RIAP program. CSULA's Program Evaluation and Research Collaborative (PERC) group designed and conducted an evaluation that examined student gains in English proficiency and other test scores, as well as solicited teacher and site director survey responses about the program. In fall 2006, The CSU Chancellor's Office sought an additional evaluation of the two professional development programs to focus on impacts on student outcomes and trend data.
- The improvement in percent proficient in English (from 2003 to 2006) in high intensity ERWC schools was more than five times the rate of all California high schools (11% vs. 2.2%) and three times the rate of control schools (11% vs. 3.6%) .
- RIAP schools outperformed control schools and all CA schools on CST-11th grade English test (14 point gain RIAP vs. 6.7 point gain in control schools vs. 3.6 point increase in all CA schools.)
- The improvement in percent proficient in English (from 2003 to 2006) in high intensity RIAP + ERWC schools was about 2 times the rate of improvement of all California high schools (4% vs. 2.2%).
- Participating teachers responding to a survey rated the overall quality of the professional development program as 8.1, quite high on a scale of 1-10, with 77% of respondents reporting between an 8 and a 10.
- Seventy-four percent (74%) of teachers reported improvements in their students' reading and writing skills since they started using RIAP/ERWC materials. Ninety-seven percent (97%) of respondents indicated positive impacts of the professional development on their students' achievement, including the fact that more of their students are now ready for college classes.
- With UC course approval of the ERWC curriculum in 2006, the Expository Reading and Writing Course's adoption is in the initial stages of implementation. While only about 23% of teacher-respondents reported that they plan to teach the course next school year (2007-08), 63% reported their schools plan on adopting or using the course next year. A majority of teachers are now aware that the course was approved for "a-g" sequence by the University of California (UC) in 2006.
- Almost all responding teachers reported a positive impact from RIAP and/or ERWC involvement. Major impacts cited were teachers' ability to: prepare their students for college, use new instructional strategies, improve student preparation, change curriculum, and improve their ability to help students improve their performance on the English Placement Test (EPT).
- Teachers who had used the ERWC course materials described many benefits of the course modules and strategies as well as their impact on student readiness for college. Major changes teachers reported implementing in their daily and long term teaching and planning, included increased reading, use of nonfiction text, integration of reading and writing, and increased use of assessments.
- One teacher praised several areas of the professional development program. "In one word, Incredible. It was my magic ticket that opened the doors to reading strategies."

Recommendations

Recommendations from 2006 Report

The PERC evaluation report from May 2006 made several suggestions to the Chancellor's Office (CO). The response to the recommendations has been exemplary.

First, the report recommended a redesign of the linkages between RIAP and ERWC. In particular, we recommended consideration of offering schools both professional development programs in combination. The CO has moved to redesign the offerings and merge the two professional developments. Currently RIAP has incorporated more of the ERWC course into its curriculum and ERWC has incorporated some of the strategies from the RIAP course.

In terms of implementation strategies, we recommended expanding the ERWC professional development to more schools and offering professional development to teachers as "high intensity" teams as a promising implementation strategy. It seemed that teachers in schools with few other teachers who had attended the professional development felt alone and unsupported. We also recommended that ERWC and RIAP programs should align with district-level professional development and coaching. It appears that districts with a strong professional development and coaching units work well with professional development leaders and may show higher gains. Over the past year, statewide leadership has made strides in this area in aligning with district-level professional development.

In June 2006, the ERWC class was approved as an UC acceptable English course for its a-g requirements (which the CSU also follow). This has resulted in more school adoptions. This past year, EAP leadership has worked more closely with school districts, as it received a US Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) grant to promote alignment of the high school and college curriculum as a national model and the adoption of the ERWC course statewide. Leadership has begun to develop a database of district and schools that have expressed interest in or have approved the course.

Although results of the RIAP professional development evaluation were promising and suggested that the program is effective, in order to have definitive evidence that RIAP professional development results in better teaching and increased student proficiency, the 2006 evaluation report recommended conducting a matched comparison group study using student-level analysis. It would compare student gains in reading and writing in two groups: students of RIAP (or ERWC) teacher-participants and students of matched teachers in the same school who did not attend the professional development. This would give stronger scientific, quantitative and instructionally valid evidence of the program's effectiveness in raising student proficiency levels. The Chancellor's Office was in favor of this suggestion. However, delays with approval of the study by school districts resulted in a postponement of this experimental study until summer – fall 2007.

In 2006, the evaluation team recommended expansion of the statewide EAP website to include a discussion board that would provide an electronic means for RIAP and ERWC

participants to share ideas. The Chancellor's Office did create an enhanced website for professional development participants: csuenglishsuccess.org. This website contains many different resources, including the template and modules, a chat board, curriculum resources and others. About 35% of the respondents to this year's web survey said they had used the ERWC online community website (writing.csusuccess.org). Respondents who had used this website rated it an 8 on average, on a 10 point scale.

In the 2006 report, evaluators suggested a longitudinal study of the patterns of changes in students' paths to English proficiency. There are multiple paths to English proficiency: Looking at how these have changed over time could be instructive. This remains a recommendation.

New Recommendations

Implementation Strategy:

- Offer professional development to teachers as "high-intensity" teams from each school rather than as individuals. It is likely that teachers will include practices in their classrooms they learned through professional development if they have colleagues with whom they can collaborate on a regular basis back at their school sites. Several teachers made this recommendation in their open-ended survey answers.
- Consider advanced professional development for those who have already gone through ERWC and/or RIAP to continue with their professional development, as a majority of participants indicate great impact of the programs and thirst for more knowledge.
- Consider professional development to specific district and/or school based literacy coaches so that they too can continue to support ERWC and/or RIAP teacher-participants.
- Consider how to give guidance to school personnel on making decisions about student placement in 12 grade English (e.g. use 9th and 10th grade CST-ELA score)
- Consider working with districts to develop predictive models for assisting schools to identify appropriate 12th grade placements earlier by using CST scores in 10th grade to identify students likely to need extra assistance to achieve college readiness
- Consider ways to increase the number of districts that mandate the EAP writing assignment and completion of EAP questions on the expanded CST.
- Continue to promote the statewide EAP website to include more teachers

Curriculum Changes

- Consider developing more modules for use in earlier grades. Survey data indicates significant benefits of and needs for earlier usage. Several districts and schools split modules evenly between all four high school years. One teacher mused: "I believe the

EAP program should be used in lower grades. Students should be exposed to strategies and techniques earlier.”

- Consider holding statewide contests for new modules. Teachers indicate they are developing their own materials and modules. To help expand into earlier years, hold a contest that requires teachers to submit modules after they have piloted them.

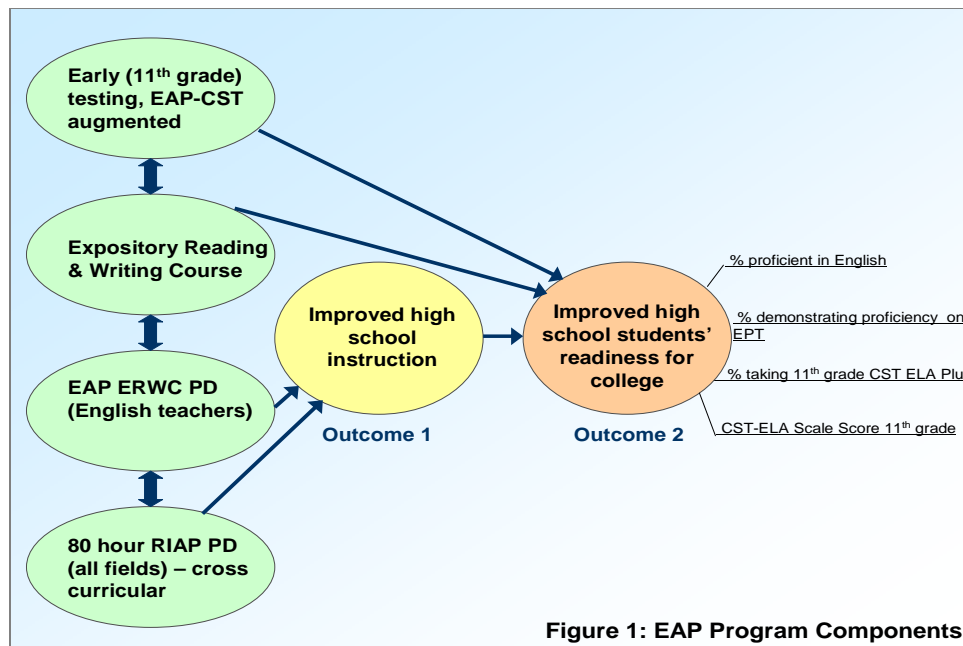
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A. Background

The Early Assessment Program (EAP) is a major groundbreaking collaborative effort by three California state entities, the California State University (CSU), the CA Department of Education (CDE), and the CA State Board of Education (SBE). The goal of the partnership is to ensure that college- and career-bound high school graduates have the English and math skills expected by the university. The EAP is an umbrella. Under its spread are several components related to literacy.

