

Evaluation of Project ARISE: Year 3 Evaluation Report



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Introduction

The Reading Instruction and Intervention (RII) grant evaluation is examining the implementation of Project Accelerating Reading Intervention for Systemic Excellence (ARISE). The evaluation has three phases—planning, formative, and summative—which began in November 2022 and will conclude in March 2026. This report provides an update on the implementation of activities through Year 3 of the grant period and concludes with the next steps for the Year 4 evaluation.



YEAR 3 HIGHLIGHTS

- The Project ARISE program logic model was revised in Year 3 to reflect a shift to greater focus on school/district partnerships and less on tiers of program implementation.
- Key project partners, three county offices of education and local education agency leaders were interviewed in the spring of 2025. Data will be analyzed in the summer and fall 2025 and shared in an interim report in September 2026.
- Professional learning participants were surveyed in the fall of 2024 and spring of 2025. The baseline response rate in the fall was 54%. Baseline survey results are reported in the Year 3 evaluation report. The follow-up survey results will be reported in the interim report.
- A formal summative evaluation of program impact will be conducted in Year 4. This Year 3 report examined Grade 3 English language arts (ELA) proficiency rates at the school level and compared schools with Grade 3 ELA proficiency rates at the baseline as a prestep before the summative evaluation. Baseline equivalence is the extent to which participants in the treatment and control groups are similar to each other according to baseline measures (i.e., data collected before treatment started in the treated group). Baseline equivalence across the treatment and comparison schools reveals no notable demographic or socioeconomic disparities. Results indicate no significant differences in ELA outcomes between the treatment and comparison schools at baseline.
- Participation data collected from Project ARISE participants indicate that participants in the state are in 29 elementary schools in the three target counties during School Year 2024–25. During 2024–25, the number of participants in Project ARISE asynchronous online professional learning increased across all three target counties, along with substantial growth in regions outside these counties. This finding speaks to a moderately successful program expansion during 2024–25.

Overview of Project ARISE

The purpose of California’s Reading Instruction and Intervention (RII) Grant Program (authorized by Assembly Bill 130) is to generate and disseminate professional learning opportunities for kindergarten through Grade 12 (K–12) educators in the areas of evidence-based literacy instruction, intensive literacy interventions, and support of pupils’ executive functioning skills. The California Department of Education (CDE) awarded the RII Grant to a consortium of county offices of education (COEs) that includes partners from universities and nonprofit organizations. The consortium consists of three local education agencies (LEAs): Contra Costa COE, Glenn COE, and San Diego COE; two institutions of higher education: University of California, San Francisco, and University of La Verne; and three nonprofit organizations: the Center for Whole-Child Education (the Center), TNTP, and National Center on Intensive Intervention.

The consortium’s Project ARISE is an example of professional learning efforts to integrate research-based recommendations for practices at scale. Specifically, Project ARISE is designed to strengthen the capacities of California educators to address disparities in reading achievement, requiring specific attention to the needs of diverse learners.

Project ARISE aims to do this through four overarching goals: (1) provide evidence-based reading instruction for diverse learners, (2) develop knowledge and skills for appropriate use of screening strategies and evidence-based literacy instruction for diverse learners, (3) implement intensive intervention strategies for students struggling with literacy, and (4) support the development of executive functioning. Diverse learners include multilingual learners, students with disabilities, and struggling readers (who may not have been identified as having a specific disability).

According to the authorizing legislation:¹

Professional learning opportunities under this grant may include, but are not limited to, professional learning for all of the following:

(A) School leaders, including principals and teacher leaders, to lead evidence-based reading instruction for diverse learners, including early learners, English learners, pupils with disabilities, and pupils with dyslexia.

¹ <https://www.cde.ca.gov/pd/ps/riigrant.asp>

(B) Educators, including teachers and paraprofessionals, to develop knowledge and skills for appropriate use of screening strategies and evidence-based literacy instruction for diverse learners.

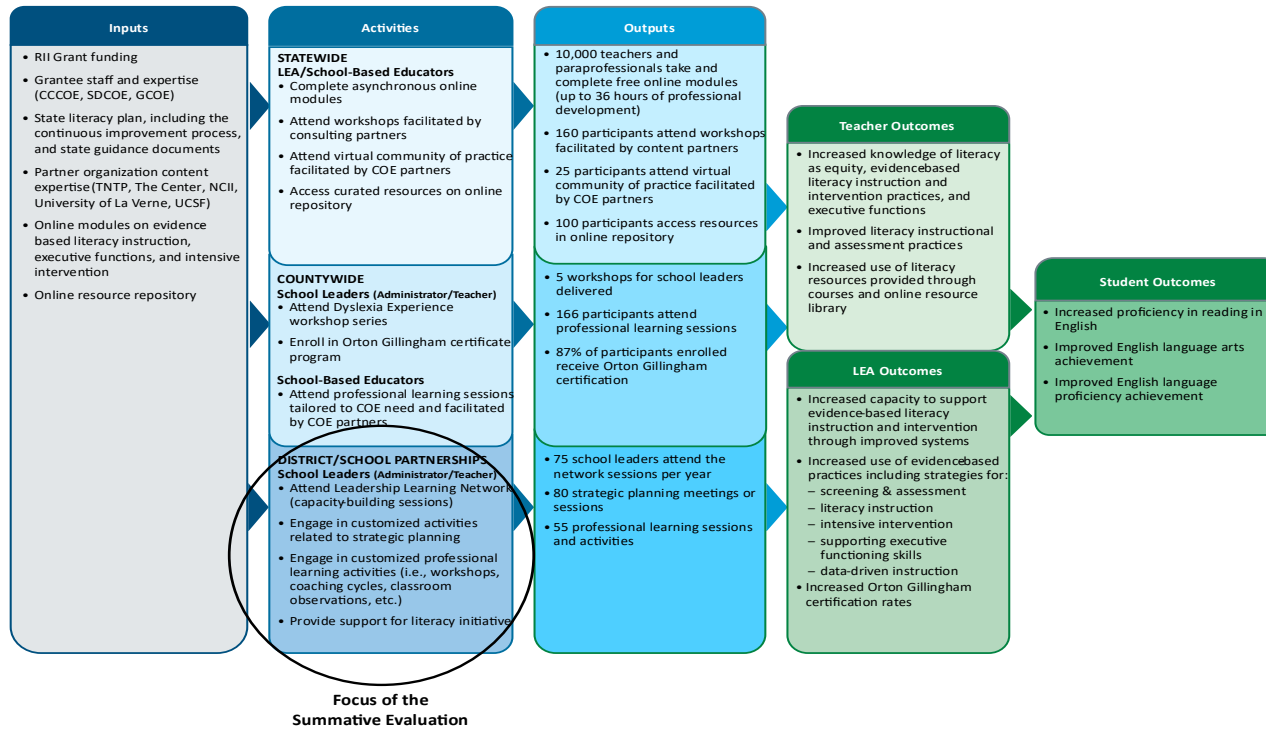
(C) Educators, including teachers and paraprofessionals, to implement intensive intervention strategies for pupils struggling with literacy, including tutoring and small group strategies, and strategies for target pupil groups.

(D) All educators to support the development of pupils' executive functioning skills.

The program logic model is presented in Exhibit 1. Previous versions of the logic model focused on Project ARISE activities delivered through three tiers of implementation. The program support model has evolved into professional learning offered through state, county, and school/district partnership offerings rather than a tiered system.

Based on this program model change, the logic model was revised in Year 3 to reflect the shift away from the tiers of implementation related to Project ARISE activities toward an increased focus on the school–district partnerships. AIR revised the logic model according to input and feedback from program partners, CDE, and the California Collaborative for Educational Excellence (CCEE). Project activities in Year 3 included attending the Leadership Learning Network, engaging in customized activities such as strategic planning or professional learning, and providing support for literacy initiatives. The school/district partnerships will also be the foci of the summative evaluation going into Year 4.

