Scaling Up the National Writing Project's College-Ready Writers Program:

Expanding Access, Reach, and Leadership for Ongoing Improvement

Absolute Priorities 1 and 4, Competitive Preference Priority 1

Project Narrative

Table of Contents

Introduction……..……...……1

Absolute and Competitive Preference Priorities……..……..…2

A. Significance……...….4

B. Strategy to Scale.....…….……....12

C. Quality of the Project Design and Management Plan…….……..……25

D. Quality of the Project Evaluation……..….……38

Absolute Priorities

Absolute Priority 1: Implementing Internationally Benchmarked College- and Career-Ready Standards and Assessments……..……3

Absolute Priority 4: Serving Rural Communities…….…….3

Competitive Preference Priorities

Competitive Preference Priority 1: Enabling Broad Adoption of Effective Practices.....3, 12

References

Introduction

Building on the results from a 2012 i3 Validation grant, the National Writing Project (NWP), a national 501(c)(3), proposes to strategically scale up its College-Ready Writers Program through partnering with an additional 46 high-need rural LEAs in 16 states. Working as a networked improvement community (Bryk, Gomez, Grunow, & LeMahieu, 2015; Lewis, 2015) capable of addressing the changing literacy demands faced by our nation's diverse youth, the NWP network of 185 local Writing Project sites—anchored at universities and serving all 50 states, Washington, D.C., Puerto Rico, and the U.S. Virgin Islands—offers sustained learning opportunities for teacher-leaders and provides customized programs for schools and districts, both face-to-face and online.

The College-Ready Writers Program (CRWP) offers an integrated, three-pronged approach to improving the teaching and learning of academic writing: intensive and sustained teacher-led professional development; adaptation and use of instructional materials aligned with college- and career-ready standards; and formative assessment of student academic writing. An independent, two-year random assignment evaluation, conducted by SRI International, found consistent program implementation and positive impacts of the CRWP. Despite the challenge of implementing a program in 44 rural districts (serving approximately 25,000 students) across 10 states delivered by 12 Writing Project sites, CRWP was implemented with a high degree of fidelity to key program components. Teachers in CRWP districts took up the materials and approaches presented by the program, and as a result the writing instruction that students experienced in treatment districts was significantly different from that in control districts. Ultimately, CRWP had a positive, statistically significant effect on three attributes of student argument writing—content, structure, and stance—measured by the National Writing Project's

Analytic Writing Continuum for Source-Based Argument. In particular, CRWP students demonstrated greater proficiency in the quality of reasoning and use of evidence in their writing. This independent evaluation represents one of the largest and most rigorous studies of professional development to find impact on student outcomes.

Response to Priorities

The National Writing Project will scale up its College-Ready Writers Program in two ways, expanding the program's geographical reach and grade-level implementation. First expanding geographically, we will partner with rural LEAs in at least **ten** new states (CA, KY, MI, NE, ND, OH, TX, VA, WA, WI) and expand the initiative's reach in **six** states that were involved in the i3 Validation work (AL, MO, MS, OK, SC, TN). Notably, eight of our LEA partners are located in three states—Nebraska, Texas, and Virginia—that crafted their own college- and career-ready standards from the outset. This shows the importance of evidence-based argument writing as a key to success beyond high school and ensures that CRWP will be tested in diverse policy contexts. Second, NWP will expand and test CRWP's grade-level reach by using the core program model as blueprint for providing professional development, as well as instructional and formative assessment resources, to upper elementary teachers (grades 4–6). We intend to create an on-ramp to argument writing in the secondary grades that supports articulation between elementary and secondary writing programs. By the conclusion of this i3 Scale-Up effort, the NWP will have significant capacity to lead CRWP professional learning in grades 4–10 in at least 23 states. With the scale-up effort we anticipate reaching over 40,000 students through our 46 rural district partners, with approximately 70% of students eligible for free or reduced-price lunch.

This proposal responds to the following absolute and competitive preference priorities:

Exhibit 1. NWP's College-Ready Writers Program | Response to i3 Scale-Up Priorities

Absolute Priority 1. Implementing Internationally Benchmarked College- and Career-Ready Standards and Assessments
CRWP represents a high-quality response to Absolute Priority 1 through its focus on source-based argument writing, the *sine qua non* of college writing. CRWP offers a validated approach, integrating intensive and sustained professional development, field-tested instructional materials, and formative writing assessment that supplement internationally benchmarked summative assessments. This scale-up will result in an expanded grade-level focus (4–10) and credential 200 regionally based teacher-leaders in 16 states.
Absolute Priority 4. Serving Rural Communities
Developed with and in rural communities, CRWP commits to providing access to writing instruction that prepares rural youth for college and career and engages them in writing about critical issues facing their communities. NWP will work with 46 rural, high-poverty districts eligible for REAP funding under 2014–15 guidelines, and will serve approximately 40,000 4–10th grade students in these districts, of whom approximately 70% are eligible for free or reduced-price lunch. Forty-one district partners have committed to this initiative to date. NWP's adaptive approach to scaling creates the opportunity to develop local program implementation plans in collaboration with rural districts.
Competitive Preference 1. Enabling Broad Adoption of Effective Practices
Drawing on findings from its i3 Validation award, NWP will formalize the three core components of CRWP: (1) key design features and intensity of professional development; (2) CRWP instructional materials; and (3) formative writing assessment tools. CRWP instructional and formative assessment tools will be codified, including recommendations for core and supplementary resources. We will also codify processes for peer response and review of adaptations to professional development designs and instructional and formative assessment resources. The first phase of the project will result in comprehensive, public-facing OER web materials that include all codified CRWP resources and guidelines for adaptation. SRI International's independent evaluation will replicate the original validation study and will provide analysis of the efficacy of a one-year version of the program. The evaluation will also study the model's adaptability to different state policy contexts, including expansion in 6 states included in the validation study and 10 additional states, including 3 states—Nebraska, Texas, and Virginia—that adopted their own college- and career-ready standards not derived from the Common Core State Standards.

A. SIGNIFICANCE

(1) Responding to a national need

Writing acts as a gatekeeper to postsecondary entry and success. Writing is an essential skill for communication, learning, and success in college and career (ACT, 2016; National Commission on Writing, 2003). Internationally benchmarked standards recognize academic writing in general, and argument writing in particular, as a key college- and career-ready skills (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2011). Yet, nearly **one-third of all first-year college students** enroll in either English or mathematics remediation courses, which they must pass prior to entering credit-bearing courses (Bettinger, Boatman, & Long, 2013). Such courses can ultimately keep young people from completing college; this is particularly true for low-income students. A recent study of college remediation practices argues that although students are more frequently placed in mathematics remedial courses, being well-prepared for college-level English "may be even more critical to a student's academic success because reading and writing skills are fundamental to most other subjects" (Bettinger, Boatman, & Long, 2013, p. 96). Further, most college students must pass a credit-bearing first-year college composition course, which emphasizes the ability to make arguments using evidence (ACT, 2016). In a recent survey, ACT found that 70% of college instructors found their students not well-prepared to develop writing topics and 75% believed that entering college students were not well-prepared to logically organize their writing (ACT, 2016).

Writing outcomes in secondary education continue to be weak, especially in rural schools. The most recent publicly available NAEP data show that only 27% of 8th and 12th graders' writing was rated proficient or above, with only **24%** of **rural 8th and 12th** graders

achieving at this level. Writing achievement is weakest for low-income students; for example, 67% of 8th graders scoring below the 25th percentile were eligible for free or reduced-price lunch (NAEP, 2011). New internationally benchmarked assessments paint a similar picture of weak English Language Arts outcomes. PARCC's English Language Arts assessment results for 2014–15, which include a focus on writing, show that 38.5% of 6th grade students met or exceeded expectations; 41.6% of 8th graders met or exceeded expectations; and 38.1% of 10th graders met or exceeded expectations. These new assessments, which place greater weight on students' writing than previous English Language Arts assessments, "appear **more sensitive to instructional differences** between teachers, especially in middle school grades" (Kane, Owens, Marinell, Thall, & Staiger, 2016, p. 3; emphasis in the original).

Writing continues to be the "neglected R" of K–12 education. A gap continues to exist between the educational goals outlined in college- and career-ready standards and the capacity on the ground for teachers and students alike to engage with argument—especially in schools that serve students with the highest need. While at least one study of Common Core implementation suggests that teachers are beginning to *assign* more writing (Kane, et al., 2016), the current amount and focus of writing instruction remains inadequate to meet today's more demanding expectations. A recent RAND survey of its nationally representative teacher panel revealed that only 20% of elementary and 47% of secondary ELA teachers engage their students in writing arguments to support claims in an analysis of substantive topics daily/almost daily or often. Of even greater concern, many teachers **never** engage students in the type of short or sustained research projects central to academic writing in college (20% of secondary ELA; 32% of elementary teachers) (Opfer, Kaufman, & Thompson, 2016, pp. 68–69). Unfortunately, this recent documentation of a slim focus on writing instruction is consistent with earlier national

research (Graham, et al., 2012; Applebee & Langer, 2011; Graham & Perin, 2007). Given the importance of writing to success in college as well as on new internationally benchmarked assessments, policy analysts at Harvard's Center for Education Policy Research recommend identifying "effective interventions designed to help teachers with writing instruction" (Kane, et al., 2016, p. 25). NWP's College-Ready Writers Program represents an effective, standards-aligned approach to supporting teachers in improving how they teach writing.

(2) Demonstrates alternatives to existing strategies for professional development

NWP's College-Ready Writers Program stands in contrast to the typical fragmented, single-session professional development that teachers find to be of limited value in supporting them in developing lasting improvements in their instruction (Desimone & Garet, 2015; TNTP, 2015). CRWP supports deep, sustainable change in teachers' practice and student writing through three integrated program elements: intensive and sustained professional development (45 hours/year); high-quality, adaptable instructional materials focused on source-based argument writing; and collaborative formative assessment focused on high-level argument writing skills.