- a) "Early" 11th grade testing: the EAP test (the California Standards Test or CST-in English-language arts augmented with English Placement Test (EPT) items, including an essay)
- b) The Expository Reading and Writing course (ERWC)
- c) Professional Development in English. The Expository Reading and Writing course (ERWC) professional development is for English teachers only and is four-day workshop. The 10-day RIAP professional development is for teachers in all areas and is cross-curricular.
- d) Curriculum design of high interest, well developed non-fiction/expository modules.

See Figure 1 below for a graphic presentation of the various components of the Early Assessment Program:



The percentage of first time freshmen that enter CSU with college-level English proficiency has remained fairly constant since 1998. From 1998 to 2006, it has ranged from 51% to 55%. The Trustees of the CSU system established the goal that 90% of first time freshmen would

be proficient in English by 2007. However, the rate of English proficiency has not shown much of a tendency to change.

The CSU has increased its efforts to provide assistance to high schools and students by informing them early about their readiness for college entry through the use of the early 11th grade assessment. The system provides professional development for English teachers (ERWC course) and professional development for all high school teachers, regardless of field (RIAP).

Professional development of high school teachers is a linchpin of the Early Assessment Program. The Reading Institutes for Academic Preparation (RIAP) have operated since 2001-02. Over 2500 teachers have participated and over 500 schools have been served between 2002 and 2006. Currently, 20 CSU campuses are funded for a total of 610 participants in 2006-07. The goal of the RIAP is to ensure that high school students attain proficiency in academic literacy with no need for future remediation in reading or writing. The professional development totals 80 hours, including 60 hours of contact time and 20 hours of independent study. The project uses a trainer-of-trainer model and prepares teachers in all content areas. The focus is on reform curricula and pedagogy and on reading and writing across the curriculum. There is a particular focus on expository reading and writing to help students meet the demands of college.

RIAP operates through CSU campuses in partnership with local high schools. The Institute serves high school teachers from all content areas in grades 9-12.

RIAP includes direct study through workshop sessions, case studies of college-bound students and collaborative sessions for school teams working on systemic change. Through participation in RIAP, teachers learn the expectations for college-level work in English and see how the goals of RIAP are aligned with the state of California English-Language Arts Content Standards. A primary focus is learning and practicing specific instructional strategies for building academic reading competency. Topics include school leadership, standards-based instruction, reading comprehension, academic vocabulary, academic language, academic writing and the Expository Reading and Writing Course (ERWC).

With the support from the Chancellor's Office at the California State University (CSU) the following goals have been established for the RIAP Program:

- To prepare high school students to either
 - 1) Achieve at a level on the joint California Standards Test and CSU Early Assessment Program that would exempt them from the English Placement Test (EPT) or
 - 2) Use their senior year to attain proficiency in reading and writing (if identified by the CST-EAP test as not yet ready for college); or
 - 3) Demonstrate proficiency on the CSU English Placement Test (EPT) by scoring above 150 with no need for future reading and writing remediation
- To prepare teachers to
 - 1) Improve the reading and writing skills of high school students across content areas,
 - 2) Strengthen instruction in reading informational and narrative text and in analytical and academic writing,

- 3) Expand their repertoire of teaching strategies to match the academic learning strengths and needs of college-eligible students,
- 4) Implement research-based diagnostic assessment and instructional practices,
- 5) Offer their students the Expository Reading and Writing course designed to ensure English proficiency for CSU admissions; and
- 6) Provide leadership for the Early Assessment Program at school sites and districts.

The ERWC professional development has operated since 2004-2005 and is in its third year. The ERWC professional development consists of workshops conducted for 11th and 12th grade English teachers by CSU faculty and high school teachers prepared by the CSU. The workshops focus on the implementation of the English course (ERWC). A 2005 CSU Chancellor's Office evaluation of the ERWC professional development program found students who were taught by participant teachers made significant gains on a test constructed of "retired" EPT items. This evaluation also found the ERWC professional development program to be effective as judged by the participating teachers in terms of effectiveness of techniques, strategies and materials.

In fall 2005, the CSU Chancellor's Office made the decision to seek an independent evaluation of the RIAP program. Its purpose was to examine the program's impact on high school students' academic readiness for college and on teachers' instructional practices. The evaluation was to focus on outcomes associated with the 2003-04 and 2004-05 school year projects. CSULA's Program Evaluation and Research Collaborative (PERC) received the RIAP evaluation contract and designed and conducted an evaluation that looked at test score performances and teacher participant survey responses.

In fall 2006, the CSU Chancellor's Office sought an additional independent evaluation of the combined RIAP and ERWC program. Again, the focus is on trends in student gains in high impact schools and results from a web survey of teacher-participants

The purposes of this year's evaluation study are:

- 1) To examine the impact of RIAP and ERWC professional development on reducing the need for remedial instruction of entering CSU students from California high schools.
- 2) To examine longitudinal trends in student achievement and student readiness for college at the state and school levels for identified high intensity RIAP and/or ERWC high schools. Intensity refers to the number and/or percentage of a school's teachers who participated in RIAP or ERWC professional development.
- 3) To compare achievement and readiness levels of students from high intensity participating RIAP and ERWC schools with demographically comparable schools, and state levels of achievement.
- 4) To obtain qualitative and quantitative data from participating teachers as to attitudes, characteristics of teachers and schools, perceived benefits of the institute, impact on students' skills, and changes in instruction and practices.

B. Evaluation Questions

The overall question is: What is the impact of RIAP and ERWC teacher professional development programs on high school students' academic readiness for college and on teachers' instruction?

The following table reflects the specific evaluation questions and methods of gathering data:

Table 1. Evaluation Table	
<u>Evaluation Question</u>	<u>Method(s)</u>
1. What is the impact of RIAP and ERWC professional development participation on high school students' academic readiness for college and on teachers' instructional practices?	<ul style="list-style-type: none">• Conduct web survey of RIAP or ERWC teacher-participants• Selectively combine state databases (EAP, EPT, UCOP, CDE, Just for the Kids)• Select high intensity RIAP and ERWC and controls• Statistically analyze data
2. What is the impact of intense RIAP and ERWC professional development on student outcomes?	<ul style="list-style-type: none">• Statistical analysis of combined database; gain scores
3. What are the distinctive ways in which professional development activities & materials are presented at different institutions?	<ul style="list-style-type: none">• Web survey
4. What changes have been seen in participating teachers' (a) instructional practices, b) benefits ascribed to the Institutes and c) instructional and attitudinal beliefs?	<ul style="list-style-type: none">• Web surveys

C. Methodology

Study Design

The process and outcome data were collected using a variety of methods, including web surveys from teacher/participants, as well as data analysis of quantitative data from the UCOP database, the CSU/EAP database, the California Department of Education database, the “Just for the Kids” database, and Ed-Data. By triangulating the data from several sources, we establish greater validity for the findings.