Exhibit 1. Revised Project ARISE Program Logic Model



Note. RII = Reading Instruction and Intervention; TNTP; the Center = the Center for Whole-Child Education; NCII = National Center on Intensive Intervention; UCSF = University of California, San Francisco; CCCOE = Contra Costa County Office of Education; SDCOE = San Diego County Office of Education; GCOE = Glenn County Office of Education; COE = county office of education; LEA = local education agency; ELA = English language arts; ELP = English language proficiency.

Research Design

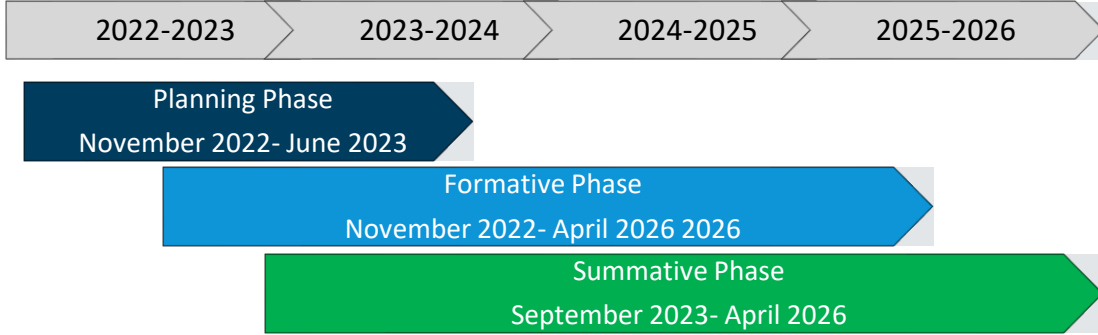
AIR is conducting a mixed-methods evaluation of Project ARISE, organized into three phases across three cohorts of participants: (1) the planning phase, (2) a formative evaluation, and (3) a summative evaluation (see Exhibit 2 for a timeline of the evaluation phases). **The planning** took place from **November 2022** through **June 2023** and was informed by collaborative discussion with the grantee consortium and a review of program documents. This planning phase resulted in the development of the initial program logic model (Exhibit 1), the formal evaluation plan submitted to CCEE in July of 2023, and the development of the participant survey.

The **formative phase**, focused on schools participating in 2023–24, began in **April 2023** and will continue through **April 2026**. This phase focuses on (a) the fidelity with which program components are implemented, (b) facilitators of and barriers to successful implementation, and (c) lessons learned through the experience of implementing the program in real-world contexts. The Year 3 evaluation report focuses on the formative evaluation phase and next steps for the external evaluation. Interviews will occur in the spring of 2026 with key program staff and educators who have received ARISE professional learning (PL) with their project teams and their partners to focus on lessons learned and exemplars of the program as the project concludes.

The **summative phase** began in **September 2023** and will continue through **April 2026**. This phase focuses on the impact of the ARISE program on instructional behaviors and learner outcomes. The impact evaluation of project ARISE on teacher outcomes will use a before-and-after design and will measure outcomes of teachers' using survey data at two times (i.e., before joining the program and at the end of each school year). The impact evaluation of project ARISE on student outcomes will use matching techniques to identify schools similar to those participating in the project. We will use publicly available school-level data on Grade 3 ELA proficiency rates in Spring 2025.² This report includes a description of the outcome measures and a baseline analysis of those measures.

² We focus on Grade 3 because it has the earliest available standardized measure of reading achievement.

Exhibit 2. Evaluation Phases



Formative Evaluation Questions

In this report, we provide a progress update on the formative evaluation, which is guided by three questions:

1. To what extent was each component of Project ARISE program implemented with fidelity?
2. In what ways does Project ARISE support LEAs, teachers and leaders to address the needs of diverse learners (e.g., students with disabilities, struggling readers, multilingual learners, and long-term English learners)?
3. How well do the content and structure of Project ARISE activities align with the needs of participating LEAs, teachers, paraprofessionals and leaders?

Data Sources

To answer these formative research questions, we collected data using the following methods:

- interviews with grantee consortium partners,
- participation data from the learning management system (Thinkific™),
- participation data from the Implementation Network hubs (COEs),
- participant survey data,³ and
- focus groups with LEA leaders participating in the Implementation Network.⁴

Outputs

- 5 open-access online modules covering the science of reading, executive functioning, improvement science, and data use;
- implementation Network workshops and resources; and
- participation rates.

³ Survey data have been collected for baseline sample in fall 2024 and follow-up sample in late spring 2025. The Year 3 evaluation report (2025) will only review the baseline survey results. A subsequent report will detail the follow-up survey results.

⁴ Focus groups with LEA Leaders in the spring of 2025. Analysis and findings will be presented in a follow-up report.

Summative Evaluation Questions

1. What are the impacts of ARISE professional learning on educator outcomes, such as teaching practices in reading instruction, mindset, and self-efficacy?
2. What are the impacts of the ARISE intervention on school-level outcomes, such as adoption of a screening assessment,⁵ putting screening processes in place, and providing support for teachers to implement the intervention?
3. What are the impacts of the ARISE intervention on student outcomes, such as ELA achievement in Grade 3?
4. Do program impacts vary by subgroups of educators or students?

Data Sources

To respond to these summative questions, we collected data using the following methods:

- educator outcomes survey items (see Participant Survey in Appendix A),
- school outcomes based on a review of literacy plans and professional learning plans,
- student outcomes based on Grade 3 ELA achievement scores, and
- subgroup variation based on survey demographics and student demographics.

Outcomes

- teacher self-efficacy, growth mindset, and use of evidence-based instructional practices;
- school-wide adoption of universal screening practices and support for teacher participation in Project ARISE professional learning activities;
- Grade 3 ELA achievement at participating schools; and
- Grade 3 ELA achievement for students with disabilities, struggling readers, and multilingual learners at participating schools.

Data Collection and Analysis

Key Partner, COE, and District School Interviews

Participants were recruited from participating COEs and partnering programs. An email was sent to the main point of contact for each partner organization to schedule individual interviews to discuss the implementation of Project ARISE. The following partner organizations were identified by the grant lead organization (Contra Costa COE) and included in the interview sample:

- San Diego County Office of Education,
- Glenn County Office of Education,

⁵ The Reading Risk Screener Selection Panel published an approved list of universal screeners in December of 2024.

- Contra Costa Office of Education,
- TNTP,
- the Center for Whole Child Education (the Center),
- University of La Verne,
- University of California San Francisco, and
- National Center on Intensive Intervention.

Individual interviews were conducted with COE members and program partners in February and March of 2025. AIR interviewed seven individuals from the three COEs and seven individuals from the five partner organizations. The interviews focused on perceptions of the implementation of Project ARISE. Each conversation with COE members and program partners lasted 60 minutes and was audio recorded (with permission). A set of district and school interviews were also conducted with leaders from local education agencies. Twenty interviews were co-conducted between AIR and the San Diego COE in the spring of 2025.

Next steps for the analysis of the interviews will include transcription of the data. After transcription, the data will be coded qualitatively by two analysts, using a combination of inductive (emergent) and deductive (a priori) codes.⁶

Participation Records

Participation records have been collected from a variety of sources to document the range and depth of participation by different target populations: teachers, leaders, schools, and the students they serve. We describe the participation data by intervention tier below.

Participation data come primarily from Thinkific (learning management system) data. The Thinkific platform collects limited information on Project ARISE participants who registered on the site, such as participant county and school district. The participant data could be statewide and not just limited to the three counties who are part of the consortium. Using this information, together with domains included in participants' email addresses, we were able to identify which county each participant was from (i.e., Contra Costa, Glenn, San Diego, Fresno, other).

