2025

PROJECT ARISE

PROJECT ARISE

Elevating Literacy Instruction in California

TABLE OF CONTENTS

FIGURES

TABLES

EXECUTIVE SUMMARY

The Reading Instruction and Intervention (RII) grant program disseminates research on best practices and delivers professional learning opportunities for educators in the areas of evidence-based literacy, intensive literacy interventions, and support of pupils' executive functioning skills. Led by Contra Costa County Office of Education in collaboration with Glenn County Office of Education and San Diego County Office of Education, Project ARISE (Accelerating Reading Intervention for Systemic Excellence) aims to improve literacy outcomes for all students through the implementation of research-backed literacy instruction and interventions, grounded in whole-child principles, across all schools by engaging local education agencies (LEAs) at multiple levels of differentiated support. Project ARISE responds to the urgent need to intervene appropriately when students are struggling with literacy, particularly English learners (ELs), students with disabilities, students with dyslexia, and students dually identified.

The evaluation of Project ARISE includes three phases (planning, formative, and summative). This report summarizes Year 3 grant activities and focuses primarily on the planning and formative phases of the evaluation.

In 2024–25, Project ARISE enrolled just under 1,400 new participants in its online course, focused on foundational literacy instruction, reading comprehension, executive functioning skills, and intensive intervention. The program delivered nine workshops with 1,513 workshop registrants, 250 live attendees, and 343 on-demand views on topics ranging from biliteracy to the neuroscience of dyslexia. Project ARISE delivered over 500 hours of professional development to 22 schools across 11 districts and charter management organizations in San Diego, Contra Costa, and Glenn Counties.

Our findings, aligned to key evaluation questions, inform recommendations for Year 4 activities, to support the implementation of research-based literacy practices, the sustainability of Project ARISE, and the dissemination of project findings.

EVALUATION QUESTIONS AND FINDINGS

1. *To what extent are new practices from professional learning being implemented by educators at District-School partner sites?*

   Project ARISE professional development leads to new knowledge, skills, beliefs, and confidence in participants, laying the foundation for implementation of new practices.

2. *For educators at District-School partner sites, how are classroom environments changing in terms of:*
   - Instructional content
   - Educator practices and behaviors
   - Student interactions and engagement

   Educators are trying out Project ARISE strategies, but they prioritize rote practices minimizing student interactions over opportunities to develop critical thought through dialogue and reasoning, which are necessary to reading comprehension and skillful reading.

3. *To what extent did the project meet its outcomes?*
   - Support paraprofessionals, support staff, teachers, and administrators to:
     i. develop evidence-based literacy and biliteracy instruction
     ii. apply interventions
     iii. utilize screening strategies
     iv. develop students' executive functioning skill
   - Serve diverse learners, including early learners, English learner students, pupils with disabilities, and pupils with dyslexia

   Project ARISE professional development supported all audiences to build knowledge and skill in all topics. Paraprofessionals and support staff are not fully included in Project ARISE programming.

   Project ARISE professional development addresses all student groups, prioritizing English learners. Support is limited for students with dyslexia, disabilities, and those who are dually identified.

RECOMMENDATIONS

- Embed continuous improvement cycles with coaching support into District-School Partnership professional development to support the sustained use of new knowledge and skills in Project ARISE classrooms.
- Strengthen focus on language comprehension by providing teachers with concrete strategies and examples for leading rich discussions and student conversations, consistent with the California ELA/ELD Framework.
- Train paraprofessionals within all Project ARISE schools on course content, with a focus on Intensive Intervention. In statewide offerings, provide clear guidance on meaningful literacy screening processes. In all District-School Partnership sites, directly train educators on how to support students with dyslexia and students with disabilities, including dually identified multilingual learners.

INTRODUCTION

Assembly Bill 130, Section 145 (Statutes of 2021) of the Education Omnibus Trailer Bill authorized $10 million to the Reading Instruction and Intervention (RII) grant program to generate and disseminate professional learning opportunities for educators in the areas of evidence-based literacy, intensive literacy interventions, and support of pupils' executive functioning skills. The RII Grant Program aligns with and contributes resources to California's Statewide System of Support (SoS). Additionally, the RII Grant Program aims to support educators across the state in integrating and implementing the California Comprehensive State Literacy Plan (SLP), adopted by the State Board of Education (SBE) in March 2021.