Statistical Analysis (Group Comparison)

The study data set included 46 high schools from California. These schools were divided into five different groups. Group 1 schools selected from the population of schools that had RIAP teachers were those with ten or more teachers who participated in the RIAP professional development (RIAP high intensity schools) as well as having teachers, regardless of the number, who participated in the ERWC professional development. Group 2 schools (RIAP only) were those with ten or more teachers who participated in the RIAP professional development only (no ERWC professional development). Our definition of high intensity (which is 10 teachers or more) represents an average of 16% of the teachers in the RIAP schools. Group 3 schools were those with 5 or more English teachers who participated in the ERWC professional development (ERWC high intensity schools) but did not participate in any RIAP professional development. We chose 5 or more teachers as a cut point for high intensity since the professional development was only for English teachers. In addition, there were no ERWC professional development schools with 10 or more teachers. Group 4 schools were control group schools matched to RIAP high intensity and RIAP only schools. Control schools were chosen and matched based on three similarities: school size, percentage of students who participated in free/reduced lunch, and percentage of English Language Learners (ELLs). The last “control” or comparison group is actually the statewide set of all California high schools. The period of the study included date from 2002 (before the programs kicked in) to 2006.

It is important to note that the high intensity RIAP and RIAP only schools were not matched demographically to the Group 4 schools (high intensity ERWC trained). Schools with RIAP teachers were larger than schools with ERWC teachers and had significantly higher rates of free lunch and percent ELL. In addition, they had significantly lower APIs than the schools with ERWC teachers. Thus, these two groups should not be compared with each other.

The study used purposive sampling of schools, using “high” intensity criteria for inclusion in groups.

The sources for control schools were the “Just for the Kids” (California) website (<http://www.just4kids.org/jftk/index.cfm?st=California&loc=home>) or the California Department of Education (CDE) website (<http://www.cde.ca.gov>). Each school was matched with 100 similar schools in demographic profile on the CDE website. Among those 100 similar schools, random schools were chosen to be comparable with the experimental schools in three criteria for this study: school size, percentage of free/reduced lunch (a poverty measure), and percentage of ELLs. The first randomly

chosen school with close similarities in all three criteria ($\pm 25\%$) was ultimately selected to be a "matched" control school.

School demographic data 2004, API statewide rank 2004, and California Standards Test results in 11th grade English Language Arts 2002 to 2006 were collected from the California Department of Education website (<http://www.cde.ca.gov>). The number of full time equivalent teachers was collected from the Ed-Data website (<http://www.ed-data.k12.ca.us/welcome.asp>).

California State University (CSU) English Placement Test (EPT) results 2002 to 2006 were collected from the Proficiency Reports of Students Entering the CSU System webpage (<http://www.asd.calstate.edu/performance/proficiency.shtml>). Student participation rates in the EAP program 2004 to 2006 were collected from the Early Assessment Program webpage (<http://www.calstate.edu/eap/>).

Comparisons were made among some groups in absolute scaled scores on the 2006 CST 11th grade ELA test and the percent proficient in English (Proficiency Reports of Students Entering the CSU System). We also examined the growth for these scores for a 3-year period from 2003 to 2006 to gauge improvement. Growth rates show improvement over time and amount using each school as its own control.

Web Surveys: Teacher Participant

Web Survey: Teacher/Participant

The teacher/participant web survey was created by the evaluation team and contained several sections to assess the evaluation areas: personal information/demographics, professional development experience in California, questions about the RIAP or ERWC institute attended, questions about the impact of RIAP and ERWC on their abilities and teaching practices, impact of the professional development on teachers' students reading and writing skills, effective approaches and materials, use of ERWC website, degree of change in teaching, use of ERWC course materials including modules, and plans for use of ERWC course and materials.

A draft survey was created and shared with Chancellor's Office staff, who gave suggestions. The final survey was sent to approximately 1720 participants in the UCOP database who had participated in sessions from 2003-2006. 264 persons answered the survey, a 16% response rate.

D. Findings

1. Statistical Analysis of Student Outcomes by Schools

School Groups, Demographics, and Outcome Variables

The database consists of 46 schools, with 28 schools and 306 of their teachers participating in RIAP and ERWC professional development. The schools were grouped by 5 different categories, including all California high schools. RIAP and ERWC treatment schools and control schools were matched on school size, percentage of students who participated in the free/reduced lunch program, and percentage of English Language Learners (ELLs). For detailed demographic profiles of each school group, see Table 2 below:

Table 2. School Groups and Demographics

Group	# of Schools	Teachers		Students		
		Total # Participants		Average School Size -# of Students	Average % Free/Reduced Lunch	Average % ELLs
		RIAP	ERWC			
1. High intensity RIAP & ERWC	10	140	32	1620	48%	21%
2. High intensity RIAP only	6	72	-	1531	44%	20%
3. Control schools	18	-	-	1509	50%	25%
4. ERWC only	12	-	62	1459	28%	12%
5. All California high schools	-	-	-	-	-	25%

Clearly, the control schools were fairly well matched with their respective treatment schools on size, socio-economic status, and percent ELLs. It should be kept in mind that the RIAP groups were not matched with the ERWC group on background variables. Thus, these groups should not be compared.

Table 3. Outcome Variables

Outcome Variables
1. Percentage of CSU freshmen proficient in English Fall 2003 to Fall 2006 (This includes % exempt from EPT, % demonstrated proficiency on the EPT, % of those demonstrated proficient prior to CSU enrollment)
2. Gain in percentage of CSU freshmen in English proficiency from 2003 to 2006
3. CST ELA scaled scores 2003 to 2006
4. Gain in CST ELA scaled score from 2003 to 2006

Comparison of Treatment and Control School Groups

We tested the high intensity RIAP schools against their matched control schools based on 2002 English proficiency data (prior to implementing RIAP). The t -test of means was not statistically significant in comparing their English proficiency scores prior to the RIAP program being instituted in 2002 ($t = -1.090, p = .283$). This indicates the groups were fairly equivalent prior to instituting the RIAP professional development.

We tested the high intensity ERWC schools against their matched control schools on 2002 English proficiency. The t -test of means was not statistically significant in comparing their English proficiency scores prior to the ERWC professional development program being instituted in 2002 ($t = .097, p = .924$). This indicates the two groups were fairly equivalent prior to instituting the ERWC professional development.

Since the treatment and control groups had different percentages of CSU freshmen who were English proficient in 2002 before the RIAP and ERWC professional development programs began, it was determined that the best way to analyze the data was to look at growth over time. This way one could control for where each of these groups began prior to the professional development programs. The analysis that follows reflects growth by group. This method of analyzing the data puts each group on equal footing since gains were measured. Therefore, where each group started with its test scores in 2003 was less important. What was important was the improvement rate over the 3-year period from 2003 to 2006.

Comparing Growth Rates

A way of exercising control is comparing the growth rates of schools with themselves over time using longitudinal data. The next series of charts present these results as growth or change in the percent of CSU freshmen from these schools that were proficient in English.

As seen in Figure 2 below, the combined high-intensity RIAP and ERWC schools made a 3.9% improvement in percent proficient in English from 2003 to 2006, which was almost two times more than the statewide improvement of 2.2%. The control groups showed similar improvements to the high-intensity RIAP/ERWC schools. The less dramatic effect on the combined RIAP-ERWC school group can be explained in several ways, including the small sample size, the impact of lower SES levels in RIAP schools, and lack of a concerted effort at the school level for implementation.