In addition, we were able to use the IP addresses stored by Thinkific to identify where each participant was physically located when they registered. Using IP addresses enabled us to present geographical participant locations across California and to depict the program expansion over time. To monitor participant progress through the courses, Thinkific stores the number of courses or modules each participant has enrolled in, as well as their progression in the asynchronous

⁶ Maxwell, J. A. (2005). *Qualitative research design: An interactive approach*. Sage: Thousand Oaks, CA.

professional learning courses on a scale from 0 to 100 (in terms of how far the participant has progressed in the course). We defined the following key variables for each participant: number of courses started (of five total), number of courses completed (of five total), and average completion rate of the courses (of 100%). We then computed descriptive statistics such as averages and examined patterns by subgroups.

Participant Survey

Following the pilot survey administration in April and May 2024, the survey was shortened following partner feedback. Edits to the survey instrument were made in the Voxco survey platform and extensively tested.

The fall 2024 baseline survey was fielded from July 26, 2024, through December 4, 2024. The final response rate was 59%.⁷

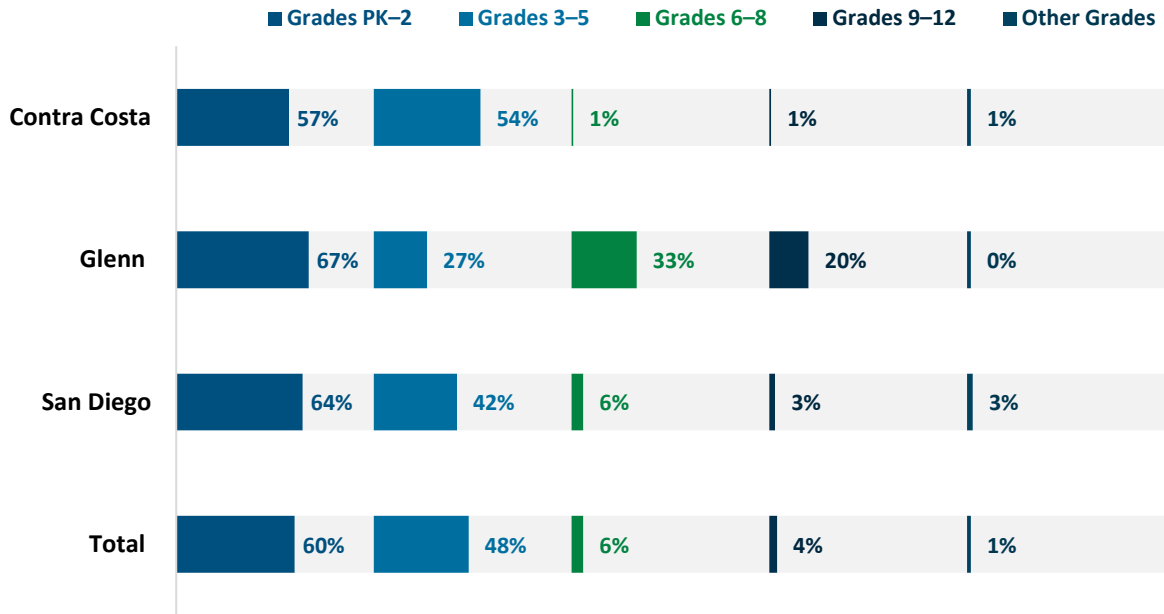
The Spring 2025 follow-up survey was conducted from May 15, 2025, through June 2, 2025. Analysis of the follow-up survey results is currently underway.

Selected Findings from the Fall 2024 Baseline Survey

Selected results from the survey are summarized in Exhibits 3 through 8.

⁷ A total of 110 respondents out of a total sample of 203 participants.

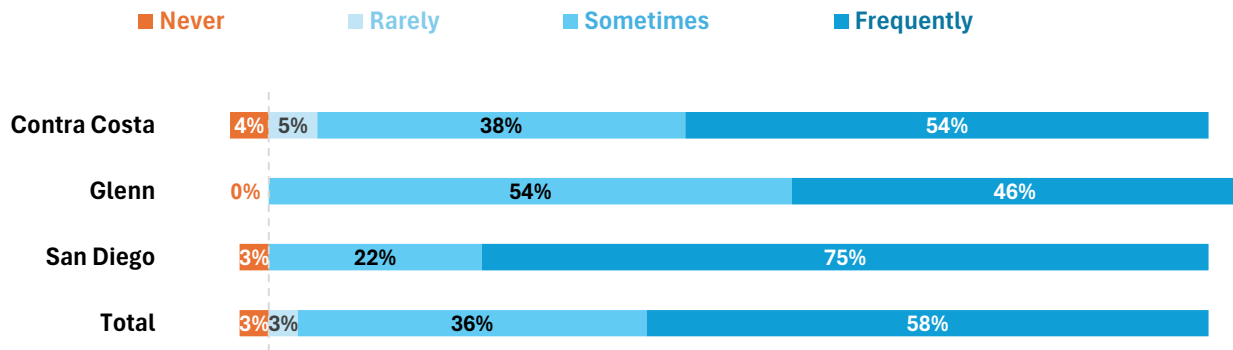
Exhibit 3. Grade Level, by County



Note. Most respondents selected PK-2 (prekindergarten through 2nd grade) as their main assignment. N= 91 are in Contra Costa County, N= 15 are in Glenn County, N= 33 are in San Diego County and N= 139 total participants.

Exhibit 4. Evidence-based Practices and Techniques with All Students by County

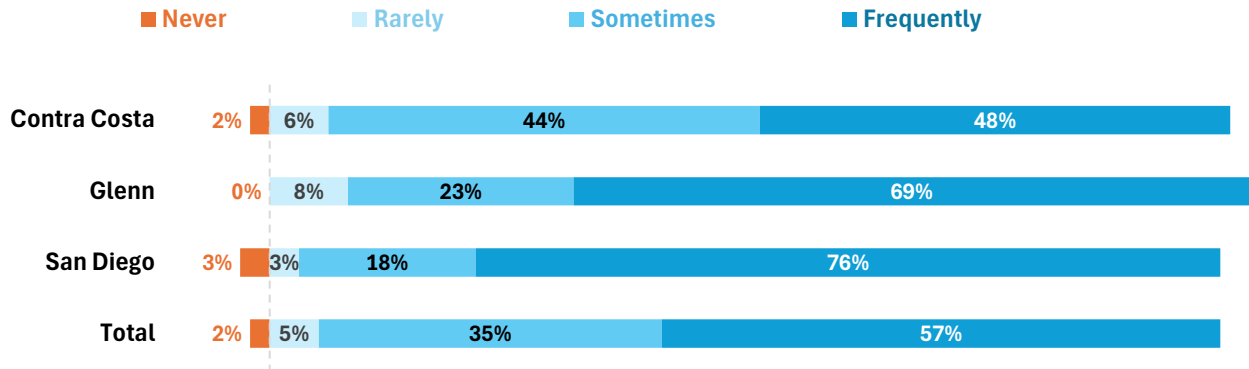
I use evidence-based literacy practices and techniques with ALL STUDENTS in my classroom.



When asked about whether they used evidence-based practices and techniques with all students in their classrooms, San Diego schools stand out, with 75% of the participants indicating that they already did this, compared with Contra Costa (54%) and Glenn County (46%) participants. Any change in these numbers in the follow-up survey will be worth watching (see Exhibit 4).