The California Department of Education (CDE) awarded Contra Costa County Office of Education (CCCOE) $9.8 million in RII funds for Project ARISE. The San Diego County Office of Education (SDCOE) and Glenn County Office of Education (GCOE) join as regional partners in the statewide implementation of Project ARISE. Project ARISE partners also include multiple institutions of higher education and technical assistance providers, including: Center for Whole Child Education at Arizona State University (The Center), TNTP, the National Center on Intensive Intervention (NCII), University of La Verne, and University of California San Francisco. Aligned to the goals outlined by the CDE, Project ARISE aims to build capacity of school leaders and educators to:

1. Lead evidence-based reading instruction, including biliteracy instruction, for diverse learners, including early learners, English learner students, pupils with disabilities, and pupils with dyslexia
2. Develop knowledge and skills for appropriate use of screening strategies and evidence-based literacy instruction, including biliteracy instruction, for diverse learners
3. Implement intensive intervention strategies for pupils struggling with literacy, including tutoring and small group strategies, and strategies for target pupil groups
4. Support the development of pupils' executive functioning skills

The overarching goal of Project ARISE, which stands for Accelerating Reading Intervention for Systemic Excellence, is to improve literacy outcomes for all students through the implementation of research-backed literacy instruction and interventions across all schools by engaging local education agencies (LEAs) at multiple levels of differentiated support. Project ARISE attempts to respond to the urgent need to intervene appropriately when students are struggling with literacy, particularly the following student groups: English learners (ELs), students with disabilities, students with dyslexia, and students dually identified. Foci of the project, aligned to CDE goals, include:

- Improving Tier 1 Literacy Instruction, informed by research-backed frameworks such as the science of reading, whole child design, culturally sustaining pedagogy, and MTSS
- Increasing LEAs' and educators' capacities to understand and implement site-based literacy screeners with fidelity
- Increasing LEAs' capacity, including partners from across the system, to implement and sustain research-backed literacy instructional practices
- Creating a state-wide network of educators and LEAs engaged in sustaining the implementation of research-backed literacy instruction and interventions

BACKGROUND

In classrooms across the country, students enter school with the promise that they will learn to read. "It happens through osmosis," one teacher said to a room-full of San Diego parents at the start of the 2025-2026 school year. The parents chuckled at the joke but believed its message. For one in three 4th grade students in California, this is indeed the case (U.S. Department of Education). Two of three, though, will reach 4th grade not yet a proficient reader. Disaggregated by race and socio-economic status, the goal of proficient reading becomes even more distant. One in five Hispanic 4th grade students in California will achieve reading proficiency. One in ten African-American fourth-grade students in California will achieve reading proficiency. California 4th grade students eligible for free and reduced-price lunch are over three times less likely to achieve reading proficiency than peers ineligible for free and reduced-price lunch. Nearly half of all students in San Diego County qualify for free and reduced-price lunch, laying bare the inequities students face accessing essentials for today and for their futures.

Project ARISE was designed to disrupt these opportunity gaps by building the capacity of educators to deliver research-backed literacy and biliteracy instruction, develop students' executive functioning skills, and implement intensive interventions strategies informed by universal literacy screeners. For decades, the National Reading Panel has stressed five core components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Institute of Child Health and Human Development [NICHD], 2000). Despite this, 75% of teacher education programs across the country do not include coursework addressing these core components (Ellis et al., 2023). Post-pandemic CAASPP scores, which dropped 4.4% in ELA, highlighted clearly the need for a renewed focus on foundational literacy instruction (Gersten, 2007; Salinger et al., 2010; Foorman et al., 2016; Moje et al., 2020).

Additionally, persistent opportunity gaps, particularly affecting multilingual learners and students with disabilities, underscore the need for equitable access to quality education and targeted early literacy interventions. Research has found that students with disabilities are, on average, three years behind peers without disabilities in reading growth (Gilmour et al., 2018). Disparities between English learners and monolingual white students are increasing, even as historical gaps between white and Hispanic students and white and African-American students are decreasing (Carnoy & García, 2017). For California's English learner population, totaling over one million students and representing almost 20% of the state's student population, it is essential that literacy practices deliberately support their success.

EVOLVING LANDSCAPE OF LITERACY INSTRUCTION

Research is clear on the need for foundational literacy instruction to develop students' phonological and phonemic awareness (Gersten, 2007; Salinger et al., 2010; Foorman et al., 2016; Moje et al., 2020). Over the past 100 years, though, literacy research and practice have shifted tremendously, with different educational and ideological perspectives jockeying for position in the American classroom. Over the years, reading instruction has evolved through several competing approaches: Whole Language, Balanced Literacy, and the Science of Reading (SOR). Whole Language emphasized immersion in rich texts and the belief that students would naturally acquire reading skills through exposure and context, with a strong focus on fostering a love for reading (Goodman, 1986). Balanced Literacy attempted to merge these principles with more explicit teaching of phonics and decoding skills, aiming to find a middle ground. As early proponents described it, "Excellent elementary literacy instruction balances skills instruction (e.g., phonics, comprehension strategies teaching) and holistic literacy opportunities (reading of authentic literature, composing in response to text)" (Pressley et al., 2002, p. 1).

