

Mid-Phase Competition Absolute Priority 2 (General)
WestEd
S411B230015
Reading Apprenticeship for Academic Literacy Learning (RA4ALL)

Applicant Name: WestEd

Project Title: Reading Apprenticeship for Academic Literacy Learning (RA4ALL)

Type of Grant Requested: (select one) Early-Phase Mid-Phase Expansion

Absolute Priorities the Project Addresses: (select all that apply)

Absolute Priority 1-- Demonstrate a Rationale (Early), Moderate (Mid), Strong (Expansion)

Absolute Priority 2-- Field-Initiated Innovations—General

Competitive Preference Priorities the Project Addresses: None

Total number of students to be served by the project: 6,750

Grade level(s) to be served by the project: 8th and 9th grades

Definition of high-need students: High-need students are defined as achieving below proficiency on state literacy test.

Brief description of project activities: WestEd will improve the academic outcomes of 6,750 high need 8th and 9th graders in school districts in MI, NM, NV, TX and UT. To do this, we will 1) refine and test the evidence-based Reading Apprenticeship for Academic Literacy (RAAL) curriculum through modernizing texts, streamlining the curriculum, and integrating foundational reading skills (SIPPS), and 2) providing implementation professional learning, classroom coaching, and 3) develop mechanisms for sustainability and scale.

Summary of project objectives and expected outcomes: Teachers and students will engage with the refined RAAL curriculum. Students will read disciplinary texts, collaborate with peers, and use foundational reading and comprehension-building practices, leading them to improve literacy achievement as measured by overall literacy achievement, reading comprehension, GPA, course credits, and persistence in school. 140 secondary teachers from 50 schools will participate.

Summary of how the project is innovative: This proposal is innovative because it leverages two evidence-based interventions –RAAL and SIPPS—to meet the critical need for both disciplinary literacy and foundational reading skills in high-need 8th and 9th graders.

Other studies related to the proposed project: Somers, et al., 2010; Vaughn, et al., 2022; Goldman, et al., 2019.

Proposed implementation sites: This project will serve 50 schools. We have secured state-level, regional-level, and district-level letters of support that represent 285 middle and high schools located in MI, NM, NV, TX and UT.

Organizations partnering with this project: SRI International, our independent evaluator, will conduct a randomized control trial. Center for the Collaborative Classroom will serve as an advisory and