CRWP provides **high-quality professional development** that supports teachers in teaching students to read nonfiction sources about complex and engaging topics; understand multiple points of view; develop nuanced and precise claims; select, rank, and use relevant evidence from nonfiction readings to develop students' own written arguments; and draft, revise, and edit written arguments. CRWP's intensive, two-year professional development sequence employs effective, research-based professional development features: content focus, active learning, coherence, sufficient duration, and collective participation (Borko, 2004; Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Desimone, 2009; Penuel, Fishman, Yamaguchi, & Gallagher, 2007). In the first year, CRWP professional development focuses on

building teachers' understanding of argument writing and supporting their classroom implementation of CRWP instructional and formative assessment tools. In the second year, it focuses on adapting and integrating those tools into local curriculum and routine classroom practice so that the work can be sustained.

Although CRWP's high-quality, teacher-developed **instructional resources** can be implemented as created, they are also designed as models that teachers can adapt and remix to meet their own students' needs. Through professional learning activities, CRWP introduces teachers to routine classroom activities (used daily); classroom-tested mini-units (3–10 instructional days); and extended, researched argument projects (multi-week sustained investigations based on students' interests) that support students in learning the specific skills needed for writing source-based arguments. These resources help teachers envision how to support students in bringing together reading and writing (see Appendix J for list of mini-units).

CRWP will engage teachers in using three types of **formative assessment tools** for analyzing students' argument writing skills: a bank of two-day, on-demand reading and writing tasks; a qualitative analysis tool that examines the quality of claims and reasoning; and the Using Sources Tool (see Appendix J) which includes rating scales for how well students make use of evidence from sources in their writing. Many teachers assess writing solely on surface features like grammar or conformity to a given structure, such as the five-paragraph essay. In contrast, source-based argument writing requires teachers to analyze different dimensions of writing (e.g., the selection of evidence, critique of source material, quality of claims, and coherence of reasoning) and then help students to understand how to improve these aspects of their writing. CRWP's qualitative and quantitative formative assessment tools, coupled with focused professional conversation during professional development, support teachers in seeing what is

working in students' writing and in analyzing where they need additional support. They provide language so that teachers and students can discuss how to improve writing.

(3) Exceptional approach to the priorities

NWP's College-Ready Writers Program represents an exceptional approach to implementing internationally benchmarked standards in high-poverty rural communities. SRI's two-year random assignment evaluation validates the program's impact on teachers' practices and student writing outcomes that are well-aligned with today's rigorous college- and career-ready standards by shifting the focus of writing instruction toward college- and career-ready skills. Their study shows that while students spent about the same amount of time writing in both treatment and control districts, *what* students wrote varied dramatically. Specifically, CRWP teachers were more likely to engage their students in developing claims, evaluating evidence to support these claims, developing arguments in support of the claims, and practicing writing arguments (Gallagher, Arshan, & Woodworth, 2016). These practices are well-aligned with rigorous standards. Importantly, the study also found that "CRWP had large, positive impacts on a particularly complex task—writing an argument supported by reasoning and developed through the use of evidence from source material" (Gallagher, Arshan, and Woodworth, 2016, p. 29). This type writing is the focus of first-year college composition courses (ACT, 2016) as well as new state standards.

CRWP also places a strong emphasis on continuing formative assessment of students' writing. While new internationally benchmarked assessments include well-developed writing assessments, the cost of writing assessments means that they offer limited data about writing quality; some states have opted for assessment packages without writing or with writing that does not draw on sources. Thus, CRWP's formative writing assessment tools, which focus on

key argument writing skills, complement state assessment data. SRI's CRWP Validation study found that all 22 districts contributed formative writing assessment data, and 85% of participating teachers reported that using CRWP's formative assessment tools helped them plan instruction. These findings suggest that these tools can be readily used to assess students' writing and inform instruction.

CRWP represents an exceptional and validated approach to improving writing achievement in rural communities, engaging rural teachers and district leaders at every phase. CRWP was developed and tested in 44 diverse, rural districts in 10 states. On average, 65% of students were eligible for free or reduced-price lunch, while 36% were students of color. And they faced challenges common in both rural and urban districts, with 31% of teachers turning over between the first and second year of the program. Yet these averages hide the diversity of these communities. Districts ranged in size from 75 to 6,593 students; communities' economic bases included copper mining, poultry processing, light manufacturing, and agriculture. Not only was CRWP validated in rural places, it was validated in rural communities that reflect the diversity of rural America (Johnson, Showalter, Klein, & Lester, 2014; Schafft & Youngblood Jackson, 2010).

In sum, NWP's College-Ready Writers Program addresses significant challenges facing young people seeking success in college—poor preparation for college-level writing and limited focus on writing instruction. SRI's independent study demonstrates CRWP's potential to improve both the quality of writing instruction and young people's preparedness for college-level writing. These positive results, obtained in diverse rural communities, are among only a handful of studies that demonstrate positive effects for both teachers and students (cf. August et al., 2014; Barr et al., 2015; Kim et al., 2011; Heller et al., 2012). As NWP scales up CRWP, we

will codify CRWP resources and approaches to professional development as well as broaden the teacher leadership capacity available to facilitate significant change in teacher practice and student writing outcomes. This work will be guided by the logic model outlined below.

Exhibit 2. College-Ready Writers' Program Scale-Up Logic Model

Context for Teaching and Learning

Policy context (college- and career-ready standards, aligned assessments and accountability systems; rural access to resources)
Curriculum (existing materials and programs); Teacher turnover

NWP Technical Assistance

- Senior Staff and National Network Leadership Teams
- National meetings
- Online learning experiences (e.g., webinars, lesson studies)
- Codification, development, and dissemination of curricular resources and formative assessment tools

Local Writing Project: Teacher Leadership Development

Intensive advanced leadership development

- Supports classroom implementation and program adaptation
- Cultivates professional development facilitation skills
- 30 hours for secondary
- 60 hours upper elementary
- Results in micro-credential

Classroom implementation and field tests of

- Curricular resources
- Formative assessment tools

Local Writing Project: Key Program Components for Work with Partner LEAs

Intensive professional development to support classroom implementation

- Focus on college- and career-ready standards-aligned source-based argument writing
- 45 hours per year
- 75% of grade 4–10 ELA teachers participate
- Support for classroom implementation

Curricular resources

- Multiday instructional sequences
  - Nonfiction text set
  - Close reading and exploratory writing
  - Argumentation focus
  - Writing processes
- Provide student work for formative assessment

Formative assessment tools to inform instruction

- Analysis of student strengths and areas for improvement
- Focused on student use of source materials
- Used to inform both Writing Project and teachers' work to meet student needs

Teacher Instructional Practices

Teaching argument / opinion writing from nonfiction sources

- Close reading and annotation
- Claim and evidence
- Prewriting
- Effective use of source material
- Revision

Student Outcomes

Performance on on-demand source-based argument or opinion writing task

- **Content:** Writing presents an argument supported by reasoning and developed through the use of evidence from the sources
- **Structure:** Writing establishes an order and arrangement to enhance the central argument
- **Stance:** Writing establishes credibility; tone and style are appropriate for purpose
- **Conventions:** Writing demonstrates age-appropriate control of conventions

B. STRATEGY TO SCALE

To meet unmet demand for high-quality professional development and instructional materials focused on standards-aligned writing, the NWP proposes to scale up its College-Ready Writers Program using an integrated, three-phase process. Phase 1 focuses on **codifying** CRWP's professional development, curricular materials, and formative assessment strategies and **expanding regional teacher leadership** capacity to facilitate CRWP professional development (*Competitive Preference Priority 1*). Phase 2 focuses on **providing professional development** for diverse rural LEA partners and evaluating the impact of that **professional development,** drawing on the resources and processes codified during Phase 1. Phase 3 involves **broad dissemination** of CRWP through a series of regional conferences, which will be jointly facilitated with the National Rural Education Association, other national partners, and local Writing Project sites.

NWP will extend access to CRWP in an additional 46 rural LEAs in 16 states, including an expansion to additional grade levels and reaching approximately 40,000 students in grades 4–10. Further, NWP will build the capacity of an additional 200 teacher-leaders at 17 local Writing Project sites to facilitate ongoing work in their regions. This section describes the unmet demand for CRWP, then outlines NWP's scale-up strategy, and concludes with a discussion of how i3 funds will address barriers to reaching the proposed scale.

(1) Market demand

CRWP meets market demand for high-quality writing professional development and instructional materials focused on writing in general and argument writing in particular.

Need for professional development. Recent studies of the implementation of Common Core State Standards suggest that states and districts have invested in offering professional

development to support teachers as they adopt new English Language Arts standards. However, a recent survey of RAND's American Teacher Panel, a nationally representative sample, revealed a gap in this support around teaching writing. Specifically, 41% of teachers identified a moderate or high need for professional development focused on "engaging students in writing about complex topics in [their] subject area" and on "helping students write arguments to support claims in analysis of substantive topics" (Kaufman et al., 2016, p. 5). This study's authors note that the need is particularly acute for elementary teachers and for teachers working in schools that serve high proportions of students eligible for free or reduced-price lunch.

Lack of writing-focused instructional materials and writing assignments. In addition, English Language Arts teachers report a dearth of materials that support writing instruction. RAND's American Teacher Panel survey found that 19% of elementary and 34% of secondary ELA teachers reported that their curriculum materials provided opportunities to write arguments to support claims in an analysis of substantive topics to a great extent (Opfer, Kaufman, & Thompson, 2016, p. 51). In addition, only 14% of elementary and 12% of secondary ELA teachers reported a great emphasis on short or sustained research projects in their instructional materials. In light of these analyses, the RAND researchers proposed that district and state policy makers focus on the "selection and development of high-quality [ELA] instructional materials aligned with standards across grade levels" (Opfer, Kaufman, & Thompson, 2016, xvii).