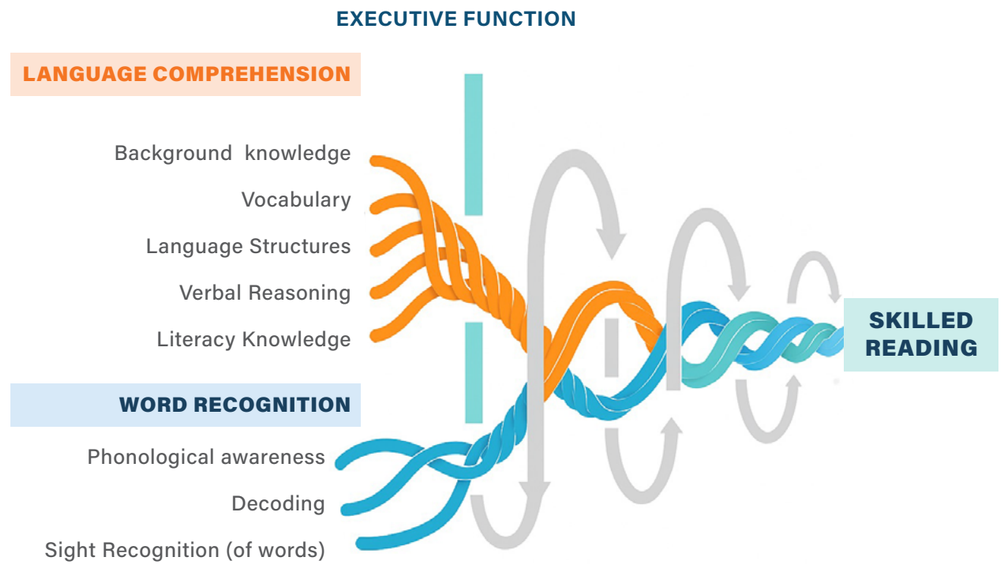
Concerns about literacy inequities, stagnating scores, and the need for systematic instruction, led to the rise of Science of Reading, which advocates for explicit, systematic instruction in foundational skills like phonemic awareness, phonics, and fluency. The Science of Reading (SOR) is a body of knowledge informed by multiple domains that attempt to describe what science tells us about how children come to learn to read. Approaches informed by the SOR stress the systematic and direct instruction of the core components of reading instruction, in order to reach the diversity of learners in the classroom, from students with dyslexia to multilingual learners. The National Reading Panel has promoted what they refer to as "explicit, systematic instruction" in phonics and phonemic awareness as a practice that significantly strengthens students' literacy development (2000). It should be noted, though, that studies and programs cited by the What Works Clearinghouse as promising include direct instruction for a few minutes at a time, after which students engage in interactive activities with peers (Foorman et al., 2016). As Kim summarizes of the lessons learned from the so-called "Reading Wars," "Virtually every major synthesis on reading rejected the simple dualism between phonics and whole language and encouraged instruction that focused on helping children master the alphabetic principle and acquire meaning from text" (2008, p. 374).

THE SCIENCE OF READING AND THE READING ROPE

The five core components of reading instruction outlined by the National Reading Panel are presented dynamically in Scarborough's "reading rope" (2001), which established a multifaceted and integrated framework for understanding reading development. The components of the "reading rope" highlighted how language learning "processes operate (and develop) interactively, rather than independently" (Scarborough, 2001, p. 97). Two major strands include Language Comprehension and Word Recognition, each including subcategories, or threads. Within Project ARISE programming, the "reading rope" has been modified to include Executive Function as a strand woven around both Language Comprehension and Word Recognition and is an anchor concept in Project ARISE professional development.

Figure 1: Scarborough's "Reading Rope"

Scarborough's "Reading Rope" with Executive Functions



Extended and adapted from Scarborough, 2001

THE ROLE OF EXECUTIVE FUNCTIONING AND WHOLE-CHILD APPROACHES TO READING INSTRUCTION

Supporting literacy today requires a whole-child approach, which integrates social-emotional learning, development across cognitive, behavioral, and emotional areas (Darling-Hammond & Cook-Harvey, 2018; Brackenridge, 2024). To support students' development as readers, researchers point to the need for a heightened focus on student well-being, belonging, and social development, which they argue is neurologically necessary for learning to occur (Hamilton & Gross, 2021). A whole-child approach to reading takes into account the conditions needed to support neurological development.