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Figure 2: RIAP Schools vs. Control Schools

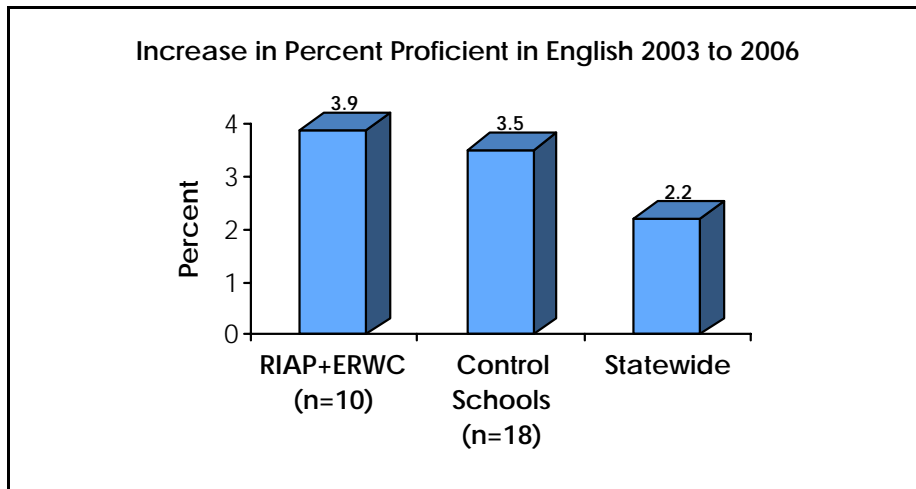


Figure 3. RIAP Schools vs. Statewide Average

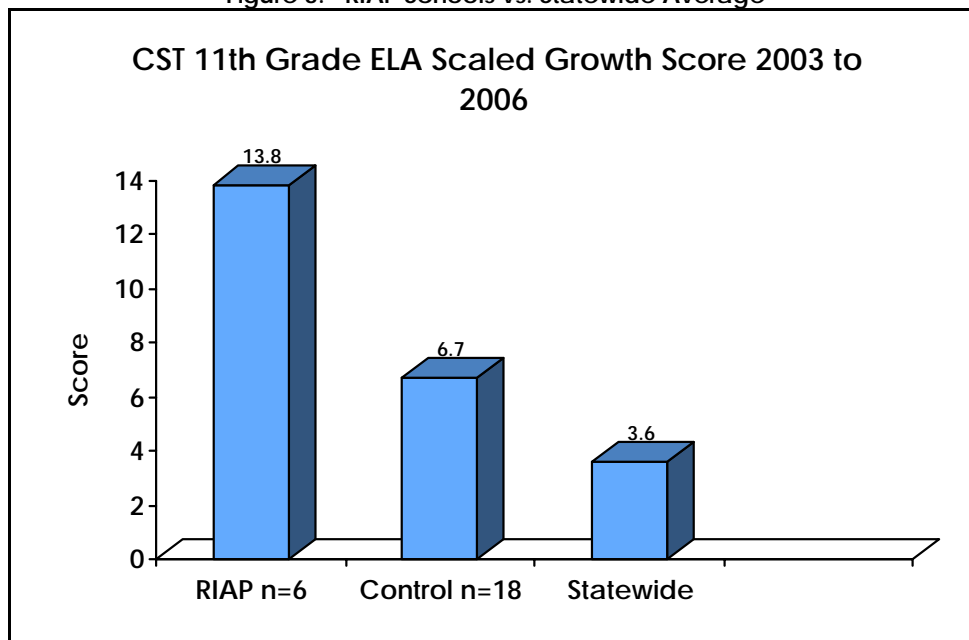
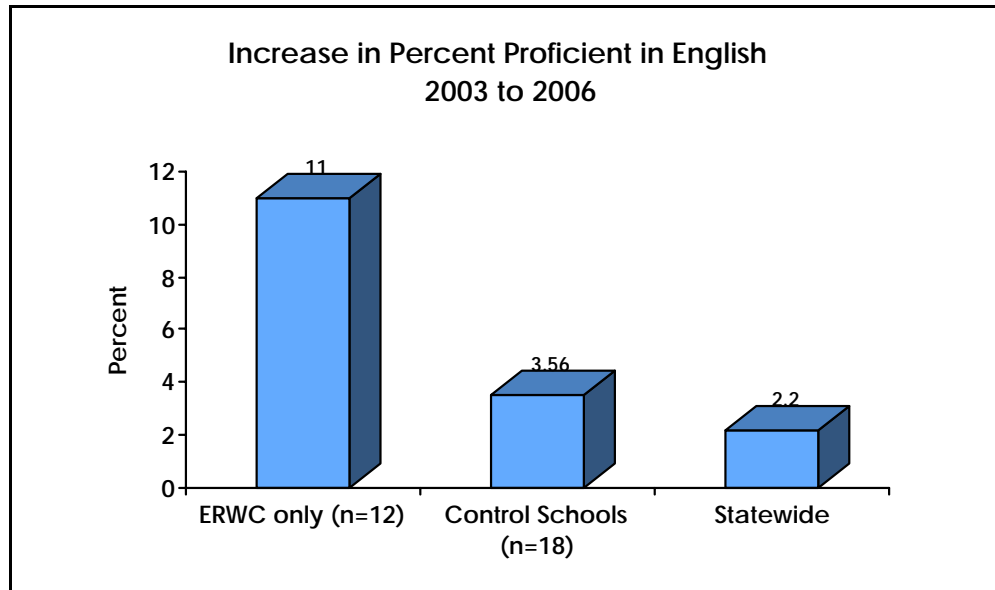


Figure 4 ERWC Schools vs. Controls and Statewide



In Figure 3 above we compared high intensity RIAP only schools with control schools and with the statewide average on gains on the CST ELA scaled score. The RIAP only group scored a gain twice as high (13.8 scale points) as the control group (6.7 scale points gain), and 4 times as high as the statewide average (3.6 scale points). The ERWC group was not included in this figure, as the RIAP and ERWC groups are not comparable.

One reason for using the CST 11th grade ELA is that this was readily available and contributes to the early identification of students that may need additional support in demonstrating proficiency on the EPT. Clearly, the CST 11th grade is not as good an outcome measure as percent proficient, but it was included in this analysis as another check on outcome results. This comparison establishes concurrent validity for the CSU percent proficient outcome measure. The correlation between CST ELA and CSU proficiency score is calculated to be $r = .613$. So clearly this is a related but not perfect outcome measure of effectiveness of the RIAP and ERWC professional development programs.

Figure 4 shows the gain in percent proficient for ERWC schools, vs. control schools vs. all schools statewide. The ERWC group (gain of 11% in proficiency) showed five times the increase as the state mean (gain of 2.2%) and 3 times the gain of the control group schools (gain of 3.56%). The ERWC treatment clearly has an impact on gains in proficiency.

Limitations of the Analysis

One weakness is that the CST 11th grade ELA is not as strong a measure as the CST 11th grade augmented test which includes a writing sample. However, the correlation between the CST 11th ELA and the CSU EPT is fairly strong (0.68 on a scale of 0 to 1). In Figure 3 we see that the combined RIAP + ERWC group surpassed the statewide average improvement in CST ELA scaled score. The ERWC school group increased 5 times as much as the statewide increase (11% vs. 2.2%).

Of these 3-year growth figures, the RIAP group's CST scale score growth and the ERWC group's growth in percent proficient represent somewhat dramatic improvements in student performance, compared with control schools and statewide averages.

Other limitations of this analysis include the small number of schools in each group and limitations of school-level analyses. It would be preferable to use student-level data that are linked to participating teachers. RIAP professional development currently is not conducted for teams of teachers. But focusing on school level proficiency outcomes in often large high schools may result in a dilution of the real effects of the program on the participating teachers' students' achievement.

Perhaps because of the nature of tests used to exempt students from remedial classes, the percentage of students who are considered proficient in English does not change very much over time. Norm-referenced standardized tests are meant to spread students out and to discriminate between low and high achievers. They are not constructed to show the percent of students who meet a specific criterion: for example the percent exceeding a cut point or benchmark set by content area experts. While CSU faculty originally set the cut point for the EPT, the current cut point on the test is right above the test's 50% percentile (a score of 151 on a 120-180 pt scale), which indicates that the test appears to be operating as a standardized norm referenced test. Standardized norm-referenced tests (such as the EPT) are sometimes not sensitive enough to measure the effects of reform-based teaching.