Exhibit 5. Evidence-based Practices and Techniques with Specific Students by County

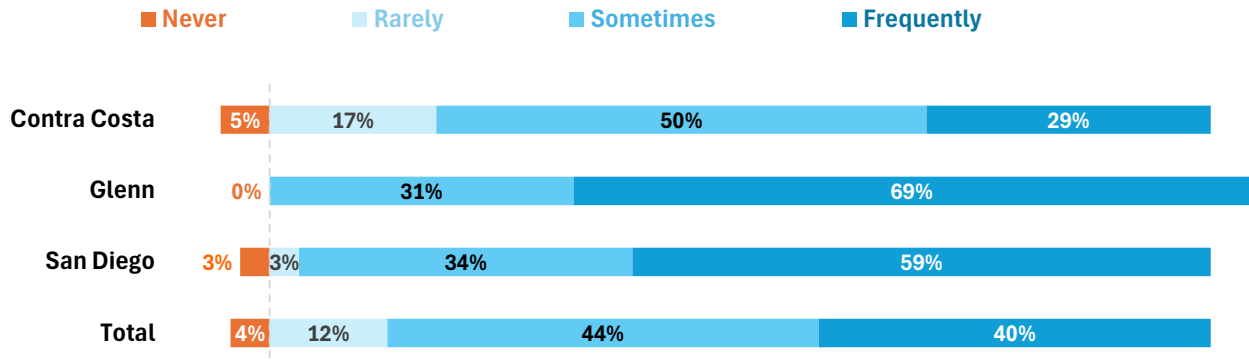
I use evidence-based literacy practices and techniques with SPECIFIC STUDENTS.



Participants in San Diego schools also said they frequently used evidence-based literacy practices and techniques with specific students (76%), followed by Glenn County (69%) and Contra Costa (48%; see Exhibit 5).

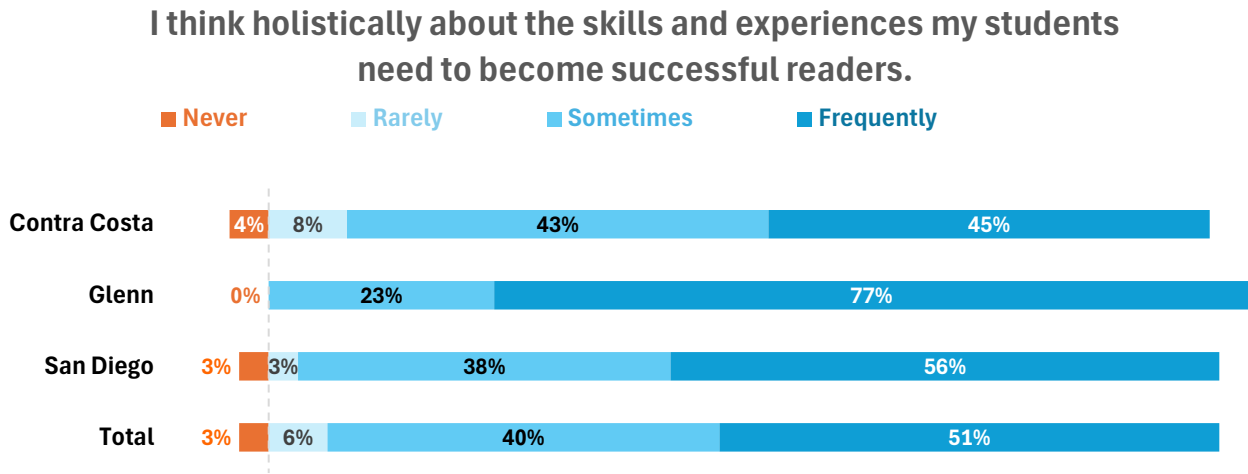
Exhibit 6. Use of Asset-Based Lens and Considering Students’ Individual Strengths by County

When designing my lessons, I use an asset-based lens and consider my students’ individual strengths.



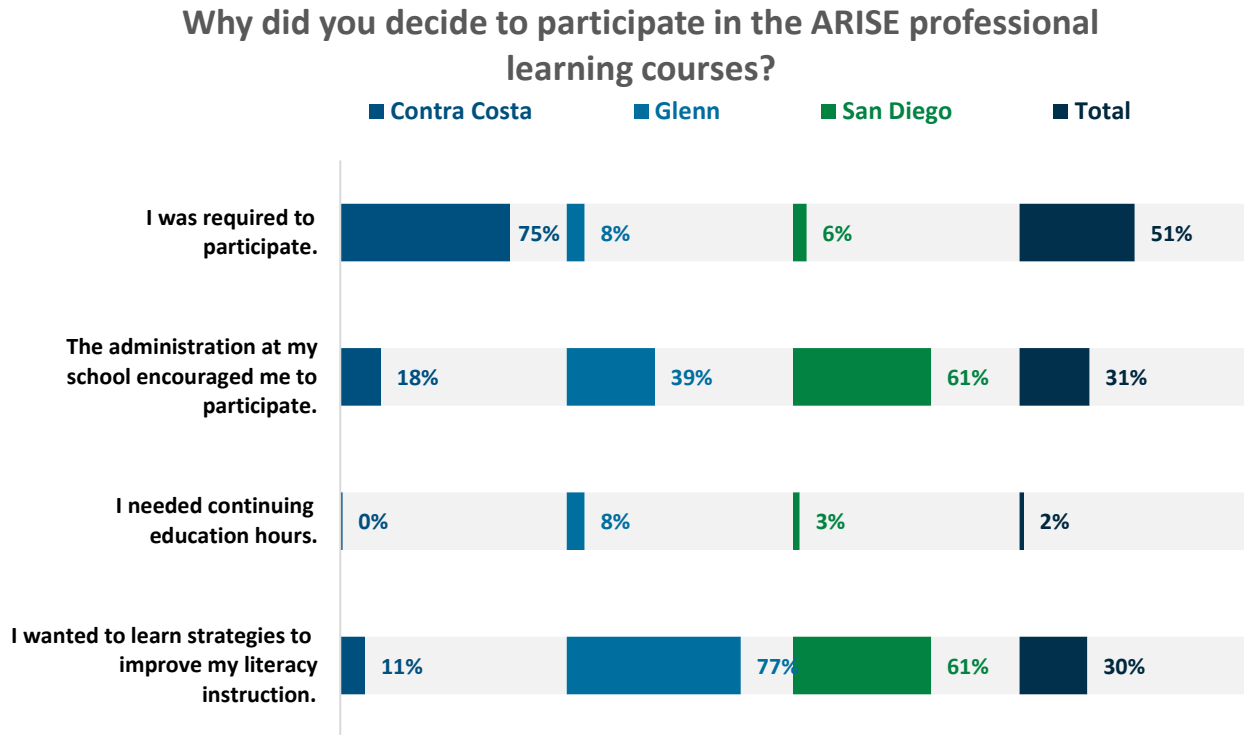
Respondents were equally divided on whether they designed their lessons using an asset-based lens and considering their students’ individual strengths. A notable difference can be observed between Contra Costa and Glenn counties.

Exhibit 7. Thinking Holistically About Skills and Experiences Students Need to Become Successful Readers by County



Many respondents reported that they thought holistically about the skills and experiences their students needed to become successful readers (nearly 50% or greater). There will be an opportunity to see change in the follow-up survey even though many respondents rated this area highly in the baseline survey. It is possible, however, that we will not see much change in Glenn County because it already rated this area so highly at baseline (77%).

Exhibit 8. Reason for Participating in ARISE Professional Learning Courses by County



Most respondents reported participating in the ARISE professional learning courses because they were required to do so. This result was primarily driven by respondents in Contra Costa County.

Student Achievement

To measure the ultimate student outcomes being influenced by Project ARISE, as the logic model (Exhibit 1) indicated, we considered the publicly available data for indicators of student achievement. As a starting point, we are using Grade 3 ELA achievement, which is the earliest standardized measure available for student reading achievement in English. This report examined Grade 3 ELA proficiency rates at the school level and compared schools with Grade 3 ELA proficiency rates at the baseline. A formal summative evaluation of program impact will be conducted in Year 4. We acknowledge that Grade 3 ELA proficiency rates at the school level are a proxy measure of students’ improved reading, English language arts, and executive functioning. This measure has limitations in capturing the true impact of Project ARISE (e.g., Project ARISE serves teachers of all grades). Furthermore, we used propensity score matching to select comparison schools. Because the comparison group wasn’t randomly assigned, we are not able to specify the effect of other factors that influence ELA proficiency rates.