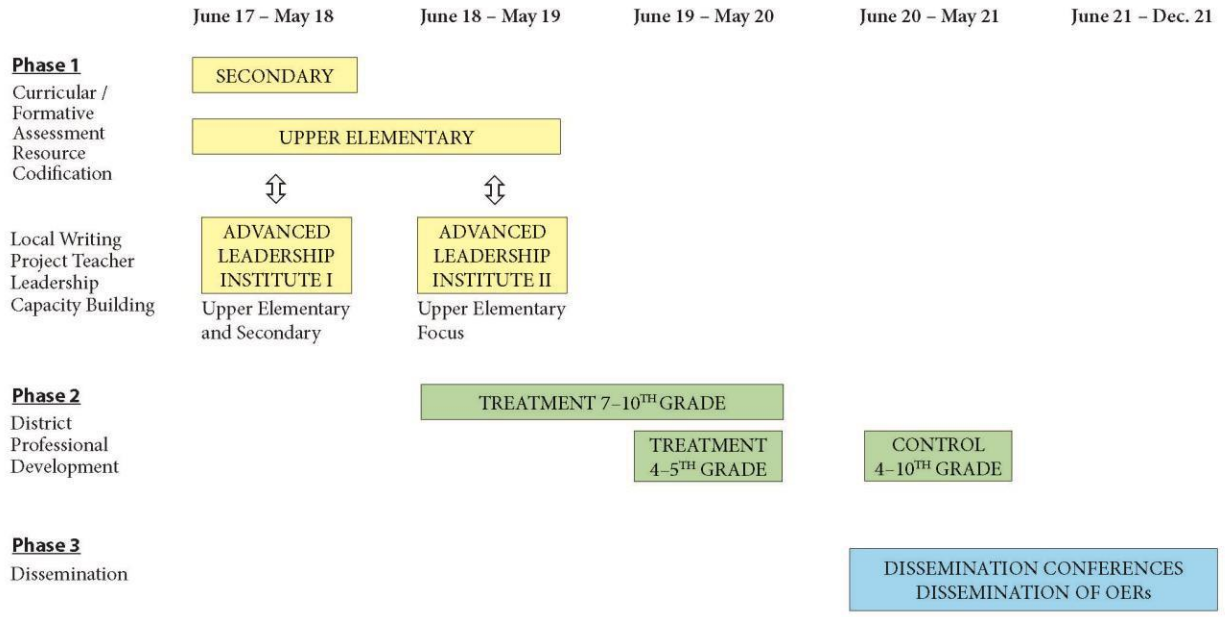
Other studies suggest that there is little emphasis on writing assignments. The Education Trust found that only 9% of middle school assignments that they analyzed called for an extended (i.e., multi-paragraph) piece of writing and only 4% called for an extended piece of writing <u>and</u> required high levels of cognitive demand (Santelises & Dabrowski, 2015, p. 6). These researchers argue, "In all content areas [middle school students] need to build and develop their

fluency by writing pieces that evolve over longer periods of time (e.g., 5 to 10 days, 2 to 3 weeks) as they plan, revise, and edit their ideas. The authentic composing that students do in this scenario is the heart of analytic and strategic thinking. They generate their own points and perspectives and cite relevant evidence in accordance with the final piece to be written" (p. 11).

The proposed CRWP scale-up effort is well-positioned to meet these demands for high-quality, standards-aligned professional development and instructional resources focused on evidence-based argument writing. SRI's CRWP Validation study demonstrates that its integrated design of professional development, instructional materials, and formative assessment can impact both teachers' practice and student writing outcomes.

(2) Description of CRWP's Three-Phase Scale-Up Strategy

Exhibit 3. CRWP i3 Scale-Up



Phase 1. CRWP Resource Codification and Expansion of Regional Teacher Leadership Capacity Materials

To meet unmet market demand for materials, NWP will initially invest scale-up funds in the codification and development of materials. The modular, CRWP instructional materials are designed to fill the gaps in writing resources identified by recent research (Santelises & Dabrowski, 2015). CRWP materials engage middle and high school students in cognitively challenging and relevant extended writing tasks that require citing evidence from text and allow for students to make choices about their work (See Appendix J for a list of CRWP mini-units). The external evaluators found that 93% of teachers participating in the validation study used CRWP resources at least once to teach argument writing and that teachers valued these resources. One high school teacher reflected that "the physical resources (such as packets, texts, and questions) have been of great use. Far too often, it is difficult to find texts and questions that are challenging, on grade level, and worded to produce higher level work." Building on this foundation, NWP will use scale-up funds to codify the current resources; develop additional secondary resources to fill gaps; and craft new materials for evidence-based opinion writing in upper elementary grades. New materials will be developed and field-tested by experienced NWP teacher-leaders, and will undergo a rigorous peer response and review process.

CRWP's curricular and instructional materials are not a required, scripted curriculum for teaching source-based argument. Rather, NWP designed the materials both to be classroom-ready and to serve as models from which teachers can generate additional curriculum with a view toward local standards and the specific needs of their students. CRWP materials, including its formative assessment tools, are rooted in a conception of argument that emphasizes the exploration of multiple points of view, the development an understanding of viewpoints that may differ from one's own, and the importance of making explicit one's reasoning and thinking about sources in order to support claims (Graff & Birkenstein, 2008; Harris, 2006; McCann, 2014;

Newell & Bloome, 2015). The materials identify key argument writing skills, present strategies and approaches to teaching those skills, offer sample sets of resources, and emphasize the value in writing multi-paragraph arguments on a regular basis. Through the codification process, NWP will make explicit the design principles of the materials in order to enhance their utility as "generative structures" (Stokes, 2010) that allow teachers to adapt the resources, integrate them into existing curriculum, and create new materials. In this way, CRWP integrates curricular resources and instructional design.

Teacher leadership. Concurrently, NWP will build its capacity to facilitate CRWP professional development adapted to the needs of our district partners by investing in increasing the number of local Writing Project sites and teacher-leaders prepared to lead CRWP professional development. Investing time and i3 resources in preparing and certifying Writing Project teacher-leaders to facilitate CRWP professional development is critical to the success of NWP's scale-up strategy. First, NWP relies on an adaptive scaling approach (Rowan & Miller, 2007), which means that local Writing Project professional development leaders cannot rely on centrally developed scripts, but must develop the professional judgment to adapt CRWP materials and approaches with fidelity and integrity. Second, teacher-leaders represent a long-term investment in regional capacity to lead future professional development that will extend beyond the scope of the i3 award. Third, this approach embodies a core NWP principle—teachers who are well informed and effective in their practice can be successful teachers of other teachers (Gray, 2000; Lieberman & Friedrich, 2010; Lieberman & Wood, 2003).

To increase regional teacher leadership capacity, 17 local Writing Project sites will lead CRWP Advanced Leadership Institutes. Secondary teacher-leaders will participate in a 30-hour, one-year institute, while upper elementary teacher-leaders will participate in a 60-hour, two-year

cycle that will include field-testing the newly developed upper elementary materials. These **200** upper elementary and secondary teacher-leaders and their students will be the first beneficiaries of this CRWP Scale-Up initiative. We estimate that they will directly engage at least **11,000** students in CRWP; this is over and above the estimated 40,000 students reached through our LEA partners.[1] Participating teacher-leaders will first study CRWP curricular and formative assessment tools, use CRWP materials in their own classrooms, read articles and books about source-based argument writing, and use CRWP formative assessment tools to analyze their students' writing and plan for instructional next steps. Teacher-leaders will leverage the pedagogical content knowledge (Shulman, 1986)—gained through testing CRWP's standards-aligned resources in their own classrooms—as they lead other teachers' professional learning under the auspices of their local Writing Project sites during Phase 2 and beyond. Ultimately, the CRWP Advanced Leadership Institutes will support teacher-leaders in cultivating the dispositions and facilitation skills necessary to lead significant change in complex classroom, school, and district settings. Participating teacher-leaders will be able to earn micro-credentials certifying that they are prepared to facilitate CRWP professional development.

Phase 2. CRWP Professional Development in Partner Districts

We will use scale-up funds to provide intensive professional development in our partner districts. The 23 LEAs randomly assigned to treatment status will participate in a two-year, 90-hour professional development sequence facilitated by local Writing Project sites drawing on the expertise of the teacher-leaders who participated in the CRWP Advanced Leadership Institutes. Specifically, 7–10th grade ELA teachers will participate in a two-year, 90-hour sequence (2018–2020), and 4–5th grade teachers will participate in a one-year, 45-hour sequence (2019–2020).

[1] These students are not included in NWP's cost per student calculation.

Schools across the 46 districts have a variety of grade-level configurations (e.g., K–5, K–6, 6–8, 6–12). Sixth grade teachers will participate either in the one- or two-year version of the program depending on the grade configuration of the building they teach in. So a 6th grade teacher in a K–6 school would participate in the one-year, upper elementary professional development, and a 6th grade teacher in a 6–12 school would participate in the two-year version of the program. The control districts will participate in a one-year, 45-hour professional development sequence following the conclusion of the cluster-randomized trial (4–10th grade ELA teachers, 2020–2021). The program will engage ELA teachers in professional development that focuses on source-based argument and opinion writing. It will support teachers' and districts' use of codified CRWP curricular and formative assessment resources.

Consistent with NWP's adaptive approach to scaling, the design of the professional development will be locally negotiated to meet the specific strengths and needs of the each LEA. Local Writing Project sites will conduct the needs and assets assessment in the spring prior to launching professional development with each LEA partner; this process will include an analysis of internationally benchmarked summative assessment data related to writing whenever this is available. Based on this process, each local Writing Project site and its teacher-leaders will select and sequence an introduction to the CRWP text-based argument and opinion tasks through whole-group workshops, classroom-based teaching demonstrations, and one-on-one coaching. These learning opportunities will be facilitated by teacher-leaders who earned micro-credentials through the CRWP Advanced Leadership Institutes. Teachers in partner LEAs will be asked to teach a minimum of four CRWP text-based argument tasks per school year, engage students in revising at least two of these writings, and will receive coaching support as they implement them in their classrooms. At least four times per school year, the professional development will engage

teachers in analyzing students' argument writing using CRWP formative assessment tools. Teachers will use this information to help students learn to improve their argument writing.