2. Teacher/Participant Web Survey Findings

Demographics

In the following sections, we only discuss valid responses to each survey question discussed. Those who did not answer a question were not factored into the discussion.

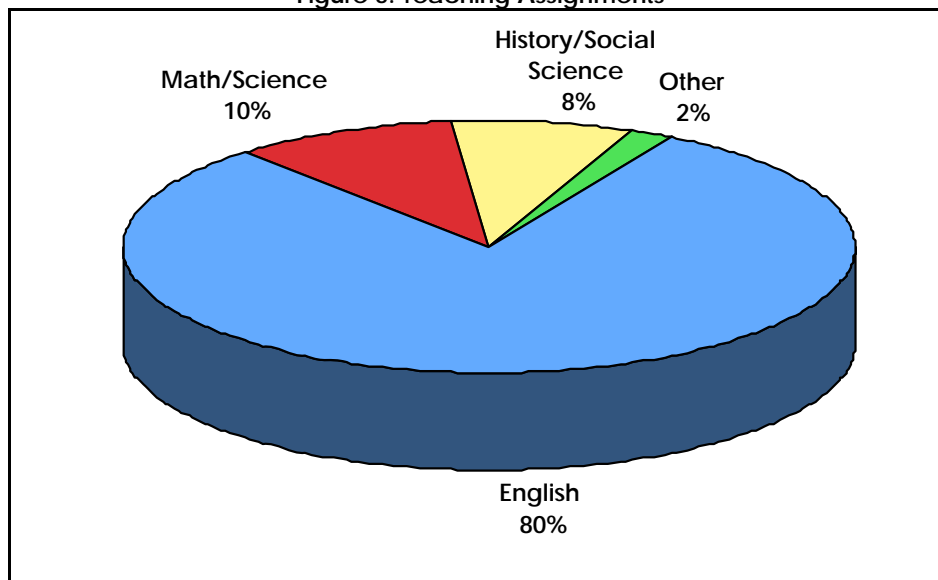
The average number of total years taught by survey respondents was 6-10 years with a range of 1-24 years. 87% of the respondents were teachers, 3% were counselors or curriculum specialists, 2% were administrators, 4% were trainers or leaders, and 14% said "other." When asked all of the grades they taught, most said 9-12. The modal grades reported were 9, 11 and 12. The average number of sections taught a day was 4.5, with a range of 1-6. The average class size reported was less than 30

Ninety-two (92%) percent reported having a single subject credential. Of all the teachers, 67% reported that they had a Single Subject credential in English.

When asked what percentage of their current students they would estimate were eligible for entrance to the CSU, teachers responded with an average of 44%, with a range of 0-100%.

Teachers were asked which classes they teach. They could report more than one class. The percentage of teachers in different content areas is seen in Figure 5 following. Eighty percent (80%) of teachers were English, 10% were math or science teachers, 8% were history/social science teachers, and 2% were "other" areas.

Figure 5. Teaching Assignments



34% of respondents reported teaching an 11th grade American Literature class. Thirty-three percent (33%) reported teaching 12th grade British Literature class. Nineteen percent (19%) reported teaching remedial English, 20% reported teaching an Expository English class and 12% reported teaching the ERWC class. Small percentages of teachers reported teaching several other classes as well. (On this question, teachers could choose more than one class).

Professional Development Experiences

In the following section, we only discuss valid responses to each survey question discussed. Those who did not answer a question were not factored into the discussion.

Teachers were asked which professional development experience they had attended. Table 5 shows the number of teachers who attended various types of professional development activities. Respondents could choose more than one. Many respondents had at least two and in some cases up to 5 or 6 experiences. 73 respondents had experienced both RIAP and the ERWC course. It is evident that many teachers in CA have experienced a multitude of professional development experiences.

Table 4. Number of teachers who reported attending professional development sessions

Professional Development Attended	Number of Teachers
RIAP	173
ERWC	137
RIAP and ERWC	73
BTSA	124
CDPI English learners	13
Subject matter project	90
CAPI	25
Other experiences	6

According to respondents, the average number of teachers from their school who also attended the RIAP or ERWC professional development at the same time was between 3-5, and ranged from 1-10 or more. When asked if they participated in all of the professional development sessions, 63% said yes. 68% of the teachers said they had attended RIAP and 54% said they had attended ERWC.

Teachers were asked in what year they attended RIAP and/or ERWC. 70% of respondents reported attending RIAP from 2005-2007, and 68% of respondents reported attending ERWC professional development in 2004-2006.

If they had attended both RIAP and the ERWC course, respondents were asked to rate which was most effective. Only 73 respondents answered this question. Of these teachers, interestingly, 60% said both were effective, 26% said RIAP was more effective, and 14% said the ERWC was more effective.

When asked to rate the overall quality of the RIAP professional development on a 1-10 scale with 10 being the best, the average rating was 8.1. Seventy-seven percent of respondents reported between an 8 and a 10.

They were also asked to rate the degree of change in their teaching as a result of attending RIAP or ERWC on a 10-point scale. The average was 7 with 56% reporting between a 7 and a 10.

Value of ERWC/RIAP Professional Development

The following themes arose from analysis of the open-ended data.

Tremendous value of ERWC/RIAP professional development

More than 97% of those teachers who wrote open ended responses, expressed positive responses to: "If you attended RIAP and/or ERWC training, how did each differ from other professional development you have received?" More than 75% praised the relevance, specificity, and immediate practicality of the professional development and materials provided. "It was designed toward my specific teaching area and RIAP training has helped me to design better lesson plans," wrote one teacher, while another said, "the training was very classroom friendly and useable."

Huge praise for presenters, materials, and overall approach

"The presenters provided many ways for us to use some or all of the materials immediately," responded one teacher. The professional development was "very hands on, relevant, structured, yet allowing reflection, creativity, and application," responded another teacher. "All hands-on materials can be used immediately," answered one teacher, "it is taught by actual classroom teachers who have used the materials." They also praised the programs systematic approach to helping students improve their reading and writing in ways that "included reading and vocabulary strategies that connected systematically to writing development" and "made a better connection to the students and their interests."

Appreciation of collaboration and ongoing support

The experience of the RIAP/ERWC leaders impressed respondents as in the prior response. "The respondents praised the trainers' experience, knowledge, and ability to model and help teachers collaborate. The majority of respondents praised the RIAP approach because of the ongoing "presentation of great ideas to build on my students' abilities" to "semester long projects that made the experience more authentic for me" to the ability to share and receive ongoing support." They also praised how the programs embed ongoing support. Several teachers praised the collaboration that RIAP provided. Several teachers who had gone through both RIAP and ERWC liked RIAP's providing of "more collaboration and exchange of ideas among colleagues." "RIAP provides a great deal of collaboration, work, and sharing, which is incredibly helpful and inspiring," wrote another teacher.

More effective than other professional development

Teachers praised RIAP as more effective than BTSA and other programs because "it is more focused and applicable. It is more helpful with models and information and more concerned with teaching methods," praised one teacher, while another wrote, "RIAP was

far more useful than BTSA because I was given the tools to evaluate and follow my students' reading more closely."

Increased college knowledge

Finally, a number of teachers said this was the only program to help them connect their work as high school teachers with what their students will experience in college. They praised, "its focus on college readiness" and "providing the expository reading and writing skills students will need as entering college freshmen."

Impact of Professional Development on Students' Performance

In the following sections, we only discuss valid responses to each survey question discussed. Those who did not answer a question were not factored into the discussion.

