The Regents of the University of California - Irvine

The Pathway to Academic Success

DID THE PATHWAY PROGRAM CHANGE TEACHERS' INSTRUCTIONAL PRACTICES IN ANALYTICAL READING AND WRITING THUS IMPROVING 7TH THROUGH 12TH GRADE ENGLISH LEARNERS' ABILITY TO READ AND WRITE ANALYTICALLY?

Project Overview

THE PROBLEM: What Challenge Did the Program Try to Address?

English learner students' ability to read and write analytically must be enhanced to improve their chances for school success and their persistence through college. Additionally, the Pathways Project will help English Learners (EL) meet the rigorous Language Arts Common Core Standards set by California. The Pathway Project attempts to facilitate this by changing 7th-12th grade teachers' instructional practices.

THE PROJECT: What Strategies Did the Program Employ?

The Pathway project[1] attempts to close the achievement gap for EL students by providing high-quality professional development (PD) to teachers in the Pathways intervention, thereby improving teaching quality to help secondary ELs – 7th-12th grades – successfully complete courses in core academic subjects and become college bound. Using an i3 validation grant,[2] the Pathway project was fully implemented in one large, Southern California school district while three other districts were assisted in developing the capacity to implement Pathways in the future. In total, seven schools participated in the implementation of the Project or the capacity building exercises. Within schools, teachers and students were randomized into treatment groups which received the Pathways intervention and control groups which did not receive treatment in the first year but would in year two.

THE PATHWAYS TO ACADEMIC SUCCESS MODEL

- **Teacher Instructional Practices.** To achieve the student outcomes, teachers are expected to implement at least two extended Pathway developed lessons – one designed to teach students to use cognitive strategies for reading and writing, and another designed to teach specific strategies for essay revision. It is expected that teachers will reinforce these lessons throughout the year.

- **Scaffolding.** Teachers learning is supported by modeling Pathway lessons during the full-day PD events and by providing ready-to-use instructional materials.

- **Teacher Professional Development.** In each of two years, teachers are expected to participate in five full-day professional development events in addition to five afterschool events each year.

- **Professional Development Content.** The program includes an introductory tutorial on cognitive strategies, a revision tutorial, and explicit directions for teachers to lead their classes through a multiple-draft revision process.

- **Formative Feedback.** Teachers are required to administer pre- and post-tests at the end of each year. Teachers are then provided feedback based on the pre- and post-tests.

Investing in Innovation (i3) Grantee Results Summary: The Pathway to Academic Success: A Cognitive Strategies Approach to Text-Based Analytical Writing to Improve Academic Outcomes for Secondary English Learners (Validation grant, U411B130029)

pg. 2

Summary of Results

DID THE PATHWAY PROGRAM CHANGE TEACHERS' INSTRUCTIONAL PRACTICES IN ANALYTICAL READING AND WRITING THUS IMPROVING 7TH THROUGH 12TH GRADE ENGLISH LEARNERS' ABILITY TO READ AND WRITE ANALYTICALLY?

INSTRUCTIONAL PRACTICES. In Year 1, treatment teachers reported implementing the Pathway lessons (85% of treatment teachers reported using the cognitive strategies tutorial and 92% used the revision tutorial); however, treatment teachers did not report more Pathway-aligned teaching practices than control teachers. In Year 2, although treatment and control teachers spent similar amounts of instructional time on reading and writing, treatment teachers were more likely than control teachers to focus that time on several (but not all) Pathway-aligned practices.

STUDENT ACHIEVEMENT. At the end of the first year, students in the Pathways Project classes increased their performance on the Analytic Writing Continuum for Literary Analysis (AWC-LA) more than did their peers in the control classrooms. This difference was statistically significant. Other comparisons were not statistically significant.

OTHER CONSIDERATIONS

Pathways Project developers anticipated that context would be important to teacher participation and classroom implementation.

- **DISTRICT LEADERSHIP.** The extent to which District school leaders required or encouraged teachers to participate will be key to Pathways' successful implementation.