Phase 3. Increase the Visibility and Broad Dissemination of CRWP

District leaders are barraged with information about resources to support change. This challenge is amplified for rural administrators who often play multiple administrative roles, leaving limited time to sort through opportunities. Similarly, local Writing Projects are co-directed by university faculty members and K–12 educators who usually play other full time roles and have limited time to market their services. Therefore, NWP is including a significant investment in building and disseminating resources beyond our named LEA partners.

In order to provide materials and resources directly to teachers and administrators, NWP will expand its collections and direct pathways to CRWP's codified materials through our open educational resource (OER) work. With the support and engagement of a range of curricular and philanthropic partners such as the Bill & Melinda Gates Foundation and the John D. and Catherine T. MacArthur Foundation, NWP is building a dedicated, open, and extensible dissemination system for curated content and materials that support change in practice aligned with college- and career-ready standards and educational innovation more generally. These focused and curated collections are particularly useful for educators who have limited time to search and assess materials in the larger corpus of OERs. Accessed through the EducatorInnovator.org open community, NWP's web system will soon open a new area for curricular resources called *The Current* that can accommodate CRWP tools and materials and has a large and growing audience of teachers, administrators, and librarians. NWP will invest significant resources in developing the CRWP pathways and materials to both support current CRWP districts and expand directly to educator networks beyond these districts.

In addition, we will formally collaborate with organizations that have significant reach in rural communities, including the National Rural Education Association and the Southern Education Foundation. Senior NWP staff will participate in regular convenings of these organizations throughout the life of the project. In 2020–2021, NWP will work with these partners to jointly sponsor CRWP mini-institutes or conferences. These activities will build awareness of CRWP's curricular and formative assessment resources and highlight the availability of local Writing Project sites to work with LEAs to adapt and implement CRWP. We anticipate that these introductory activities will lead to the formation of additional partnerships between LEAs—potentially working as consortia so that they can pool resources—and local Writing Projects.

(3) CRWP design addresses and eliminates barriers to scale

The CRWP Scale-up project described above is intended to eliminate three barriers to reaching the proposed level of scale: access, implementation, and cost. First, teachers, schools, and districts have limited access to effective professional development and high-quality instructional and formative assessment tools. Second, fidelity of implementation becomes ever-more challenging as the work scales to new policy contexts. Third, the cost of services puts the program out of reach for some districts.

Barrier 1. Access to Professional Development and High-Quality Materials

Access to high-quality professional development, curricular materials, and instructional and formative assessment tools focused on argument writing, which is limited for a significant number of teachers, is particularly acute in rural areas. To address this barrier, we will invest i3 resources in building and expanding regional teacher leadership capacity. In addition, we will

refine and develop additional curricular materials and instructional and formative assessment tools for teaching source-based argument and opinion writing in grades 4–10.

Expanding regional teacher-leaders through micro-credentialing. Expanding regional teacher leadership capacity to work in high-poverty communities is an ongoing NWP objective. Currently, the regional capacity to facilitate CRWP professional development in complex district settings and support the adaptation of CRWP is limited to the 12 local Writing Project sites in 10 states that participated in the i3 Validation work. Although NWP has started scaling up CRWP to additional Writing Project sites with other funding, i3 Scale-up funding will allow NWP to further extend this process with an emphasis on rural communities. Through CRWP Advanced Leadership Institutes, NWP will certify that regionally based teacher-leaders are qualified to facilitate CRWP professional development. Certified teacher-leaders will have the practice-based knowledge and expertise to support teachers as they become proficient at teaching source-based argument and opinion writing.

Expanding CRWP resources. During the project's first phase, NWP will conduct a thorough review of the existing CRWP secondary instructional materials to ensure that there are no major gaps in materials that support the development of key argument writing skills. High-quality argument writing in secondary school builds on foundational skills and abilities that children learn in elementary school. Therefore, NWP will also invest scale-up resources to develop and test an aligned set of developmentally appropriate instructional and formative assessment tools and resources for evidence-based opinion writing in upper elementary school. Local Writing Projects, notably the Kentucky Writing Project state network, have started to create elementary curricular and formative assessment resources focused on source-based opinion writing.

Barrier 2. Fidelity of Implementation

On their own, curriculum resources and instructional and formative assessment tools provide only partial guidance as teachers and districts work to integrate a clear focus on argument into an already crowded curriculum. CRWP, like all NWP work, takes an adaptive approach to scaling to ensure that the program's resources fit the local context (McDonald, Buchanan, & Sterling, 2004; McLaughlin, 1990; Mehan, Hubbard, & Datnow, 2010). This means that teachers and districts have substantial latitude to adapt and use CRWP instructional resources as models for their own materials. While adaptive scaling affords flexibility, the approach also carries the risk that underlying principles and practices may be misinterpreted and adaptations may not result in the quality of writing prompted by the original materials. Thus, employing an adaptive scaling approach requires careful attention to fidelity of implementation. To address this barrier, in addition to certifying CRWP teacher-leaders, we will invest in codifying curricular resources and processes for peer response and review of adapted resources, forming a national networked improvement community with key Writing Project and district stakeholders. We will also invest in retooling NWP's data collection and reporting systems.

Codifying CRWP resources. NWP will invest i3 funds to ensure that all CRWP tools and materials are broadly accessible to teachers, administrators, and professional development facilitators as these materials are pushed out on NWP's public-facing websites. Through codification we will identify which materials are core as well as which are supplemental, and provide guidance on how to sequence curricular and formative assessment materials. NWP will articulate principles to guide ongoing adaptation and development of instructional and assessment materials, and create cost-effective processes for peer response and review to ensure the integrity, quality, and rigor of adapted assignments and materials into the future.

National networked improvement community. NWP will invest i3 funds to operate CRWP as a networked improvement community (Bryk, Gomez, Grunow, & LeMahieu, 2015). Representatives of LEAs and local Writing Projects sites will participate in national face-to-face and web-based gatherings focused on introducing key resources, engaging in peer response and review of local adaptations to CRWP, addressing implementation challenges, and learning from national formative assessment data. These gatherings will provide a window into regional work and allow CRWP's national leaders to clarify the intended meanings of CRWP resources.

Data systems to monitor local implementation and interim impacts. NWP's current data systems are designed to track aggregate numbers of participants annually at the Writing Project site level for the purposes of summative reporting. These systems are not designed to track fidelity of implementation and intermediate indicators of impact more frequently. For the CRWP Validation grant, NWP created ad hoc systems to monitor the fidelity of local Writing Project sites' professional development implementation and to provide formative writing assessment data both locally and nationally. While these ad hoc systems worked to monitor a single grant, they do not provide the kinds of real-time data needed to scale CRWP with fidelity.

To that end, in fall 2017, NWP is launching an effort to retool its Site Participation System to collect individual-level data and provide reports that allow for real-time monitoring of professional development participation and integration with other data sources (e.g., the Using Sources Tool). NWP proposes to use i3 funding to support this redevelopment, with an eye toward collecting and reporting the data needed to monitor fidelity of implementation at least twice annually. These improved systems for collecting and reporting implementation data will also support NWP to keep "getting better at getting better" (Bryk, Gomez, Grunow, & LeMahieu, 2015).

Barrier 3. Cost of Services

While rural districts have demonstrated their willingness to dedicate existing professional development hours to CRWP, they often do not have the resources to pay for facilitation or the expertise in argument writing to facilitate such professional development on their own. Further, isolated rural communities often lack access to the types of private foundation funding available in larger metropolitan areas that can be used to supplement local and state funding for professional learning. Therefore, we will invest i3 funds to support the costs of leading professional development in partner districts. We will reduce the cost of CRWP per student from $765 for the validation project to $356 for the scale up. First, we are offering an integrated professional development, curricular, and formative assessment program for grades 4–10. This expands the number of teachers and students served in each district and provides the district and local administrators with resources for a consistent instructional sequence for writing instruction, thus making it a more cost-effective investment. Second, during the codification phase, NWP will identify nationally facilitated, web-based professional development offerings to take the place of some locally offered professional development. Finally, whenever feasible, local Writing Project sites will identify pairs of geographically proximal districts, serving fewer than 500 students, that can participate in the professional development together. This approach has the benefit of reducing costs, creating models for future professional development partnerships among districts, and building cross-district professional development communities, which increases opportunities for professional collaboration—an important component of CRWP.

NWP will also invest i3 resources in strategies that have the potential to reduce CRWP's costs in the long term. In the future, districts or schools will be able to contract directly with local Writing Project sites that have a cadre of teacher-leaders who are credentialed to facilitate and

adapt CRWP. NWP's retooled data collection systems will allow NWP to analyze the integrity and fidelity of this type of local CRWP implementation. In addition, as part of the independent evaluation, SRI International will analyze impacts of one- and two-year versions of CRWP. These analyses will allow us to better understand the costs and benefits of a one-year version of the College-Ready Writers Program. A one-year, 45-hour version of the program would be significantly less expensive than the full two-year model.

C. QUALITY OF THE PROJECT DESIGN AND MANAGEMENT PLAN

(1) Proposed Goals, Objectives, and Outcomes

Exhibit 4. Goals and Outcomes

Goals	Outcomes
1. Improve students' academic writing achievement	By the end of **two years** of professional development and use of CRWP instructional and formative assessment materials, **7–10th** grade students in treatment districts will on average perform higher than students in control districts on a standardized performance assessment of source-based argument writing. By the end of **one year** of professional development and use of CRWP instructional and formative assessment materials, **4th and 5th** grade students in treatment districts will on average perform higher than students in control districts on a standardized performance assessment of source-based opinion writing.[1]
2. Improve teachers' practice in the teaching of academic writing, with a focus on argument and opinion writing	By the end of **two years** of professional development and use of CRWP instructional and formative assessment materials, **7–10th** grade teachers in treatment districts will on average place greater emphasis on high-leverage argument writing skills than teachers in control districts. By the end of **one year** of professional development and use of CRWP instructional and formative assessment materials, **4th and 5th** grade teachers in treatment districts will on average place greater emphasis on high-leverage opinion writing skills than teachers in control districts.