We downloaded and processed publicly available data files on aggregate results from the administration of the California Assessment of Student Performance and Progress (CAASPP)

Smarter Balanced Assessments, covering all California students.⁸ We limited our analyses to the last 3 academic years since the onset of the pandemic: 2020–21, 2021–22, and 2022–23. We further restricted our analyses to Grade 3 ELA scores and proficiency rates for the state of California as a whole and the three target counties. In terms of student groups, we analyzed the data for all students, students with disabilities, socioeconomically disadvantaged, English learner, White, Hispanic or Latino, Asian, and Black. We matched each San Diego County school with two similar schools in San Diego County, and we matched each Glenn County and Contra Costa County school with two similar schools from the pool of schools in similar locale, student demographics (e.g., race/ethnicity, socioeconomic disadvantages, reported disabilities) and ELA scores across California. Three treatment schools in Glenn County were excluded from the evaluation because of missing ELA assessment data.⁹ In total, there are 39 schools (26 comparison and 13 treatment schools) included in the summative evaluation (see Exhibit B1, for more information on treatment and comparison schools list).

Analysis

Using program records, we identified the schools in the three target counties participating during 2023–24 through 2024–25 and matched each school with two similar comparison schools across California. We conducted descriptive analyses using means, standard deviations, and percentages to compare the baseline equivalence of treatment schools with that of comparison schools. We also examined standardized differences between the means of the treated and comparison groups. Establishing baseline equivalence is a critical step because it helps ensure that any observed differences in outcomes can be more confidently attributed to the program rather than to preexisting differences between the groups.

In the “Baseline Findings” section, below, we describe the treatment and comparison schools in terms of student demographics and ELA proficiency level, using 2023–24 data. We also present the details of standardized differences between treatment and comparison groups in Appendix B. Please note that this section focuses on baseline equivalence; the final impact analysis will be conducted in Year 4.

Baseline Findings

Student Demographics of Third Graders in Target Schools

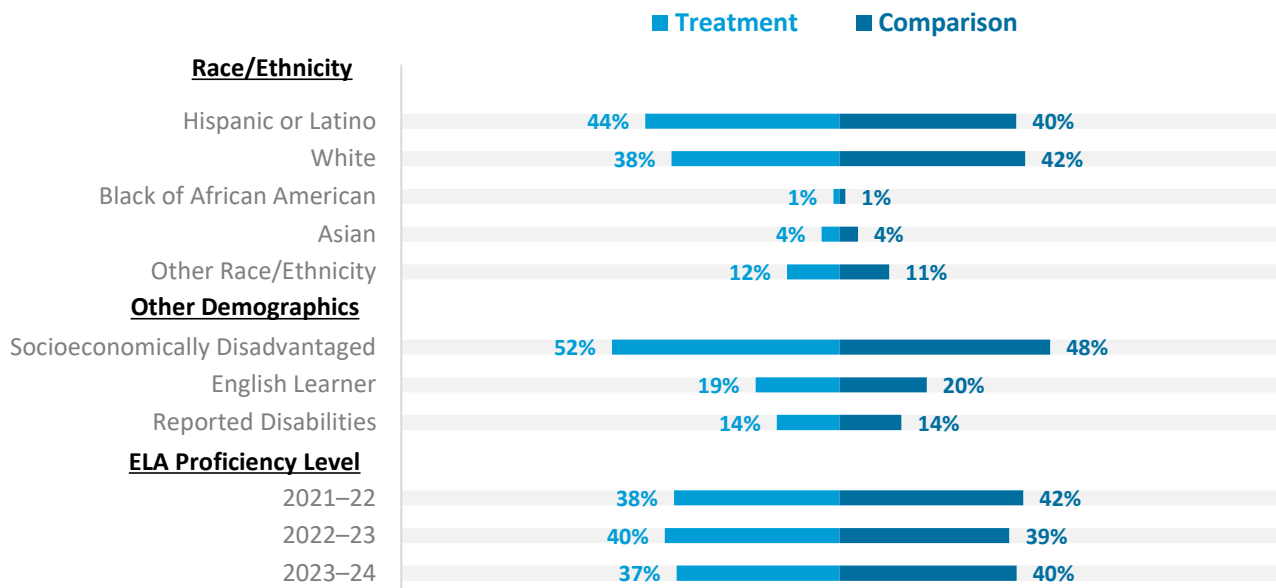
Baseline equivalence across the treatment and comparison schools reveals no notable demographic and socioeconomic disparities. Most third graders were either White or Hispanic, and around half of them were socioeconomically disadvantaged. The treatment group had slightly higher proportions of socioeconomically disadvantaged students and Hispanic students, and a

⁸ <https://caaspp-elpac.ets.org/caaspp/>

⁹ William Finch, Princeton Elementary, and Mill Street Elementary, in Glenn County, are not eligible for summative evaluation.

slightly lower percentage of White students. Rates of English language learners and students with disabilities were similar across groups. In terms of ELA performance, both groups performed similarly across all 3 years (2021–22, 2022–23 and 2023–24), with only minor differences in proficiency level. Overall, there are no significant differences in ELA outcomes between the treatment and comparison groups (Exhibit 9). This means that it is reasonable to compare treatment and comparison schools because the two groups look similar in terms of demographics and ELA outcomes across 3 years.

Exhibit 9. Demographics of Third-Grade Students, by Treatment and Comparison Group



Note. N = 39 schools. Three treatment schools in Glenn County were excluded from the propensity score matching because of missing data on ELA outcomes. From 2022–2024 California Assessment of Student Performance and Progress (CAASPP) data.

Project ARISE Participation in Target Counties

The Project ARISE participants included 29 elementary schools in the three target counties during School Year 2024–25. These participating schools represented 33% of eligible schools in Glenn County, 8% in Contra Costa County, and 2% in San Diego County.

Exhibit 10 shows a geographic map of Project ARISE participation. In addition to direct participation of teachers and school staff, participants across California have registered to take part in the Project ARISE asynchronous online professional learning on the Thinkific platform. As of September 15, 2023, 205 participants were enrolled in the courses. By April 15, 2024, an additional 1,104 new participants had registered. By September 15, 2024, 517 more participants had enrolled, and by April 15, 2025, another 928 new participants had joined. In total, 2,754

participants had enrolled in the courses as of April 15, 2025. Exhibit 10 shows the geographic distribution of participants at the time of registration. Initially, participants were clustered mainly within Contra Costa, Glenn, and San Diego counties. As program implementation partners engaged in outreach activities, additional participants registered across the state. New clusters emerged near the San Francisco Bay Area, Fresno, Los Angeles, Visalia, and Chico while enrollment in the three original counties continued to grow.