Respondents were asked: **How would you best describe the impact of RIAP and/or ERWC on your ability to help increase your students' performance on the Early Assessment Program's 11th grade test or the English Placement Test?**

Ninety seven percent of the responses indicated positive impacts with the majority of responses indicating several positive benefits, including significant increases in test readiness (60%) along with tremendous increases in their pedagogical (65%), curricular (48%), and overall teaching knowledge (45%). Throughout all of their responses, teachers also indicated tremendous shifts in their own awareness of effective practices and overall beliefs about student capabilities. Teachers also indicated that their students were much more ready to enter their college courses.

Increased student readiness and performance on EPT

Many respondents cited increased student readiness and performance on the EPT. "The critical reading/writing strategies inherent in ERWC seem to have the greatest effect on my students' performance on the EAP and junior college placement tests. They certainly are performing better at a more consistent rate," praised one teacher. Their students benefit in many ways. "It was definitely helpful," wrote another, adding, "The students learn to "think" about a subject in-depth, instead of just responding with their first impression." "Implementing the program enabled students to understand their own weaknesses and they are able to take initiatives on strategies that I have brought to the classroom and transfer them to other classes and eventually strengthen skills to prepare them for the EAP," commented another. "RIAP lessons really enhance students' ability to interact with text and produce writing that demonstrates critical thinking. I feel it prepares students for the EAP very well," said another teacher. They described significant motivation benefits. "The ERWC materials and teaching strategies make the lessons more meaningful for the students; therefore, they want to learn."

Increased knowledge of how to help students

Teachers praised their increased macro and micro knowledge of how to help their students. "Understanding the college proficiencies and the level of rigor of the tests has given me a clear framework for planning and implementing lessons for my college bound underclassmen," wrote one teacher. "By being more informed about the test and rubric, I was able to prepare them in meaningful ways," wrote another. "This year I have used

three ERWC modules so far. I believe they have helped students read and write beyond the basics and would like to think that will help them with the EAP," wrote a teacher.

The overall program approach affects their ability to help their students. "I improved in my awareness of underlying strategies for learning and as a facilitator of good learning experiences. Thus I expect my students' ability to make applications to increase, thereby eliciting better test performance," commented one teacher. "They provide a motivating set of principles and protocols to assist teachers in integrating and extending their resources and best practices," emphasized another.

One teacher provided specific evidence of the impact. "I implement three to four of the ERWC units prior to the EAP 11th grade test. It has had a significant impact. Each unit was followed by a researched or timed essay. We also took a pre and post EPT practice objective and essay test. Last year, 17 out of 28 students passed the EAP and those who did not still had second language issues."

Instructional Benefits

Instructionally, teachers praised the program in several ways. They praised the templates and exercises, the systematic approaches towards pre-reading, vocabulary development, and assessment. "I use pre-reading strategies much more often," wrote one teacher, adding "I am constantly looking for outside sources of reading to support my curriculum. I have become less dependent on the (difficult to understand) text." One biology teacher wrote, "It gave me excellent ways to help my students evaluate what they read, increase vocabulary, and improve writing skills." Another wrote, "I take more time to read and reread text. I expect students to look more closely at the purpose and viewpoint of the writer. I integrate more expository writing into what was previously primarily a literature based curriculum."

They particularly praised their new abilities to help their students write more engaging and effective pieces. "It made me more aware of the impact I have on improving student writing and how writing strategies can be used in all disciplines," responded one teacher.

Curricular Benefits

Teacher respondents praised the curricular materials including the modules and model EAP prompts along with the program's overall value on integrating expository prose and writing assignments. All of these have led to improved performance on the EAP. "They have given me great ideas on how to incorporate expository materials into the narrative pieces we've been studying and at the same time develop new strategies or improve upon old ones to help students read and achieve better understanding in their placement tests," wrote one teacher. "The RIAP experience has helped me incorporate expository and timed writing into my courses; this practice increases my students' writing performance in these areas," offered another teacher.

The model prompts and responses affect teachers and their students. "It greatly increased my ability to give them practice and feedback on their expository writing. Specifically it gave them familiarity with the type of prompt and expected responses."

9th and 10th grade teachers remarked on the key benefits of the program. "I think I'm seeing a definite increase in students' critical thinking and writing ability," said one teacher, who explained how she has integrated the materials into her 10th grade classes and that her students are benefiting with students looking more closely at texts. Others believe the RIAP "ideas and resources were invaluable in helping me lay a foundation for 9th graders to build on for success in upper grades."

Finally, the teachers express an overall increase in their ability to prepare their students for college. "It has had a great impact," one teacher wrote, adding, "It helped me understand what to teach and ways to teach it, particularly to get my students ready for college work."

Embedded in their comments were some recommendations about offering more prompts and models to earlier grades and expanding the number of modules so all teachers could use them. Several commented that 11th grade EAP scores come too late to place many students in appropriate 12th grade classes and others recommended that all students be required to complete the essay and extra questions on the CST. Yet others wished that the fourth ERWC workshop day came before the EAP test dates.

On the web survey, teachers were asked, "***If you conducted a pretest-posttest experiment with your class, what were the results?***" As part of the ERWC and RIAP professional development, teachers are asked to give a class or small group of students a pretest at the beginning of the school year and a posttest at a later date after teaching the curriculum. Most teachers use a criterion-referenced test (RCST) which includes released EPT items. 80 teachers responded to the question. RIAP participants were more likely than ERWC participants to report conducting a pretest-posttest (64% vs. 34%).

About 60% of respondents to this question reported student improvement in reading and writing skills. The largest number of teachers reported that "most or many" of their students showed improvement in reading and writing skills (29/80 or 36%). 19 teachers (24%) reported "some improvement", while 3 (3%) teachers reported "no change" 11 teachers (14%) reported that scores were low and that students were not able. 9 teachers (11%) reported that results were mixed, in that some classes did better, but others did not, or some student improved and others did not. 6 teachers (7 %) said the results were interesting, but not conclusive. 5 teachers (6%) reported that the pretest-posttest helped them to discover which methods to use. Interestingly, one teacher reported that the test did not adequately capture improvement and two said they did not see growth because of a short timeline.

One teacher noted, "It helped me to discover what methods I should use in my classroom to improve student reading and comprehension". Another noted, "Most students improved, but there wasn't enough time between the pretest and posttest to develop more significant results." One noted, "The student did much better with the posttest after I received the training." Another outcome: "Students were more conscious of reading and thinking strategies at the end of the year." One teacher thoughtfully mentioned, "Students showed substantial growth, but inconsistently across the strands." "All of my students are on target to graduate on time". "The students scored better and were more familiar with the test format."

Teachers were asked "*Have you noticed any improvement to your students' reading and writing skills since they started using RIAP/ERWC materials?*" Overall, 74% reported improvements, 10% did not notice improvements and 17% replied "other". This item was cross tabulated with a question that asked them to rate on a 1-10 scale the degree of change in their teaching practice as a result of attending RIAP/or ERWC professional development.

Results showed that the greater the degree of change teachers saw in their teaching practice, the more likely they were to say they noticed improvements in their students' skills. Almost all of the teachers who rated a very high degree of change (from 8 – 10 on a 10 point scale) reported improvements (87-91% of teachers), while teachers who reported very little change in their teaching (from 1-4 on a 10 pt scale) reported on average only 33% of their students improving.

The question about noticing improvement in students' skills was also crosstabulated with a question that asked teachers how much they used the ERWC assignment template and course modules. Results showed that teachers who show moderate to high use of the modules were more likely than those not using the modules to agree that they saw improvement in their students' skills (78% vs. 53%).

The question about noticing improvements was also crossed with a question that asked if teachers had conducted a pretest-posttest experiment with their students using the CAPI/RCST test. Results showed that teachers who conducted a pretest-posttest were more likely than those who did not to say they noticed improvement in their students' skills. (48% vs. 39%).