3. Increase the number of teacher-leaders well-prepared to lead intensive professional development focused on college- and career-ready writing standards	Prepare and provide micro-credentials for at least 200 upper elementary and secondary teacher-leaders in 16 states to help facilitate the College-Ready Writers Program in 46 partner LEAs. These teacher-leaders' preparedness will be measured through surveys that measure shifts in their practices and their own perceived ability to take on leadership roles; the actual facilitation roles played in CRWP Scale-Up; and participating teachers' feedback.
4. Increase visibility and access to CRWP beyond the districts participating in the i3 Scale-Up Project	In collaboration with the National Rural Education Association and other partners, sponsor five regional conferences or mini-institutes to launch local partnerships between LEAs and local Writing Project sites.

[1] Sixth grade teachers will be included in professional development based on the configuration of their schools. Therefore, some will participate in the two-year version and others in the one-year version of the program.

Exhibit 5. Objectives

Objective	Evidence of Achieving Objective
Codify and make publicly available existing CRWP instructional and formative assessment tools	New CRWP website content launched with a comprehensive set of codified instructional and formative assessment resources for teaching source-based argument writing.
Expand CRWP instructional and formative assessment tools to include field-tested resources for upper elementary	Upper elementary resources revised following web-based lesson studies with Writing Project teacher-leaders who will facilitate professional development in CRWP partner LEAs. Upper elementary tools for teaching opinion writing added to public NWP website.
Prepare local Writing Project teacher-leaders to facilitate CRWP through Advanced Leadership Institutes	Documentation of integrity of implementation of Advanced Leadership Institute and participation in them: - 30 hours secondary teacher-leaders; 60 hours upper elementary teacher-leaders; - 12 teacher-leaders from 17 local Writing Project sites participate; and - Teacher-leaders who are current classroom teachers teach four cycles of argument or opinion writing, engage students in two rounds of revision, and analyze student writing with the Using Sources Tool at least twice.

Implement CRWP's validated district-level intervention with fidelity in 46 previously unserved LEAs that are eligible for SRSA/RLIS funding	Local Writing Projects provide at least 45 hours or professional development per year which: - Focuses on teaching argument or opinion writing; - Introduces CRWP instructional resources; - Engages teachers in collaborative formative assessment of students' writing; and - Provides individualized support for classroom implementation. At least 75% of English Language Arts teachers in grades 4–10 participate. Teachers in participating districts teach four cycles of argument or opinion writing, engage students in two rounds of revision, and analyze student writing with the Using Sources Tool at least twice annually.
Create and promote CRWP OER curricular and assessment resources available publicly	CRWP curricular resources are packaged for open educational use and promoted through web publication and social media. Page views, downloads, social media impressions, and click conversions will document 50,000 users over the life of the project.

(2) Management Plan

NWP has over 40 years of experience in developing, implementing, and scaling up professional development programs to improve the teaching of writing. Specifically, it has a strong track record of successful implementation and completion of large scale, multi-year projects, including most recently the *NWP College-Ready Writers Program: Teacher Professional Development in Writing and Critical Analysis to Improve Academic Student Writing in Middle and High School* (i3 2012 Validation Award #U411B120037) and *The National Writing Project: Leveraging and Sustaining a National Improvement Infrastructure for Professional Development to Improve Writing Instruction Across Content Areas for* All *Students* (SEED 2013 Award #U367D130003). NWP is comprised of a network of 185 local Writing Project sites, anchored at universities and serving all 50 states, Washington, D.C., Puerto Rico,

and the U.S. Virgin Islands, that offer sustained learning opportunities for teacher-leaders and provide customized programs for schools and districts, both face-to-face and online. The project design and management plan take advantage of NWP's unique improvement infrastructure (Engelbart, 1992; St. John & Stokes, 2008) to scale CRWP to 46 additional districts in 16 states.

To meet the goals and objectives outlined above, NWP will carry out three integrated phases of work, summarized in the Project Management Chart below: *Phase 1. Codification of Resources and Expansion of Teacher Leadership Capacity* (January 2017–May 2019); *Phase 2. Replication and Expansion of CRWP District-Based Professional Development* (March 2019–May 2021); and *Phase 3. Broad Dissemination* (April 2020–December 2021). The independent evaluation, described in Section D, focuses on the first two phases of the project; SRI International will play a key role in disseminating the results of this work to policy makers, researchers, and other stakeholders.

Phase/Task	Team (Lead)	Year 1				Year 2				Year 3				Year 4				Year 5			
		1/1/17-12/31/17				1/1/18-12/31/18				1/1/19-12/31/19				1/1/20-12/31/20				1/1/21-12/31/21			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
CRWP Scale-Up Project Management																					
Recruit & Launch National Network LT	TF/RB																				
Hire TBH Staff	TF/LDF																				
CRWP Senior Staff LT Meetings (Weekly)	SST (LF/TF)																				
CRWP National Network LT Meetings (Monthly)	NNLT (RB)																				
NWP Management Team Meetings (Monthly)	MT (EEA)																				
Calls with Local Writing Projects (Monthly)	NNLT (RB)																				
SRI Briefings	SRI/LF																				
Retool NWP's Data Collection Systems	LF/MT																				
Phase 1. Resource Codification and Teacher Leadership Development | Goals 3 & 4																					
Recruit Resource Developers	SST (TB/TF)																				
Resource Development / Codification Retreat	SST (TB)																				
Classroom Pilot Tesing of upper-elementary resources	SST (TB)																				
Define CRWP teacher-leadership micro-credential	SST (TB/TF)/MT																				
Make Resources Publicly Available - NWP Web	SST (TB)																				
Finalize Local Writing Project (LWP) Participation	SST (TF/RB)																				
LWP Proposal/Report Advanced Leadership Institutes	SST (TF/LF/RB)																				
National Advanced Leadership Institute Launch	SST (TF/RB)																				
Local Advanced Leadership Institutes (2017-18 = Grades 4-10; 2018-19 = Grades 4-6)	SST (TF/RB) & LWP																				
Formative Writing Assessment Teacher-Leaders	SST (LF) & LWP																				
CRWP Teacher Leadership Micro-credentials Awarded	SST (TB/LF) / MT																				
Phase 2. Professional Development in 46 Rural Districts (T=Treatment; C=Control) | Goals 1 & 2																					
Confirm District Participation	SST (LF/TF) + SRI																				
Local Writing Project Propose / Report on PD Plans	SST (TF/LF/RB)																				
District Assets & Needs Assessment	LWP/NNLT (LF/TF/RB)						T								C						
National CRWP Partnership Meetings	LT/SST (TF/RB)							T		T		T		T		C		C			
Local CRWP Professional Development | Grades 7-10	LWP/NNLT (TF/RB)							T	T	T	T	T	T	T	T	C	C	C	C		
Local CRWP Professional Development | Grades 4-5	LWP/NNLT (TF/RB)											T	T	T	T	C	C	C	C		
Formative Writing Assessment District Teachers	SST (LF) & LWP								T	T	T		T	T	T		C	C	C		
Phase 3. Broad Dissemination | Goal 4																					
Regional Conferences w/NREA & Other Partners	SST (LF)																				
Codified Resources Made Available as OER	SST (TB)																				
Evaluation | See Section D																					

SST = Senior Staff Leadership Team; NNLT = National Network Leadership Team; MT = Management Team; LWP = Local Writing Project Site; SRI = SRI International, independent project evaluator; LF = Linda Friedrich; TF = Tom Fox; TB = Tanya Baker; RB = Rachel Bear; EEA = Elyse Eidman-Aadahl

Project Leadership and Staffing. NWP will implement this project by drawing on the extensive expertise of its senior staff members and local Writing Project site directors and teacher-leaders. **Linda Friedrich** will serve as the Project Director and **Tom Fox** will serve as the Project Co-Director; their qualifications and specific responsibilities are described below. The project will employ three team structures to carry out the work: *CRWP i3 Senior Staff Leadership Team*, *CRWP i3 Network Leadership Team,* and *NWP's Management Team.* In addition, each participating local Writing Project site will form a leadership team. Exhibit 6 summarizes the membership of each team.

Exhibit 6. CRWP Scale-Up Leadership Teams

Team	**Frequency of Meetings**	**Members** (**Bold** denotes Team Convener)
CRWP i3 Senior Staff Leadership Team	Weekly	**Linda Friedrich**, Tom Fox, Rachel Bear, Tanya Baker, Barbara Hasselbach Boyle (Director of Grants and Contracts, as needed)
CRWP i3 Network Leadership Team	Monthly	**Rachel Bear**, Tom Fox, 8 experienced local Writing Project site directors and teacher-leaders (Linda Friedrich and Tanya Baker, as needed)
CRWP i3 Local Leadership Teams	At least monthly	**Local Writing Project Site Director**, local teacher-leaders involved in facilitating work, key district leaders
NWP Management Team	Monthly and as needed for extended project briefings	**Elyse Eidman-Aadahl, Executive Director**; Judy Buchanan, Deputy Director; Patrick Sweeney, Director of Finance; Barbara Hasselbach Boyle; Linda Friedrich; Tom Fox; Tanya Baker

The *CRWP i3 Senior Staff Leadership Team* will meet weekly to ensure that all components of the project remain conceptually coherent and that both nationally and locally

facilitated work is on schedule and on budget. They will lead all national face-to-face and online convenings in collaboration with the Network Leadership Team. This team is responsible for identifying and troubleshooting any issues that need to be resolved and for identifying local exemplary work that should be codified and disseminated. This team, in collaboration with Barbara Hasselbach Boyle, NWP's Director of Grants and Contracts, will approve all local plans for developing teacher leadership (Phase 1), providing professional development to our LEA partners (Phase 2), and dissemination conferences and mini-institutes (Phase 3).