- **ALIGNMENT WITH DISTRICT AND TEACHER PRIORITIES.** The extent to which teachers embrace the Pathways Project is dependent on whether they view it as aligned with other curricular priorities and curriculum, as well as assessment policies and practices, e.g. standardized testing.

For More Information

Evaluation Reports	Additional Reports and Resources
Not publicly available (SRI Education, 2017)[3]	[A Cognitive Strategies Approach to Reading and Writing: Instruction for English Language Learners in Secondary School](#) (National Council of Teachers of English, 2007)
	[UCI Writing Project](#) (University of California, Irvine)

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[3] The information and data for this result summary was collected from the most recent report as of 01/30/2020, which was written by SRI Education (2017) and is not publicly available.

Investing in Innovation (i3) Grantee Results Summary: The Pathway to Academic Success: A Cognitive Strategies Approach to Text-Based Analytical Writing to Improve Academic Outcomes for Secondary English Learners (Validation grant, U411B130029)

pg. 3

Appendix A: Students Served by the Project[4]
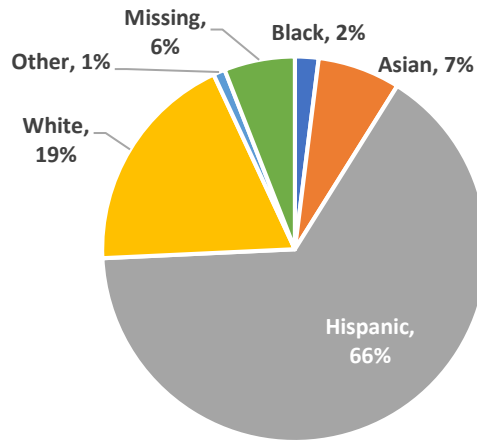
GRADE(S)

PK	K	1	2	3	4	5	6	7	8	9	10	11	12

GENDER[5]

Non-female, 52%
Female, 48%

RACE/ETHNICITY[6]
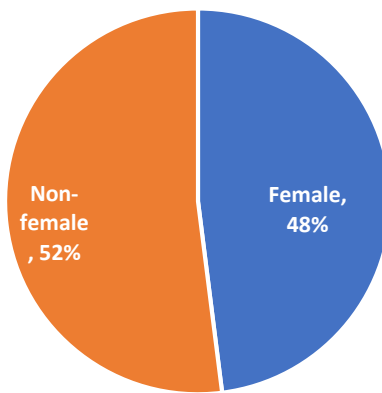
Missing, 6%
Black, 2%
Other, 1%
Asian, 7%
White, 19%
Hispanic, 66%

COMMUNITY

Not Reported

HIGH-NEED STUDENTS

Free/Reduced-Price Lunch	English Learner	Students with Disabilities
Not Reported	13%	Not Reported

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[4] These data reflect the entire student population served by the intervention, not just the evaluation sample used in the impact study.
[5] Data on gender was available in year 1 of the study for the intervention group only.
[6] Data on race/ethnicity was available in year 1 of the study for the intervention group only.

Appendix B: Impact Evaluation Methodology[7]

RESEARCH DESIGN:

Design:	Randomized Controlled Trial
Approach:	▪ Four Writing Project sites in southern California participated. Within each, about 60 English Language Arts/Development (ELA/D) teachers were recruited. In year 1, consenting teachers were randomized, within schools by grade blocks, into control and treatment groups. One of each teacher's classes was selected a focal, i.e. as the class whose students would participate in pre- and post-testing. Teachers were not informed which group – control or treatment – they had been selected for until after the pre-test. In year 2, the randomized teachers' classrooms contained both students that were exposed to the treatment in year1 and new students and students from other classes that had not received the treatment. This allowed the researchers to compare both the effects of new exposure in an experienced teacher's classroom and the added impact of being exposed to the treatment for a second year..
Study Length:	Five years

DATA COLLECTION AND ANALYSIS

Study Setting:	180 teachers drawn from secondary schools in three southern California Writing Project sites
Year 1 Sample Sizes:	▪ *Treatment Group:* 112 ELA/D middle and high school teachers ▪ *Control Group:* 113 ELA/D middle and high school teachers ▪ Due to the expense associated with test scoring, four students from each teacher's focal class were selected for the evaluation. In total, 447 students, for both treatment and control groups, provided pre- and post-test scores.