Impact of Professional Development on Teaching

Respondents were asked: **What RIAP and ERWC approaches and materials have contributed most to your professional growth?**

Data were analyzed and the following emergent themes were identified. More than 95% of respondents indicated a significant impact on their work as teachers. Specifically, of the teachers responding

- (a) 69% reported the benefits of instructional strategies they learned
- (b) 77% reported benefits from the curricular materials provided
- (c) 35% reported opportunities for growth during professional development

The RIAP/ERWC professional development greatly impacted teachers from "implementing critical thinking (ethos, pathos, logos) into a myriad of assignments" to selecting texts different, varying assessment strategies, increases the quality and quantity of writing assignments, and use of the templates.

Short and Long-term Benefits

Teachers expressed short and long term benefits. Many teachers love the practical ideas presented and use them immediately in their classrooms. Teachers say they now vary the ways they present materials, they ask students to examine texts more strategically, and bring in more engaging materials.

Increased Belief in Student Ability

These benefits affected the way teachers view their students' potential. "I stopped making a number of assumptions about the way students read...I take more time at the front end of assignments now, making sure the comprehension is there before asking them to write about the text or take an assessment based on the text."

Value of Systematic Approach

Teachers appreciated "the systematic approach to expository reading and writing along with the interactions with other teachers." They enjoyed learning "the step by step method of teaching expository essays," "simple literacy routines to embed in every day assignments," and "recommendations on how to use ethos, pathos, and logos." One teacher wrote, "Teaching the difference between pathos, ethos, and logos has changed my students' approach to evidence."

Increased Repertoire of Strategies

Strategies teachers learned included lessons techniques, such as jigsawing and partnering. They also praised the vocabulary, pre-reading, comprehension, post-comprehension, and writing strategies. They cited specific strategies, including breaking down primary source materials, following writing prompts, and using assignment templates. One teacher wrote, "I have adapted the ERWC lesson templates for use with new texts and different classes." They praised learning how to use non fiction and expository texts in the classroom.

Modules and Materials

The teachers loved the materials and modules. "The modules are excellent and the reading and writing strategies discussed at RIAP really help the students engage the text and produce better writing," wrote one teacher. "I have used four complete units," commented another teacher, who described all the key skills his students now have acquired. "The ERWC modules help students develop reading comprehension strategies and effective writing techniques across the disciplines," praised another teacher. "The completeness of the units is very helpful," wrote one teacher, adding, "they are a great model for creating similar lessons for other classes and grade levels." ERWC participants were more likely than RIAP participants to report using few modules up to high use of modules. This may change in the future, as RIAP sessions now focus more on use of the ERWC template and modules.

Professional Development Approach

They also praised the overall professional development approach that embeds collaboration, emphasizes within and cross-disciplinary connections, and provides outstanding presenters, extensive binders, and engaging reading materials. "I looked forward to engagement with the instructors and other teachers," explained one teacher, adding, "The wonderful materials wouldn't have been as useful without the training."

One teacher summed up the overall benefits of the professional development. "The best thing was the blending of professors, instructors, and high school teachers. We have established a good network and are continuing to work together to increase the number of students who attend higher education and bolster their success."

Teachers were asked to describe any teaching changes they made as a result of attending either of the professional development programs. The 162 respondents to this question praised all levels of the program, including their improved pedagogy/strategies (50%), use of curricular materials (45%), overall increased understanding of students (35%), and willingness and desire to share program with others (15%).

Most praised several elements, not just one. As one respondent remarked, "A tremendous overall impact: Finally, "In one word: incredible. It was my magic ticket that opened the doors to reading strategies. I've used nearly all the ideas from the program and built on them."

Pedagogical Improvements

In comment after comment, teachers praised multiple forms of pedagogical improvement from pre-reading, vocabulary, written responses to text, and more. The comments extended over content areas. "I have learned a lot about writing and grading that write which is essential because as an AVID teacher, my job is to assist and support students working toward college admissions and they MUST write well," wrote a science teacher. Another teacher described how "I've added much more scaffolding for concepts, such as graphic organizers, mosaic discussions (awesome!), Cornell notes, Vocabulary teaching techniques such as Knowledge Rating Chart, etc.") Other teachers noted that they now focus more on students, such as providing wait time and going for depth over breadth.

Curricular Benefits

In terms of curriculum, the teachers said they now include significantly more expository and non-fiction texts. "I now make much more effort to include expository text and persuasive writing in my curriculum. I am certain to ask students to examine the how as well as the what in all the reading that we do." They praised the assessment approach, especially the use of rubrics and alternate assessments.

More Strategic Approach to Literacy

These curricular changes make the teachers much more strategic about their teaching and their goals for their students. "RIAP and ERWC workshops challenge me to think about what and why I am teaching. Instead of coming up with something to teach, I ask what do I want my students to be able to do and do I prepare them for this?" explained one teacher. "I have totally changed the type of assignments I assign...we are connecting the themes and symbolism to current political and social dilemmas," responded another. "I have a much more developed plan for incorporating reading and writing."

The Overall Impact.

One math teacher wrote, "I was at the end of my rope. I needed some new training, some new ideas, some new environment to teach this generation of students. I now see how Math and Reading belong together."

Broadened View of Students

Teachers also have broadened their views of how their students can perform. "I have more awareness of that although I am working with at-risk students, they too are capable of getting a college education," wrote one teacher. Teachers said they do this by using

"making the learning process more transparent to my students", "modeling to my students and giving them examples of what they need to do," and "overcoming deficit visions of what kids can do by using the templates to revise my own assignments and lesson plans."

Sharing with Others

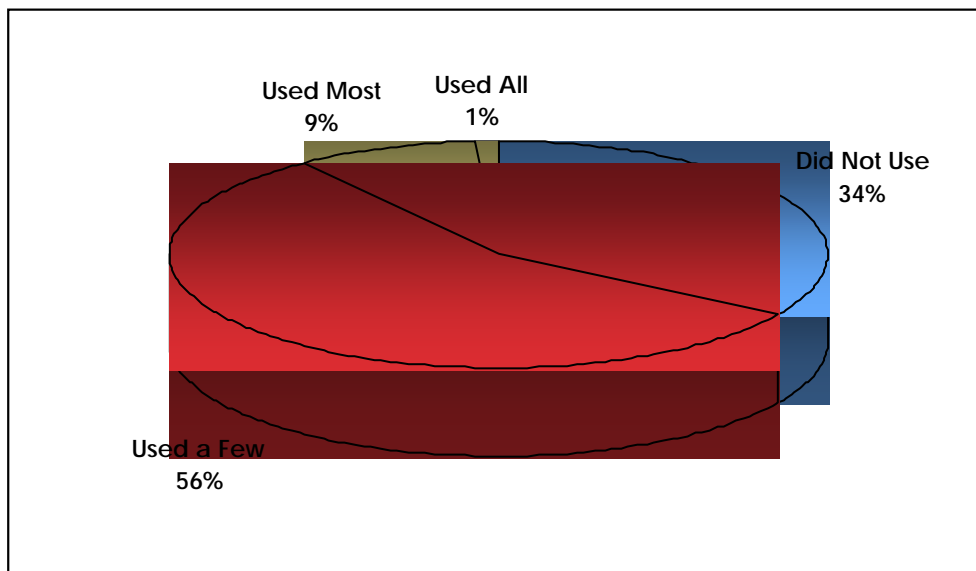
Teacher after teacher wrote about how they have shared their increased knowledge, curriculum, and beliefs with other teachers. Some have recommended particular approaches, such as "reading with and against the grain", "rhetorical strategies", "vocabulary exercises", and "timed writing strategies." Others are planning new modules with their colleagues, while others have encouraged school wide changes. "We have instituted the EPT schoolwide in the junior year as a benchmark exam for our students," wrote one teacher.

Expository Reading and Writing (ERWC) Course Materials

Responding teachers were asked how much they used the ERWC template and modules and which of its materials they utilized.