The *CRWP i3 Network Leadership Team* will be comprised of senior NWP staff members and eight local Writing Project site directors and teacher-leaders, who have prior CRWP experience. Half of the local Writing Project leaders will have secondary teaching expertise and half upper elementary expertise. During Phase 1, they will serve as key contributors to the codification and ongoing development of CRWP instructional and formative assessment resources. During Phases 1 and 2, each team member will serve as a thinking partner for two or three local Writing Project sites. As thinking partners, they will meet monthly by phone with the local Writing Project site directors; provide technical assistance to build local Writing Project capacity; ensure fidelity of implementation; visit the Writing Project–district partnerships annually during Phases 1 and 2; and provide monthly written reports about each site's work to the Senior Staff Leadership Team. They will also co-facilitate all national convenings.

The *CRWP i3 Local Writing Project Leadership Teams* will bear primary responsibility for local implementation of CRWP. During Phase 1, they will recruit local Writing Project teacher-leaders to participate in the CRWP Advanced Leadership Institutes, design and facilitate those institutes based on national guidance, and contribute to the codification and refinement of CRWP resources. During Phase 2, local leadership teams will be responsible for designing and

facilitating CRWP professional development in partner LEAs and for adapting CRWP resources as appropriate to the local context. They will convene certified CRWP teacher-leaders to plan and facilitate Phase 2 (LEA-based CRWP professional development). In addition, the local Writing Project site director, typically a faculty member in the Education or English departments at the local Writing Project site's host university, will meet monthly with key district leaders to ensure that the district's needs are being met and that CRWP professional development and instructional and formative assessment are being successfully implemented and integrated into the district's curricular and instructional priorities.

NWP's Management Team will monitor the overall progress of the CRWP i3 Scale Up work and ensure that CRWP is well integrated with NWP's overall work and mission. They will also participate in SRI International's briefings on the evaluation so that the entire organization can learn from this project.

Senior Staff Qualifications and Responsibilities. **Linda Friedrich, Ph.D.**, NWP Director of Research and Evaluation, has over 25 years of experience in educational research and nonprofit management, including extensive experience working with sites and independent evaluators on impact evaluations. Dr. Friedrich's research interests include the development of teacher leadership and writing assessment. As Project Director, Dr. Friedrich will coordinate with SRI International on the evaluation; oversee collection and reporting of fidelity of implementation and formative assessment data; oversee and maintain the independence of scoring; and maintain relationships with external partners. She will supervise all NWP research and data management staff working on CRWP. She will collaborate closely with Dr. Fox on overseeing the overall implementation of CRWP.

Tom Fox, Ph.D., Director of Site Development, has developed and led professional development in rural schools for over thirty years, concentrating on schools in culturally diverse communities with high poverty. His research emphasizes students' resilience and focuses on how writing instruction can support increased access to higher education for diverse students who are geographically isolated. As Project Co-Director, Dr. Fox will be responsible for directing and integrating all phases of project implementation; in particular he will work with other senior program staff and the network leadership team to ensure fidelity of implementation across all 46 LEAs. He will supervise all NWP program staff working on CRWP.

Tanya Baker, Ed.D., Director of National Programs, has designed significant new blended learning opportunities for teacher-leaders across content areas, including science. She has more than two decades of experience in education, including 12 years as secondary school teacher. She will be responsible for leading the codification and development of CRWP resources and integrating lessons learned from across national programs, especially the Inquiry into Science Writing Institute. She supervises NWP's communications staff, which will be responsible for making CRWP's codified resources publicly available on NWP's websites.

Rachel Bear, MA, Senior Program Associate, has extensive experience with the implementation of NWP's original College-Ready Writers Program. She has ten years of experience in education, including eight years as a secondary teacher and two years as an instructional coach supporting implementation of college and career readiness standards. She will be responsible for teacher leadership development and on-the-ground implementation, convene the CRWP network leadership team, and point the design of national convenings. (See Appendix C for biographical sketches.)

The project evaluation team will be led by H. Alix Gallagher and Nicole Arshan. **H. Alix Gallagher, Ph.D.** is an Associate Director at SRI Education. She leads large-scale evaluation of interventions that seek to improve teaching quality. She is currently Co-Principal Investigator of two i3 Validation grants, including the *National Evaluation of the College-Ready Writers Program* and *The Pathway to Academic Success: A Cognitive Strategies Approach to Text-Based Analytical Writing to Improve Academic Outcomes for Secondary English Learners*. She was also Co-Principal Investigator of a randomized controlled trial of *SEED Elementary*, a National Writing Project program focused on supporting upper-elementary teachers to make shifts to align their instruction with Common Core State Standards. Dr. Gallagher holds master's and doctoral degrees in education from the University of Wisconsin–Madison.

Nicole Arshan, Ph.D. is a Senior Researcher at SRI Education. She specializes in design and analysis of experimental and quasi-experimental evaluations of educational interventions. She is currently Co-Principal Investigator of three i3 grants, including the *National Evaluation of the College-Ready Writers Program*, *The Pathway to Academic Success: A Cognitive Strategies Approach to Text-Based Analytical Writing to Improve Academic Outcomes for Secondary English Learners*, and *Linked Learning San Bernardino: Accelerating College and Career Readiness in Low Performing Schools*. Dr. Arshan holds master's and doctoral degrees in education from Stanford University Graduate School of Education.

(3) Multi-year Financial and Operating Model

As a national nonprofit, NWP has adopted best practices in governance and fiscal responsibility. NWP's Management Team and CRWP project leaders have extensive experience managing large, complex projects across a range of contexts as well as working effectively with partner organizations. Since 1991, NWP has managed national, large-scale federal grant

programs from the U.S. Department of Education, the National Science Foundation, and the Institute for Museum and Library Services, and NWP's 2012 i3 Validation project was implemented on time and on budget. As an outgrowth of our decades of experience with federal funding, NWP is fully knowledgeable about federal compliance, accountability, and reporting, including management of 185 university-based sub-recipients. In addition, NWP has implemented a range of multi-year programs with private foundation support, including most recently work with the John D. and Catherine T. MacArthur Foundation and the Bill & Melinda Gates Foundation.

Working with a national network of local Writing Project sites, NWP has honed processes for the ongoing development of new content, resources, and feedback in order to better design for continuous improvement at scale. In addition, NWP has developed a range of financial tools for use with local sites, including options for local and shared revenue that can contribute to the sustainability of CRWP. NWP's proposed CRWP Scale-up project leverages the expertise gained from the validation project as well as knowledge gained over time from supporting a national improvement infrastructure.

The NWP has an annual operating budget of $12–14 million, with nearly 30% raised from private funding sources. As previously stated, NWP is a national network of local Writing Project sites serving all 50 states. Each local Writing Project site is supported through its university and operates with a combination of national and locally secured funds, including fee-for-service professional development work with local schools and districts. If awarded an i3 Scale-Up grant, NWP is well-positioned to scale up CRWP in 16 states.

(4) Procedures for Ensuring Feedback and Continuous Improvement

Following procedures and protocols successfully developed and refined during the CRWP Validation project, NWP will operate the College-Ready Writers Program as a networked improvement community by focusing the work around the problem of improving college-ready writing, closely examining variation in performance, understanding the systems that produce the current underperformance in academic writing, and using disciplined inquiry at all levels of the project to drive improvement (Bryk, Gomez, Grunow, & LeMahieu, 2015). The i3 CRWP Senior Staff, Network, and Local Leadership teams will draw on a variety of formative qualitative and quantitative data to ensure successful implementation, to improve the quality of the work, and evaluate the extent to which CRWP is having the intended impact on classroom practice and student writing outcomes. Local leadership teams, in consultation with their Network Leadership Team thinking partner, will share data about implementation and formative student writing outcomes with district leaders and local stakeholders at least twice per year. SRI International will brief NWP's Management Team and the CRWP i3 Senior Staff and Network Leadership Teams at least twice annually.

Project implementation. The Network Leadership Team will report monthly on local CRWP teacher leadership development and CRWP professional development based on structured questions, developed by the Senior Staff Leadership Team, appropriate to the phase of project implementation. The Network Leadership Team will hold focused discussions around how to resolve common local challenges and how to disseminate effective local work. At least twice annually, the leadership team will review local professional development monitoring data and analyze which CRWP resources are being used in professional development, local adaptations of CRWP, and the level of participation. Annually, the Network Leadership Team

will review local proposed plans and narrative reports, and will conduct site visits that will analyze the quality of project implementation.

Formative feedback on effects on classroom practice and student writing. The Network Leadership Team will collect anecdotal information about classroom implementation of CRWP instructional and formative assessment practices. Local Leadership Teams will keep qualitative notes about their work with teacher-leaders and ELA teachers in participating LEAs to note both successes and challenges with classroom implementation.

Both locally and nationally, CRWP project leaders will rely on the Using Sources Tool to track the development of students' argument and opinion writing skills. This tool, which is designed to aggregate data at the local Writing Project, district, and national levels in real time, will be used 2–4 times annually at each local Writing Project site/district. Locally, the data will be used to guide next steps for professional development and classroom practice, and to keep local stakeholders informed about the impact on students' writing. Nationally, the data will be used as an indicator of CRWP implementation and to track overall patterns in the development of students' argument writing skills. Along with information about professional development and classroom implementation, the Using Sources Tool data will inform the agenda for national CRWP meetings and site-specific technical assistance.

SRI International briefings. These semi-annual briefings will support the national leadership in understanding fidelity of implementation and will provide systematic, quantitative data about classroom implementation and perceptions of the quality of CRWP professional development and resources. In addition, the evaluator's analysis of qualitative data will provide insight into the operation of our key scale-up strategies: codification of instructional and

formative assessment resources, the development and deployment of regional teacher leadership capacity, and expansion of CRWP to new state policy contexts and into upper elementary grades.