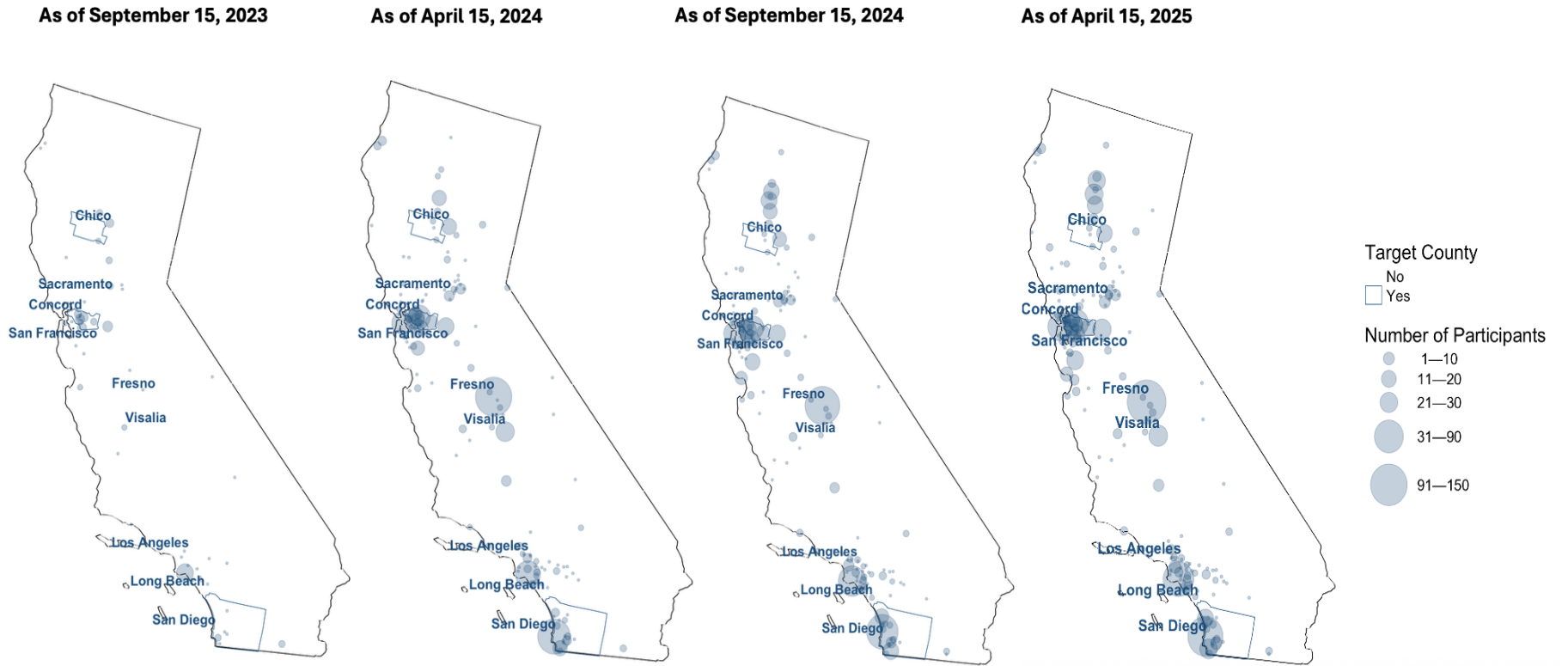
Among the 2,754 participants, more than a quarter are from the three target counties (10% from Glenn, 9% from Contra Costa, and 8% from San Diego counties). In addition, 8% are from Fresno, and 64% are from other counties. Exhibit 11 shows the number of participants by year and county. The number of participants increased across all three target counties, along with substantial growth in regions outside these counties. This speaks to moderately successful program expansion during the year, albeit below the required pace for reaching the target of 10,000 teacher participants.

Exhibit 11. Number of Participants, by Year and County

County	As of April 15, 2024	As of April 15, 2025
Contra Costa	145	249
San Diego	129	232
Glenn	263	271
Frenso	133	227
Other	368	1,775
Total	1,038	2,754

Note. From Thinkific.

Exhibit 10. Geographic Representation of Participants



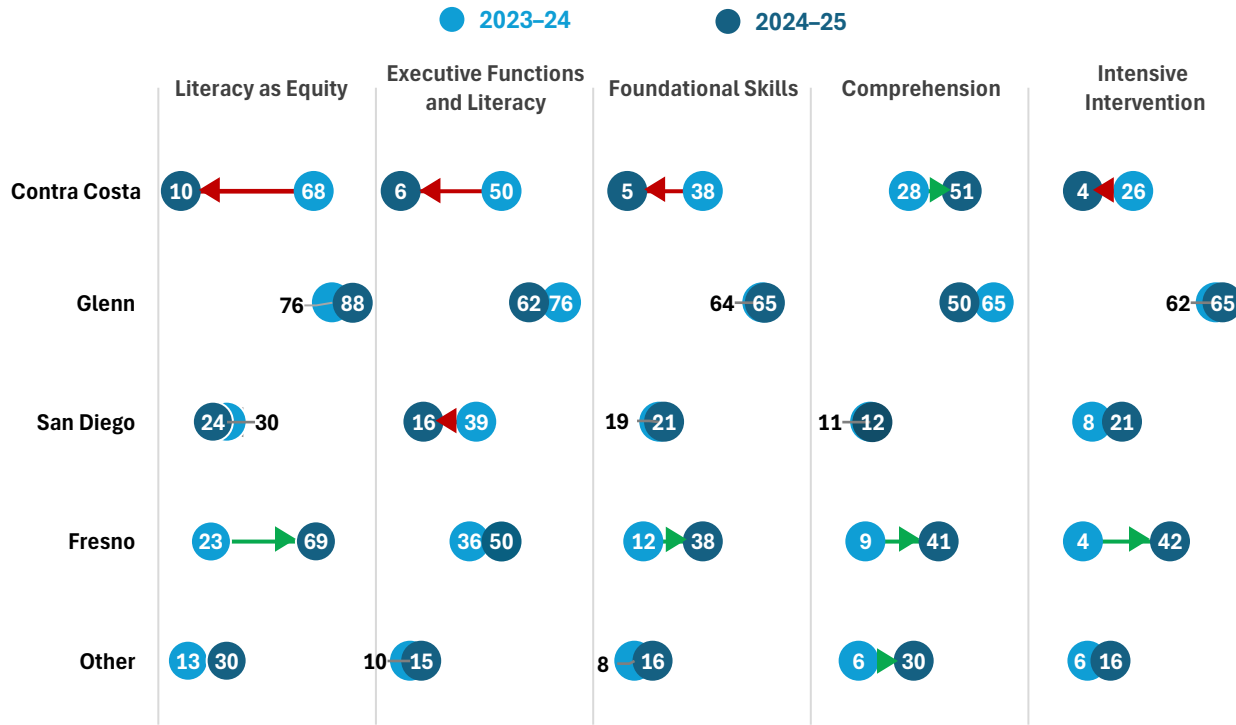
Note. From Thinkific.

Project ARISE Course Completion Rate

The 2024–25 completion rate is calculated using data collected from September 2024 through April 15, 2025. Most Project ARISE participants enrolled in five online courses (91%). The rest enrolled in only a subset of two to three courses provided by TNTP. Among those enrolled in all five courses, 21% started at least one course, and 13% completed at least one course. Eight percent of participants completed all five courses. These overall findings mask important regional differences (see Exhibit 12).¹⁰ In 2024–25, the overall completion rate increased across all courses and counties, except for a few courses in Contra Costa, Glenn, and San Diego County. Glenn County participants completed an average of 3.15 courses, maintaining a strong pace throughout the year, although their completion rates for Executive Function and Literacy courses were lower than in 2023–24. Participants in Contra Costa County completed an average of 0.75 courses, and only the Comprehension course saw an increase in completion rate. In San Diego County, participants completed an average of 0.86 courses, and the completion rates for the Literacy and Executive Function and Literacy as Equity courses were lower than in 2023–24. To help explain the difference between completion rates across the five courses, it is important to note that program developers did not intend courses to be taken in a specific sequence; participants could select which courses to take according to their needs.

¹⁰ Completion rates for participants in the Fresno area are reported separately from “Other” participants in Exhibit 12 because the Fresno participants had benefited from a concerted effort and support from TNTP and district staff (outside of Project ARISE), whereas participants identified as “Other” had most likely only participated in the online modules but not benefited from additional supports. Their completion rates were the lowest.

