

Reading Institute for Academic Preparation (RIAP)

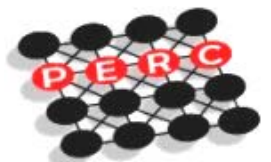
Evaluation Report

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Executive Summary

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 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. Under EAP's umbrella are several components, including a professional development effort, the Reading Institutes for Academic Preparation (RIAP) and an EAP professional development program for high school English teachers related to the 12th Grade Expository Reading and Writing Course (ERWC). RIAP has operated since 2002-03 and has trained hundreds of high school teachers in all disciplines. Also now included is a professional development program for high school mathematics teachers focused on fostering mathematics proficiency.
- 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.
- The improvement in percent proficient in English (from 2003 to 2005) in high intensity RIAP + ERWC schools was more than four times the rate of improvement of all California high schools (13.6% vs. 3%). -
- The improvement in percent proficient in English (from 2003 to 2005) in high intensity ERWC schools was more than three times the rate of all California high schools (11% vs. 3%).
- High intensity RIAP and ERWC schools outperformed by 2 to 3 times the average growth from 2003 to 2005 for all CA high schools on the CA Standards Test English Language Arts, 11th grade test scaled score (RIAP + ERWC: +5.9 points; ERWC only: +4.7 points; and State: +2.3 points).
- Participating teachers responding to a survey rated the overall quality of the RIAP program as 8.27, quite high on a scale of 1-10, and agreed that RIAP materials, presenters, and networking opportunities were particularly effective.
- Almost all responding teachers reported a positive impact from RIAP 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 EPT test.
- RIAP site leaders' responses reaffirmed the teacher findings. They strongly believed that the program impacts teachers' abilities and motivation and impacts on student learning.
- Teachers who had used the 12th grade 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 included increased reading, use of nonfiction text, expository reading and writing, and increased use of assessments.
- Respondents' suggestions to improve RIAP include an expansion in services, greater school site support, changes in the case study assignment, the amount of unstructured time, establishment of a website/discussion board and offering follow-up professional development with more ongoing sessions.
- Not many of the ERWC schools had yet adopted the ERWC as a new 12th grade course. However, most teachers added pieces of this to their teaching.
- The RIAP professional development was well distributed geographically statewide.