D. QUALITY OF THE PROJECT EVALUATION

Overview of the Project Evaluation Design

SRI will conduct an independent evaluation of the National Writing Project's College-Ready Writers program. The study proposes using a cluster-randomized trial, where districts are the unit of random assignment. Data collection will include measures of teacher and student outcomes and fidelity of implementation. SRI designed the confirmatory impact study as a replication of their evaluation of the National Writing Project's i3 Validation project, which found positive impacts of 2 years of CRWP on 7–10th grade student source-based argument writing and was designed to meet What Works Clearinghouse standards for impacts on students without reservations (Gallagher, Arshan, & Woodworth, 2016). The implementation fidelity study will closely mirror the implementation fidelity work from the CRWP Validation study, with modifications to incorporate NWP's codification of the integrated use of professional development, curricular materials, and formative assessment tools. The proposed design will also expand to incorporate findings on: program impacts on students after a single year; implementation and impact in elementary grades; impacts on student subgroups; variation in treatment effects by teacher implementation; teacher leadership; and scale-up activities. Findings will be shared with NWP through annual reports and project briefings at least twice annually, giving NWP data necessary to scale CRWP with fidelity. Final findings will be publically disseminated via the National Evaluation of i3 and peer-reviewed conferences and journals.

Evaluation Questions

SRI will address the following research questions:

Impact

1. What is the effect of CRWP on student writing achievement and writing achievement gaps?
2. What is the effect of CRWP on teachers' practice in writing instruction?

Implementation

3. What practices were implemented as part of the CRWP program?
    a. To what extent was CRWP implemented with fidelity?
    b. What did classroom uptake of CRWP look like by teachers in the treatment districts?
    c. What was the difference between CRWP and the professional development received by treatment teachers?
    d. What contextual factors impeded or enhanced implementation of CRWP?
4. Which facets of CRWP classroom practice (e.g., teacher use of materials, teacher use of formative assessment tools) correlate with student writing achievement?

Scaling

5. How did the National Writing Project support local sites in consistently implementing CRWP?
6. How did the NWP and local Writing Project sites support the development of local teacher-leaders? How and how effectively did those teacher-leaders support implementation of CRWP in partner districts?

Sample and Study Design

To assess the impact of CRWP on student achievement and teacher practice, SRI will randomize half of districts at each local Writing Project site into treatment and half into control. Randomization blocked within local Writing Project site should provide better equivalence across baseline indicators of important outcomes (e.g., prior student achievement) and local

contextual factors (e.g., state standards, local economic factors) as compared to randomization without regard to site. Treatment districts will receive 2 years of 7–10th grade CRWP in 2018–19 and 2019–20 and one year of 4–5th grade CRWP in 2019–20.[2] Control districts will be randomized to a business-as-usual with delayed treatment condition. They will not work with any Writing Project sites during the 2 years of the experiment, though they will be free to comply with state requirements for implementing college- and career-ready standards in writing. They will receive an incentive award of $12,500 that may be used for any legitimate instructional purpose except for writing materials or professional development and will receive a 1-year version of CRWP following the RCT in 2020–21. Exhibit 7 provides the timeline for evaluation data collection activities.

Exhibit 7. Research Data Collection Timeline

<table>
<tr><th></th><th>Grades 7–10, Treatment Districts</th><th>Grades 7–10, Control Districts</th><th>Grades 4–5, Treatment Districts</th><th>Grades 4–5, Control Districts</th><th>Teacher-Leaders</th></tr>
<tr><td>Spring 2017 – Fall 2017</td><td colspan="4">Planning, Recruitment</td><td>Observation of Advanced Institutes Survey</td></tr>
<tr><td rowspan="2">Spring 2018</td><td colspan="2">Student Rosters
Teacher Survey (Baseline)
Teacher Log (Baseline)</td><td colspan="2">Student Rosters</td><td>Survey</td></tr>
<tr><td colspan="4">Randomization</td><td></td></tr>
<tr><td>Fall 2018</td><td>CRWP
Student Writing (Baseline)
Teacher Log
PDM</td><td>Business-as-Usual
Student Writing (Baseline)
Teacher Log</td><td colspan="2">Business-as-Usual</td><td></td></tr>
</table>

[2] Although 6th grade teachers will be included in professional development, their students will not be included in the confirmatory analyses of program impact. Because 6th grade teachers will receive different dosages of CRWP based on their school configuration (with elementary teachers receiving one year and secondary teachers two years), interpretation of results would be problematic. However, analyses of teacher outcomes will enable the evaluation to monitor whether there are comparable effects on teacher practice for all elementary and secondary teachers.

	Grades 7–10, Treatment Districts	Grades 7–10, Control Districts	Grades 4–5, Treatment Districts	Grades 4–5, Control Districts	Teacher-Leaders
Spring 2019	**CRWP** Student Writing Site Visits Teacher Log Teacher Survey PDM	**Business-as-Usual:** Student Writing Phone Interviews Teacher Log Teacher Survey	**Business-as-Usual** Teacher Log (Baseline) Teacher Survey (Baseline)		Site Visits Survey
Fall 2019	**CRWP** Teacher Log PDM	**Business-as-Usual** Teacher Log	**CRWP** Student Writing (Baseline) Teacher Log PDM	**Business-as-Usual** Student Writing (Baseline) Teacher Log	
Spring 2020	**CRWP** Student Writing Site Visits Teacher Log Teacher Survey PDM	**Business-as-Usual** Student Writing Phone Interviews Teacher Log Teacher Survey	**CRWP** Student Writing Site Visits Teacher Log Teacher Survey PDM	**Business-as-Usual** Student Writing Phone Interviews Teacher Log Teacher Survey	Site Visits Survey
Fall 2020 – Spring 2021		**CRWP** Phone Interviews PDM		**CRWP** Phone Interviews PDM	

SRI will estimate student impacts after 1 and 2 years for the cohorts of students entering 7–9th grades in the 2018–19 school year; we will also estimate student impacts for 1 year for students entering 4–5th grade during the 2019–20 school year. SRI will collect student rosters prior to randomization to allow for the exclusion of joiners if required by What Works Clearinghouse standards at the time of analysis. Our teacher sample will be composed of the teachers of these students (7–10th grade ELA teachers in 2018–19 and 2019–20, and 4–5th grade classroom teachers in 2019–20) in both treatment and control districts ("study teachers").

To monitor the implementation of CRWP, SRI will collect data focusing on fidelity, dosage, intensity, and the influence of local and national context in all districts during the 2018–19 and 2019–20 school years. To better understand NWP's scale-up strategy, SRI will study the development and work of teachers from the local area prepared to facilitate CRWP professional

development ("teacher-leaders") and the NWP's national office's support for consistent implementation.

Data Measures and Collection

SRI will collect data on students, program teachers, and implementation and scale up. All data used to estimate impacts will be collected identically across treatment and control district participants. SRI will use recruitment and data collection strategies to minimize overall and differential attrition (e.g., clear communication prior to randomization and financial incentives for all data collection activities; Roschelle et. al., 2014).

Student Writing. To measure students' writing ability, SRI will administer on-demand assessments of source-based argument (7–10th grade) or opinion (4–5th grade) writing.[3] The assessments provide students with multiple short texts to read, and the prompt asks students to write an argument or opinion using evidence from the texts.[4] These assessments are similar to performance-based tasks that are part of some state assessments (e.g., Connecticut) and national assessment consortia (i.e., PARCC and Smarter Balanced). The student writing will be collected by SRI, de-identified to protect student privacy and blind scorers to treatment condition and administration time to prevent bias in scoring. Papers will be scored at the conclusion of the RCT using the Analytic Writing Continuum for Source-based Argument (AWC-SBA).

[3] Despite the broad state adoption of college- and career-ready standards, many state have exited from national assessment consortia designed to assess these standards. The resulting state standardized tests currently vary dramatically in their approaches to measuring writing. Some assessments, such as Smarter Balanced, include rigorous performance tasks, and provide subscores on writing achievement. Such measures would create an outcome aligned to the CRWP work (the writing subscore) and a measure of transfer to broader ELA skills (the overall score). Other state assessments either do not include a writing task, include one too brief to align to the CRWP work, or do not break out the writing score separately. State assessments will likely continue to be in flux over the next few years. At the conclusion of the study, SRI will determine whether state assessment data exist that provide a clear and useful source of information on the impacts of student outcomes, and if appropriate state data exist, will use those in the evaluation.

[4] SRI will work closely with NWP as they develop new opinion prompts for upper elementary to ensure the ensuing prompts will provide outcome data appropriate for What Works Clearinghouse review (e.g., not over-aligned to the intervention).

The AWC-SBA was developed from the National Writing Project's Analytic Writing Continuum (AWC), a valid and reliable measure of student writing (Bang, 2013), to measure source-based argument. AWC-SBA retains the AWC's basic structure rooted in the "six traits" of writing but has a particular focus on the attributes related to source-based argument writing. The AWC-SBA measures four attributes: content (e.g., quality of reasoning and strength of evidence); structure (e.g., organization to enhance the argument); stance (e.g., tone, establishment of credibility); and conventions (e.g., control of usage, punctuation, spelling, capitalization, and paragraphing). SRI will choose 15% of papers at random to be scored by multiple raters to provide evidence of inter-rater reliability; in scoring for the CRWP Validation study, these reliability estimates ranged from 89%–92% on each attribute (Gallagher, Arshan, & Woodworth, 2016).

SRI will collect prompts from the 7–9th grade cohort students in fall 2018 (baseline); spring 2019 (impacts after 1 year); and spring 2020 (impacts after 2 years, when these students are in 8–10th grade). Opinion writing will be collected from 4–5th graders in fall 2019 (baseline) and spring 2020 (impact after 1 year of treatment).[5] To reduce costs while still providing information on a representative population of students in the districts and student-level attrition estimates, SRI will sample papers to provide a representative population of students from each grade and district using a rank order randomly assigned to the eligible student study population at baseline.

[5] The collection of baseline data for 4–5th grade students will come a full year after randomization to allow for the development and refinement of new opinion prompts and to provide for an estimate of one-year growth in writing. These impact estimates are exploratory, not confirmatory, research questions given the expansion of CRWP into these grades during the study. We anticipate that 4–5th grade teachers will be largely buffered from the CRWP work with 7–10th grade teachers in 2018–19, and will use fall 2018 baseline assessments to test this assumption. If we find that student writing achievement is not equivalent in fall 2018 or qualitative research suggests earlier engagement by these teachers, we will treat the impact estimates using spring 2020 data as estimating the effect of a 2-year intervention and use spring 2018 standardized tests or grades and socio-economic status indicators, as available for 2nd and 3rd graders, to establish baseline equivalence.