Exhibit 12. Course Completion Rates Completion Rates, by Participant Group



Note. The 2024–25 completion rate is calculated on the basis of data as of April 15, 2025. The numbers are a percentage of completion rate. A red arrow indicates a decrease and a green arrow indicates an increase in completion rate from 2023–24 to 2024–25. From Thinkific.

Next Steps

Year 4 of the summative evaluation will focus on documenting the continued implementation of Project ARISE activities. A second survey, in Spring 2025, along with CAASSP (California Assessment of Student Performance and Progress) ELA performance data for the 2024–25 school year, will document outcomes at the student, teacher, and school levels.

Data Collection

Student Achievement

We are waiting to collect publicly available data for the 2024–25 school year from the California Department of Education and the Common Core of Data at the school level on Grade 3 ELA proficiency levels, student demographic characteristics, and aggregate school information such as locale. Other measures of student outcomes may be added, as appropriate. Comparing Grade 3 ELA proficiency rates at the school level before and after participation in Project ARISE will provide evidence of program effectiveness in improving student achievement.

Data Analysis

Qualitative Analysis of Interview and Focus Group Data

The qualitative analysis team will begin the next phase of analysis by querying the Year 3 COE, key partner, and LEA Interview data and will summarize the range of the perspectives expressed therein. These summaries will be organized by theme and considered in light of the formative evaluation questions. Once themes have been identified, a qualitative memo will be drafted and shared with the Project ARISE leadership, the internal evaluator - SDCOE, CCEE, and CDE for review and discussion. Ultimately, the qualitative findings will be revised on the basis of the insights from the program team and the findings from other qualitative and quantitative data sources and will be integrated into a mixed-methods analysis to be included in AIR's Year 4 interim report.

Focus Group data will be analyzed using the same approach described earlier in this report and qualitative software for management and coding of transcripts. This process includes at least two researchers who collaboratively engage in multiple rounds of inductive and deductive coding. Regular checks of interrater reliability ensure a minimum threshold of 80% agreement prior to moving on to the querying phase of analysis. Internal memos will summarize participant perspectives by theme.

Statistical Analysis Year 3 Participant Follow-Up Survey

We will conduct descriptive analyses, using the survey data by constructing means and standard deviations. We will look for changes from the baseline 2024 to the follow-up in 2025 and also look for changes over time about teacher attitudes, beliefs, and use of literacy practices in the classroom, as well as their reasons for participating in Project ARISE.

Survey data will be analyzed descriptively by calculating means and percentages. The results can be broken down by county (e.g., within Contra Costa County, Glenn County, and San Diego County). AIR will use regression analysis to estimate the impact of Project ARISE on educator outcomes by accounting for the nested structure of school data (i.e., educators nested within schools) and by controlling for educator covariates (i.e., gender, race/ethnicity, age, years of teaching experience) to improve the precision of the impact estimates. To examine the extent to which the impact differs across demographics, AIR will use similar regression models that include interaction terms between demographics and the Project ARISE indicator.

Outcomes Analysis

To assess the effect of the project on student outcomes, we will obtain and process Grade 3 ELA proficiency data for the 2024–25 school year. Main outcome analyses will be conducted in Year 4 after ELA proficiency data for Spring 2025 become publicly available.

We will use a before-and-after comparison to assess the effect of the project on participants engaged in the program during 2023–24 through 2024–25 by tracking changes in their outcomes over time. This approach requires us to have collected two outcome measures for each participant: a pretest and a posttest on measure constructs such as knowledge of topics covered in the training, growth mindset, and self-efficacy for literacy instruction. We will conduct regression analysis of survey data in Year 4.

Reporting

AIR will submit an interim analysis memo that will include an analysis of the spring 2024–25 follow-up participation survey and the qualitative analysis of the spring interview data conducted with Project ARISE leads, key implementation partners, and school/district leaders by the end of September 2025. AIR will also administer a survey to school leaders of Project ARISE program participants in the fall to learn additional details about lessons learned. The summary analysis of the findings of this school leaders survey will be detailed in a summary analysis memo that will be generated by the end of January 2026. A compilation of data and summative analysis will be summarized by May 2026, and a final 4 evaluation report will be completed by June 2026. The evaluation report will provide an overview of the evaluation activities in Year 4 and provide recommendations based on stated goals and objectives of Project ARISE, along with highlights of next steps, should a similar initiative be funded in the future.

Appendix A: Participant Survey

INTRO PAGE

American Institutes for Research (AIR) has partnered with the [California Collaborative for Excellence in Education \(CCEE\)](#) to conduct an independent evaluation of [Project ARISE](#). As part of this effort, you are invited to complete a survey.

- **Purpose:** This survey will be conducted to gather details, perceptions and feedback. The survey will take 15 minutes. The information you provide will help us assess the effectiveness of Project ARISE in improving literacy instruction.
- **Confidentiality:** We will keep the information you share with us confidential. We will only report findings in aggregate and will not identify you by name. The survey data will be securely stored and accessed only by AIR staff.
- **Risks or Benefits:** There are no anticipated risks or benefits to participating in this survey. Your responses will help improve Project ARISE to the benefit of future participants like you.
- **Participation is Voluntary:** We encourage you to participate. However, your participation in this survey is voluntary, and you may choose not to participate without penalty.
- **Funding:** Funding for this study is provided by the California Department of Education.
- **Contact Information:**
 - For technical support or other problems with the survey, please contact Ilana Barach, ibarach@air.org.
 - If you have questions about this study, please contact the project director, Dr. Raquel Sanchez, rsanchez@air.org.
 - If you have concerns or questions about your rights as a research participant, contact AIR’s Institutional Review Board (IRB)—which is responsible for the protection of project participants—at IRB@air.org, or toll-free at 1-800-634-0797.

Thank you for participating!

If you opened the survey from a mobile device, please close the survey and open from a desktop or laptop. The survey requires the larger screen for complete functionality.

Click "Next" below if you agree to participate in the survey.

[ELIG_Q1] Which of the following best describes your current role?

Select all that apply.

1. General Education Teacher
2. Special Education Teacher
3. ELD/Dual Language Teacher
4. Paraprofessional
5. Teacher on Special Assignment/Resource Teacher
6. Site Administrator → *if at least 1 of 1-5 are not also selected, Ineligible (skip to end)*
7. District Administrator → *if at least 1 of 1-5 are not also selected, Ineligible (skip to end)*
8. County Administrator → *if at least 1 of 1-5 are not also selected, Ineligible (skip to end)*
9. Other Non-Instructional Role → *if at least 1 of 1-5 are not also selected, Ineligible (skip to end)*

Skip pattern:

[Only teachers will be allowed to complete the survey; exit here if one or more of the roles from 1-5 is not among the selected responses.]

[DEMOG_Q6-8] Where did you primarily work during the 2024–2025 school year?

Please type your school name in the search bar and choose the one that accurately identifies your county, district, and school

- For example, for Washington Elementary School in West Contra Costa Unified School District, type in "Washington" and select the 5th result below.
- Search only by school name. Do not type the words "school", "county", or "district" in the search bar.

County: [lookup]

District: [lookup]

School: [lookup]

[DEMOG_Q1] How many years have you been in your current role (at least half time)?

Count this year as 1.

[Numeric response]

[DEMOG_Q2] What grade level do you primarily work with this year?

Please select all that apply.

1. PK – 2
2. 3 – 5
3. 6 – 8
4. 9 – 12
5. Other [please specify]

[DEMOG_Q3] What core academic subject(s) are you teaching during the 2023-24 school year?

Please select all that apply.

1. Self-contained/Multiple subjects
2. English Language Arts
3. English Language Development
4. Academic Content in a Language other than English (Dual Language)
5. Mathematics
6. Sciences
7. Social Sciences
8. Other: _____

[DEMOG_Q4] Do you work directly with students on reading skills in any capacity?*

1. Yes
2. No

[DEMOG_Q5] Do you have a certification as a reading or literacy specialist?