When asked how much they used the ERWC template and course modules, 34% of teachers said not at all, 56% said they used a few modules, and 9% said they used almost all of the modules, and 1% said they used all of the modules (see Figure 6). While only 10% reported using almost all or all of the modules, almost 60% reported using "a few" modules. With the approval of the ERWC as an "a-g" course, it is anticipated that more schools will adopt the class and more teacher will be able to use the modules in classes.

Figure 6. Percent of teachers reporting use of ERWC modules



The most commonly used modules reported were:

- Going for the Look

- Fast Food
- Value of Life
- Juvenile Justice
- Racial Profiling
- Rhetoric of the OpEd page

24% of respondents reported creating their own modules, and 24% of these teachers had shared them with others. When asked if they had incorporated additional readings into any modules, 44% of respondents said yes.

When asked **in which English classes they used the ERWC modules**, the following were reported by teachers: the majority reported using the modules in grade 11 and 12.

▪ English (gr.12)	21
▪ Literature (gr.8/9)	20
▪ British lit (gr. 12)	13
▪ AP English	10
▪ College prep (11/12)	10
▪ English (gr. 11)	10
▪ Expository/Rhetoric	9
▪ Remedial	6
▪ English (gr. 10)	5
▪ Honors	4
▪ ERWC	4

When asked **what was the most useful aspect of the ERWC materials**, teachers rated reading comprehension strategies (63%), reading materials (59%), critical thinking skills (54%), writing prompts (53%), nonfiction lesson supports (51%), assignment template (44%), and modules (44%) as being the most helpful.

Teacher participants were asked to briefly describe their implementation of the ERWC materials. They could check as many as applied. The most frequently used were “used pedagogical strategies”, followed by “used some of the materials”, and “used the template”. Others frequently cited included “used 45 minute writing prompt” and “created my own module.”

Fifty five teachers provided responses to **“What benefits do the Expository Reading and Writing Course materials have on your students’ literacy performance, reading and writing skills, or enjoyment of English?”** The following themes emerged.

Increased Student Engagement and Enjoyment

The teachers wrote that their students “are more engaged” and that “they have learned to enjoy their reading assignments and they look forward to participating in class.” The materials engage the students, explaining one teacher, “Students like that the issues are contemporary issues that they can add their voice to.” “: They actually pay attention and respond to these readings” wrote another teacher.

Engagement leading to Increased Reading and Writing

The materials lead to increased discussions in which students critically analyze text. "It teaches them to (1) look at how writers create an argument and then teaches them how to (2) write a persuasive argument. It improves their reading as it shows them to look for biases, to analyze the form and function of rhetorical devices..." responded a teacher. "We have the highest writing scores around the schools in our area," praised one teacher, "Writing has become institutionalized as a process at our school (cross-curricular)."

Readiness for College

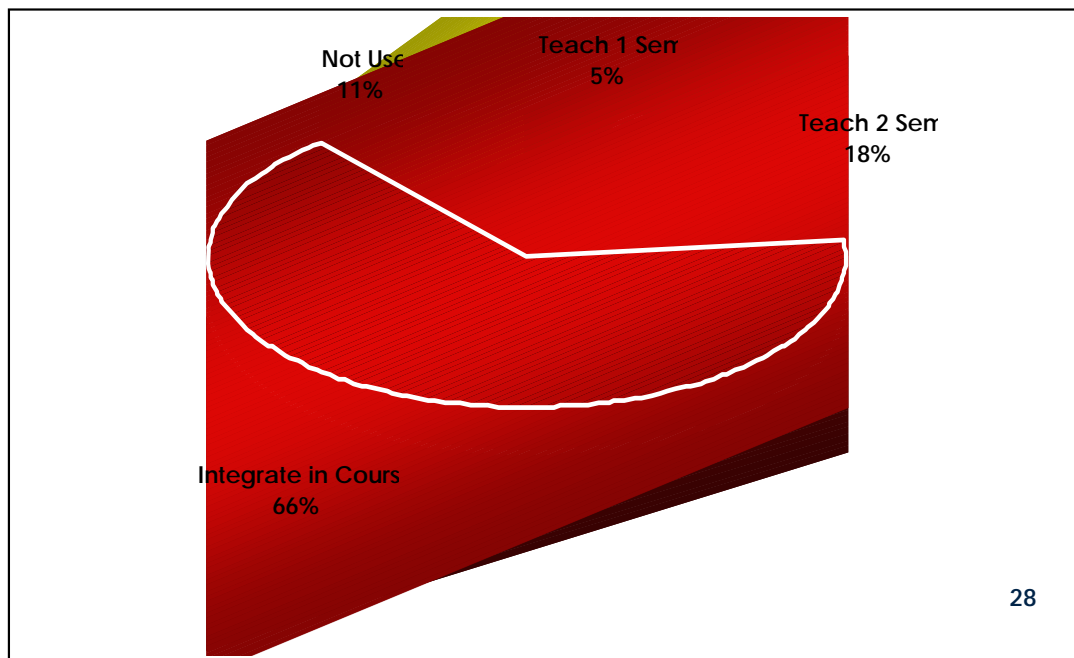
Teachers said students like how these materials prepare them for college. "The students really enjoy knowing that the course is taught as college prep and that the readings and discussions are at the college level," shared one teacher. "It raises the academic expectations and demands a thousand fold! This is grown up, real world thinking set to classroom specifications," expressed another.

Plans for Using ERWC Course and Materials in the Future

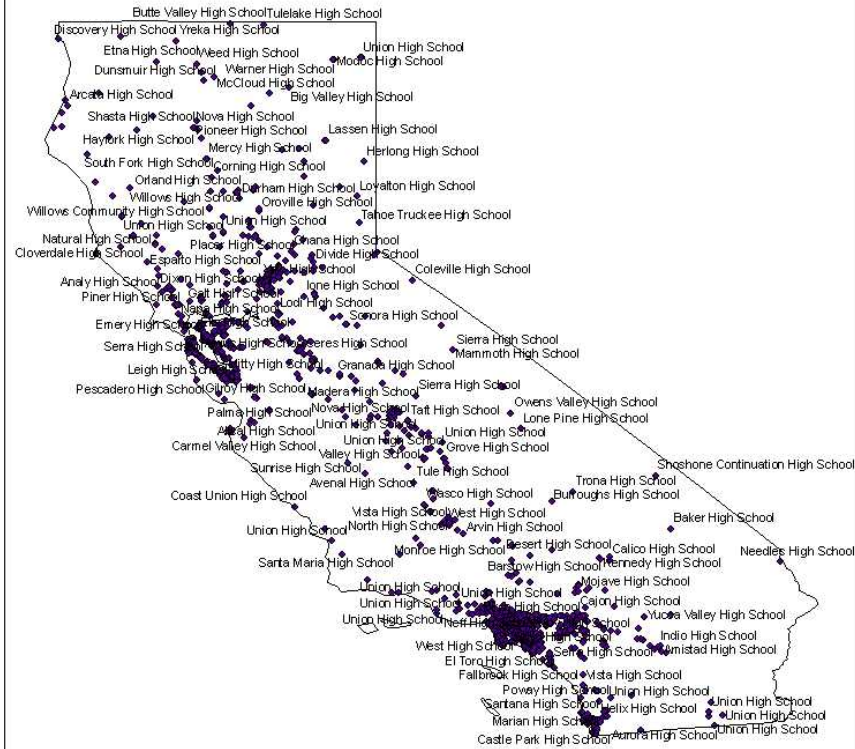
Fifty-nine percent (59%) of respondents responded that they knew that the ERWC course had been approved for A- G requirements. When asked if there were plans in their high school to use the ERWC course, 62% said yes, and 44% said they would like their school to adopt the course.

When asked how they planned to use the ERWC materials next year, 11% said they would not use them, 66% said they would integrate modules within an existing course, 5% said they would teach the course in a semester class and 18% said they would teach it as a 2 semester course (see Figure 7 below).

Figure 7. Plans to use ERWC materials



Schools Participating in RIAP Training (as of November 2005)



Map 1