Teacher Practice. Study teachers will complete daily logs for one week in the baseline and two weeks of intervention year(s). These logs will provide measures of the focus of and strategies for writing instruction to monitor changes in teacher practice that may lead to improved outcomes for students. Measures proposed have been validated and found to be reliable (Gallagher, et al. 2011; Gallagher, Arshan, & Woodworth, 2016).

Teacher Surveys. Surveys collected from each study teacher will provide data on teacher background, treatment-control contrast in writing professional development received, and impacts on teachers' attitudes and beliefs about writing instruction. Surveys for study teachers in treatment districts will also include questions on their use of and adaptations to CRWP materials and perceived usefulness of professional development delivered by teacher-leaders. Measures proposed have been validated and found to be reliable (Gallagher, et al., 2011). We will administer the teacher survey annually in the baseline and treatment years to all study teachers.

Interviews. SRI will conduct site visits with each local Writing Project site during the 2018–19 and 2019–20 school years to conduct interviews with members of the national and local Writing Project teams focused around the technical assistance provided by the NWP in supporting implementation of the local Writing Project partnerships. Researchers will observe teacher professional development provided by the local Writing Project to ground these interviews and understand the role of teacher-leaders in scaling CRWP. SRI will also interview a subset of study teachers using a semi-structured protocol to better understand the context in which the districts are operating and teachers' experiences with CRWP professional development, curricular materials, tools, and teacher-leaders. To ground questions in an instance of classroom practice, researchers will schedule interviews following an observation of a teacher's class. Questions will focus on the policies and practices shaping writing instruction at

the school and district, use of CRWP materials and strategies, and supports and barriers to implementation. These data will provide feedback to NWP on how program scale-up is operating in diverse new policy contexts and with an expanded grade-level focus. If survey results suggest any possible contamination or crossover, interviews will be used to further investigate these concerns.

Professional Development Monitoring (PDM). The PDM captures fidelity of implementation in treatment districts. The NWP will collect the necessary data through its re-tooled Site Participation System and will provide raw data to SRI twice a year. It will provide information on teachers' participation, duration, and content of CRWP professional development. In Year 3, PDM data will be collected from control districts to document the progress of replication in those districts once treatment begins.

Teacher Leadership Data. To better understand the development of regional teacher-leaders by local Writing Project sites, and these leaders' roles in the implementation and scale-up of CRWP, SRI will administer an annual survey of all teacher-leaders developed through CRWP, with questions specific to their experiences as they function as program participants (in the Advanced Leadership Institutes); program implementers (in their own classrooms); program adapters (to ensure fit with local contexts); and program presenters (to teachers in partner districts).

SRI will also sample five local Writing Project sites for more intensive qualitative data collection on teacher leadership. These sites will be selected to have a range of experience with CRWP prior to the scale-up activities (e.g., participated in the validation grant, new to CRWP). SRI will interview teacher-leaders once per year with questions specific to their stage of development as a teacher-leader and role in supporting the scale-up of CRWP, and with a lens to

how the development of this leadership may scale CRWP during and following the grant period. SRI will also observe delivery of professional development by teacher-leaders in these sites.

Data Analysis

Impact

Impact estimates will follow What Works Clearinghouse standards. We begin with a description of the student impact model, then describe adaptations planned for each impact estimate.

Impacts on student source-based argument writing. To assess the impact of CRWP on student achievement we will estimate a Hierarchical Linear Model (HLM) to adjust standard errors associated with the clustering of observations within districts (Raudenbush & Bryk, 2002). The effect will be estimated at the district level, and we will use pre-treatment data to check for baseline equivalence between treatment and control groups.

The predicted source-based argument writing ability for student *i*, in district *j*, in randomization block *k* as a function of attending a district assigned to treatment is given as:

$$Y_{ijk} = \beta_0 + \beta_1(CRWP_j) + \beta_2(\overline{Baseline_i}) + e_{ijk} + r_{jk} + \boldsymbol{\alpha_k}.$$

Random effects e_{ijk} and r_{jk} allow for error at the student and district level, respectively. Vector $\boldsymbol{\alpha_k}$ accounts for fixed effects of randomization blocks. We include student-level pre-treatment score as a control to improve precision of the estimate. Baseline and outcome AWC-SBA scores will be centered within the student's baseline grade and prompt form taken to account for cohort and prompt effects. β_1 provides an estimate of the effect of district assignment to receiving CRWP on student writing ability (the Intent to Treat effect). Missing data will not be imputed.

The impact of CRWP on the content attribute of the AWC-SBA on 8–10th grade student achievement after 2 years of program exposure will be our confirmatory impact estimate. Exploratory analyses will be run to estimate the effect of CRWP (1) on 8–10th grade students

after 2 years of program exposure on the other 3 AWC-SBA attributes, (2) on 7–9th grade students after 1 year of program exposure on all 4 AWC-SBA attributes, and (3) on 4–5th grade students after one year of program exposure on all 4 AWC-SBA attributes.[6]

We estimate a Minimum Detectable Effect Size (MDES) of .16 on the AWC-SBA.[7] The CRWP Validation study found an effect of .20 on the content attribute of the AWC-SBA ($p <$ .05).

Impacts on teacher outcomes. To estimate the impact of CRWP on teacher outcomes, SRI will compare survey outcomes (e.g., attitudes and opinions about writing practice) and log indicators of teaching practice (e.g., time and strategies for teaching argument writing) using similar methodology to that used to analyze student level outcomes. Survey outcomes will nest teachers within districts. Models estimating impacts using log data will nest the multiple log estimates within teacher within district. Binary outcomes will be estimated using a hierarchical model with logit link function.

Moderation. SRI will run exploratory analyses to understand effects of CRWP on subgroups, including girls, students of color, and low-income students.[8] These analyses will be run separately for each subgroup and as specified above, but with an indicator variable for student subgroup and an interaction term between subgroup and treatment. These models will

[6] Given that this study contains a single confirmatory estimate, we do not anticipate needing a correction for multiple comparisons. If the i3 Analysis and Reporting team determines the need for such a correction, we will use Benjamini-Hochberg.

[7] MDES is calculated using a two-level model, assuming the top level N is 46 districts, with 45 students per district. We use estimated ICCs and R^2s in reading, controlling for pre-test and demographic covariates and averaged across all grades from Hedges & Hedberg (2007; ICC=.14, η_B^2=.21, η_W^2=.43). Findings from an RCT using the same outcome but without demographic covariates provided an MDES of .20 (Gallagher et. al., 2014; ICC=.264, η_B^2=.20, η_W^2=.20). Analyses using grades 4 and 5 AWC–SBA scores will only have 30 students scored per district. For these analyses, we estimate a .17 or .20 MDES using the above assumptions.

[8] We will also include English learners as a subgroup if the student sample size supports these models.

allow us to understand whether CRWP has an impact on the subgroup and whether this impact reduced any existing achievement gaps within treatment districts.

Implementation and Scale

SRI will use data from the PDM to assess implementation fidelity in each treatment district. CRWP will be implemented with fidelity if, in at least 20 of 23 treatment districts, 75% of study teachers will participate in at least 40 hours per year of professional development, including a focus on CRWP instructional materials and at least two instances of using the Using Sources Tool to analyze students' writing.

SRI will use annual survey data collected from all study teachers to compare CRWP, as implemented, to the business-as-usual condition experienced by control teachers. SRI will run descriptive statistics from treatment teachers' surveys to understand which materials and tools teachers used, and with what supports and adaptations.

The rich quantitative and qualitative data collected will help us unpack the causal chain between the professional development given to teachers, the change in teacher practice, and the resulting change in student ability. Descriptive HLM models run within only treatment districts will help us understand the correlation between teacher participation in CRWP professional development and use of CRWP materials and differences in teacher practice, and between differences in teacher practice and changes in student outcomes. These quantitative findings will be triangulated with data from interviews and observations, which will be transcribed and coded, to provide information on contextual factors related to implementation, contamination, and crossover (if the latter two are found to have occurred).

SRI will triangulate interview and observation data with descriptive statistics from the teacher and teacher-leader surveys to understand the scope and scale of teacher leadership

development within the grant period, and these teacher-leaders' roles in scaling CRWP. SRI will use interviews and observations of both teacher-leaders and the local and national Writing Project staff to understand and provide formative feedback around scale-up activities.

Evaluation Resources

The core leadership team for this study includes both methodological and content experts who have extensive experience with teacher development research and lead major evaluations employing randomized controlled trials, including extensive experience leading i3 evaluations. Drs. H. Alix Gallagher and Nicole Arshan will serve as Co-Principal Investigators. Both are part of the core team who led CRWP's i3 Validation grant and are currently Co-Principal Investigators of the National Writing Project's CRWP-SEED evaluation, testing the efficacy of a 1-year version of CRWP. The proposed budget allocates $3.7 million for SRI to execute the study, allowing the resources to visit remote districts and to distribute and collect student writing samples across all 46 districts while tracking individual students and teachers over two years. The SRI leadership team will collaborate closely with the National Writing Project on the overall direction of the evaluation. Because SRI is the evaluator on more than 10 i3 Development, Validation, and Scale-up grants, it has a robust professional community with expertise and extensive experience in the requirements particular to i3 evaluations. Further, SRI has a deep capacity to conduct large-scale, multiyear, multisite evaluations. In addition to the i3 evaluations, other significant projects include the 4-year, $8 million evaluation of the Texas High School Project in over 120 schools statewide, featuring in-depth case studies, principal, teacher, and student surveys, and quasi-experimental design to study the impact of high school reform models on student achievement; and a 6-year, $5.2 million evaluation of the Linked Learning District

Initiative across 9 sites in California. This experience and expertise indicate SRI's breadth and depth to conduct the proposed i3 Scale-up evaluation.