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[7] These data reflect only the evaluation sample in the impact study, not the entire population served.

Investing in Innovation (i3) Grantee Results Summary: The Pathway to Academic Success: A Cognitive Strategies Approach to Text-Based Analytical Writing to Improve Academic Outcomes for Secondary English Learners (Validation grant, U411B130029)

pg. 5

Year 1 Treatment Group Characteristics: [8]	- English Learner: 13% - English Only Speaker: 49% - Fluent English Proficient: 8% - Re-designated Fluent English Proficient: 27% - Missing: 3% - Female: 48% - Missing: 4% - Black: 2% - Asian: 7% - Latino/a: 66% - White: 19% - Other: 1% - Missing: 6% *N = 447*
Year 1 Control Group Characteristics:	- English Learner: 14% - English Only Speaker: 52% - Fluent English Proficient: 5% - Re-designated Fluent English Proficient: 24% - Missing: 5% - Female: 40% - Missing: 5% - Black: 2% - Asian: 9% - Latino/a: 62% - White: 19% - Other: 1% - Missing: 8% *N = 447*
Data Sources:	- Implementation: Teacher attendance at Professional Development (PD) sessions and teacher receipt of materials and test assessments - Surveys: Teacher practices and PD - Testing: Students analytic assignment performance
Key Measures:	- Teacher attendance at PD sessions; quality of PD sessions - Annual teacher survey on PD - Student performance on standardized ELA tests, i.e. the Smarter Balanced assessments

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[8] Page 63 of final evaluation report, Table 8.

Investing in Innovation (i3) Grantee Results Summary: The Pathway to Academic Success: A Cognitive Strategies Approach to Text-Based Analytical Writing to Improve Academic Outcomes for Secondary English Learners (Validation grant, U411B130029)

pg. 6

Appendix C: Quality of the Evidence

WHAT WORKS CLEARINGHOUSE REVIEW[9]

STUDY	RATING
Not reviewed as of 01/30/2020	N/A

EVIDENCE FOR ESSA REVIEW[10]

STUDY	RATING
https://www.evidenceforessa.org/programs/reading/middlehigh-school/pathway	Strong

NATIONAL CENTER ON INTENSIVE INTERVENTIONS REVIEW[11]

STUDY	RATING
Not reviewed as of 01/30/2020	N/A

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[9] https://ies.ed.gov/ncee/wwc/FWW
[10] https://www.evidenceforessa.org/
[11] https://intensiveintervention.org/

The **Investing in Innovation Fund (i3)**, established under section 14007 of the American Recovery and Reinvestment Act of 2009, is a Federal discretionary grant program at the U.S. Department of Education within the Office of Elementary and Secondary Education (OESE). i3 grants help schools and local education agencies work in partnership with the private sector and the philanthropic community to develop and expand innovative practices that improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, and/or increase college enrollment and completion rates for high-need students.

This summary was prepared by the Education Innovation and Research (EIR) Program Dissemination Project. The project is conducted by the Manhattan Strategy Group, in partnership with Westat and EdScale, with funding from the U.S. Department of Education, Office of Elementary and Secondary Education, under Contract No. ED-ESE-15-A-0012/0004. The evaluation results presented herein do not necessarily represent the positions or policies of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

Investing in Innovation (i3) Grantee Results Summary: The Pathway to Academic Success: A Cognitive Strategies Approach to Text-Based Analytical Writing to Improve Academic Outcomes for Secondary English Learners (Validation grant, U411B130029)

pg. 8