

ABSTRACT NARRATIVE

Project Title: The Pathway to Academic Success: A Cognitive Strategies Approach to Text-Based Academic Writing to Improve Educational Outcomes for Secondary English Learners

Type of Grant Requested: Expansion

Absolute Priorities: AP 1: Strong Evidence; AP 2: Field-Initiated Innovations-General

Total Number of Students to Be Served: 109,200

Grade Levels to Be Served: 7-11

High-Need Students: Students at risk of educational failure, such as children who are living in poverty, English learners (ELs), and those who are academically far below grade level; students with disabilities; students who are underperforming on national assessments; and students who are at risk of not graduating from high school.

Project Description: The project is a cognitive strategies approach to academic writing that will involve 240 teachers and their grades 7-11 students in districts affiliated with the National Writing Project (NWP). It includes a two-year field trial of professional development; summer institutes for other teachers; course modules on helping ELs to write, made available to member districts of the Council of the Great City Schools (CGCS); and Training of Trainers program for 30 NWP Rural sites.

Project Objectives/Expected Outcomes: Closing the achievement gap for EL students through quality teacher PD; improving writing as measured by an on-demand assessment of academic writing, standardized test scores, and graduation rates.

Special Project Features: High-quality curriculum materials and technology tools.

Partner Organizations: UC Irvine Writing Project (WP); Central Arizona WP; Southern Nevada WP; Central Texas WP; North Star of Texas WP; University of Wisconsin-Milwaukee WP; Illinois WP; Minnesota WP; National Writing Project; Council of the Great City Schools; SRI International.