3. Yes
4. No

[DEMOG_Q9] What is the highest level of education you have completed?

Please choose one of the following:

1. Bachelor’s degree
2. Master’s degree
3. Educational specialist or professional diploma
4. Doctorate
5. Other: [please specify]

[PD_Q] SELF-EFFICACY OF LITERACY INSTRUCTION

Please consider your current ability, resources, and opportunity to do each of the following in your current role.

To what extent can you...?	Not at All	Very Little	Somewhat	To a Great Extent
use a student’s oral reading mistakes as an opportunity to teach effective reading strategies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use a variety of informal and formal reading assessment strategies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adjust reading strategies based on ongoing informal assessments of your students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide specific, targeted feedback to students during oral reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adjust writing strategies based on ongoing informal assessments of your students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meet the needs of struggling readers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
help your students monitor their own use of reading strategies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide your students with opportunities to apply their prior knowledge to reading tasks?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
get students to read fluently during oral reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent can you...?	Not at All	Very Little	Somewhat	To a Great Extent
model effective reading strategies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
implement effective reading strategies in your classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
help your students figure out unknown words when they are reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
implement word study strategies to teach spelling?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use students' writing to teach grammar and spelling strategies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Model effective writing strategies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use flexible grouping to meet individual student needs for reading instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
get children to talk with each other in class about books they are reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recommend a variety of quality children's literature to your students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide children with writing opportunities in response to reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adjust your reading materials to the proper level for individual students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
motivate students who show low interest in reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note: The above section on Self Efficacy of Literacy is the TSELI (a validated measure of teacher self-efficacy for literacy instruction). Because of the methods used to validate the entire measure, we do not want to remove any questions, even if they are not specifically relevant to the ARISE professional learning.

[KNOW_Q] KNOWLEDGE

How well can you do each of the following?

	Not at All	Slightly	Moderately Well	Very Well
I understand why it is important to provide students with texts that reflect their social identities and experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can describe what text-centered instruction looks like in action and how to scaffold text to support all students in accessing them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can apply the research on executive function to help students effectively build and use their skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that all my students come to the classroom with language assets regardless of their home language(s), dialect, or culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explain the five steps of the DBI process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can define the four components of reading foundational skills (i.e., print concepts, phonological awareness, phonics and word recognition, and fluency).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I understand the research on how students' internal and external contexts affect their executive functions and therefore literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can define the concepts of building knowledge, schema, vocabulary, and the relationship between the concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can define the four elements of effective foundational skills instruction (i.e., systematic, explicit practice, and assessment).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explain what the Taxonomy of Intervention Intensity is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[PRACQ] CLASSROOM PRACTICES

How often do you do the following in your core academic classes?

	Never	Rarely	Sometimes	Frequently
I use the new practices and techniques I learned <u>with all students</u> in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use the new practices and techniques <u>with specific students</u> (e.g., students with disabilities, struggling readers, multilingual learners, and long-term English learners).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When designing my lessons, I use an asset-based lens and considering my students' individual strengths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think holistically about the skills and experiences my students need to become successful readers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[PL_Q1] PROFESSIONAL LEARNING

Please select all the online Project ARISE courses that you participated in during the 2023–24 school year.

Please select all that apply.

1. Executive Functions and Literacy
2. Literacy as Equity
3. Foundational Skills
4. Comprehension and Knowledge Building
5. Intensive Intervention and Data-Based Individualization
6. None of the above

[PL_Q2] MOTIVATION TO COMPLETE THE COURSES

Why did you decide to participate in the ARISE professional learning course(s)? Please select all that apply.

1. I was required to participate. [PROGRAMMING-choosing this restricts all other options.]
2. The administration at my school encouraged me to participate.
3. I needed continuing education hours.
4. I wanted to learn strategies to improve my literacy instruction.
5. Other _____

Appendix B: Baseline Equivalence

We matched each San Diego County treatment school with two similar schools in San Diego County, and we matched each Glenn County and Contra Costa County treatment school with two similar schools from the pool of schools in similar locale, student demographics (e.g., race/ethnicity, socioeconomically disadvantages, reported disabilities), and ELA scores across California. Exhibit B1 lists treatment schools and their corresponding comparison schools.

Exhibit B1. List of Treatment and Comparison Schools

Treatment school (N = 13)		Comparison school (N = 26)	
County	School	County	Schools
San Diego	Classical Academy Vista Shadow Hills Elementary Boulder Oaks Elementary Campo Elementary Descanso Elementary Clover Flat Elementary Potrero Elementary	San Diego	Cajon Park Elementary
			Skyline Elementary
			Kidinnu Academy
			Warner Elementary
			Borrego Springs Elementary
			Mt. Woodson Elementary
			Dehesa Elementary
			Pauma Elementary
Brookfield Engineering Science Technology Academy			
James Dukes Elementary			
Julian Elementary			
San Pasqual Union Elementary			
Coronado Village Elementary			
Barnett Elementary			
Glenn	Willows Unified	Los Angeles	Lancaster Elementary
		Sacramento	San Juan Unified
Contra Costa	John Muir Elementary	Stanislaus	Empire Elementary
		Tehama	Antelope Elementary
	John Swett Elementary	San Mateo	Vallemar Elementary
		San Mateo	Lomita Park Elementary
	Las Juntas Elementary	Sonoma	University Elementary at La Fiesta
		Ventura	Topa Topa Elementary
	Morello Park Elementary	San Mateo	Oak Knoll Elementary
		Santa Clara	Louise Van Meter Elementary
	Ygnacio Valley Elementary	Ventura	Hollywood Beach Elementary
		Ventura	Hueneme Elementary

Note. From National Center for Education Statistics, CAASPP.

Baseline equivalence is the extent to which participants in the treatment and comparison groups are similar to one another based on baseline measures (i.e., data collected before treatment started in the treated group). Baseline equivalence is measured by looking at the standardized difference (SD) between the means of the treated and comparison groups. For each outcome, we assessed whether the difference in pretest measure between the treatment and comparison groups was less than or equal to the threshold of 0.25 SD. The observed differences between the two groups on the pretest measure ranged from 0.00 to 0.19 SD (Exhibit B2), all smaller than the threshold of 0.25 SD, suggesting that the schools in the analytic samples were similar at baseline in terms of prior performance or perceptions.

Exhibit B2. Baseline Equivalence for Treatment and Comparison Schools

Outcome	Treatment (N = 26)		Comparison (N = 26)		Treatment comparison difference	Standardized difference
	Mean	SD	Mean	SD		
Race/ethnicity						
Hispanic or Latino	44.31	22.95	40.42	23.76	3.89	0.16
White	38.31	18.96	42.47	22.99	-4.16	-0.19
Black or African American	1.37	1.01	1.41	2.15	-0.04	-0.02
Asian	4.05	4.03	4.26	7.23	-0.21	-0.03
Other	11.96	6.11	11.45	9.61	0.51	0.06
Other demographics						
Socioeconomically disadvantaged	51.93	21.84	48.14	26.33	3.79	0.15
English learner	19.11	22.49	19.96	18.17	-0.85	-0.04
Reported disabilities	14.26	3.53	14.24	4.68	0.02	0.00
ELA state assessment proficiency level						
2021–22	37.76	21.88	42.02	22.48	-4.26	-0.11
2022–23	39.84	21.65	38.85	23.6	0.99	0.02
2023–24	37.12	21.55	40.47	22.2	-3.35	-0.08
ELA state assessment scores						
2021–22	2399.78	46.63	2407.34	56.72	-7.56	-0.14
2022–23	2396.18	52.93	2400.32	55.72	-4.14	-0.07
2023–24	2398.02	54.78	2406.51	55.63	-8.49	-0.15

Note. From the National Center for Education Statistics (NCES), CAASPP.