The cognitive processes that support how students monitor and direct their own learning are broadly referred to as executive functions (EFs). EFs refers to "a set of higher-order cognitive abilities that are necessary to pursue and achieve a goal…what enable us to understand complex or abstract concepts, solve problems, [and] manage relationships" (Cristofori et al., 2019). While definitions of EFs vary across research and practice, they generally include three core components: working memory, inhibitory control, and cognitive flexibility (Miyake et al., 2000; Lehto et al., 2003; Diamond, 2013). Recent research has highlighted the predictive role EFs play in reading development and success (Meixner & Laubrock, 2024). As the authors outline:

> *Executive functioning supports the reading process directly, e.g. by disintegrating ambivalent word meanings, integrating decoded words into mental models, switching between reading and comprehension monitoring, or inhibiting inappropriate eye-movement behavior. Executive functioning further supports reading acquisition through perpetuating self-regulation, e.g. setting learning goals, staying focused on task demands, listening attentively to teacher instructions, or actively searching for unknown information.*

In this context, the development of EFs in early learning environments seems crucial to set up students for reading success.

SCREENING AND INTERVENTION STRATEGIES

To address persistent gaps in reading achievement and better align reading instruction with student well-being, California passed SB 114, mandating universal screening for reading difficulties in grades K–2 beginning in the 2025–2026 school year. Termed the Reading Difficulties Risk Screener (RDRS), this legislation attempts to interrupt reading difficulties early in a child's education and introduce appropriate interventions to support consistent growth. Without appropriate screening, interventions, and monitoring, both student progress and stagnation are amplified, resulting in what is known as "the Matthew effect," when growth or stagnation do not increase linearly but rather compound with time, producing disparate outcomes later in education (Stanovich, 1986). Four approved screeners have been proposed by the State Board of Education, including: Amira, mCLASS, Multitudes, and the Rapid Online Assessment of Reading (ROAR).

Screening processes and intervention strategies are tightly coupled within a Response to Intervention framework. As Vaughn et al., outline (2010), the following components of an intervention framework highlight the relationship between screening, intervention, and instruction:

> *(a) Universal screening; (b) research-based instruction to assure that all students have an adequate opportunity to learn; (c) successive layers or tiers of intervention so that students who do not make adequate progress in the research-based classroom instruction are provided with opportunities for more intensive intervention; and (d) on-going progress monitoring for students to ensure that they are making adequate progress.*

While difficult to accurately account for all cases, experts agree that roughly one in 10 students is dyslexic (Stoker et al., 2019), which applies to all students irrespective of home language. In the 2023-2024 school year, 1.01 million students in California were English learners, according to the California Department of Education, representing 17% of the total enrollment in public schools. These 1.01 million students reflect incredible diversity, representing over 100 languages and numerous cultures, races and ethnicities, and nationalities. Compared to their non-EL peers, ELs are both over-identified as having a specific learning disability or a speech or language impairment and are simultaneously under-identified for disabilities (Zacarian, 2022), highlighting the need for research-backed instruction and intervention for diverse learners, including universally accessible dyslexia screeners in multiple languages.

PROGRAM DESIGN

Project ARISE continues to support educators across California to develop the core components of high-quality reading instruction and intervention, grounded in whole-child development. The program brings together multiple partner organizations to enact the vision of Project ARISE. Joining lead agency Contra Costa County Office of Education, San Diego County Office of Education and Glenn County Office of Education form the three regional hubs of Project ARISE. Additionally, the following public and private organizations serve as partners in content delivery and, in cases, direct support to schools and districts:

- TNTP
- Center for Whole Child Education at Arizona State University (The Center)
- National Center on Intensive Intervention (NCII)
- University of La Verne, LaFetra College of Education
- University of California, San Francisco (UCSF)

Initially designed as a tiered system, Project ARISE shifted in 2024–2025 to an audience-based model after recognizing that districts and schools were being supported concurrently. This reframing better reflects the project's design and expands access to research-backed literacy and intervention strategies with a whole-child lens for all California educators

Project ARISE responds to the four CDE focus areas throughout its programming, which prepares educators and leaders to implement evidence-based reading instruction, screening strategies, and intensive intervention, while developing students' executive functioning skills.

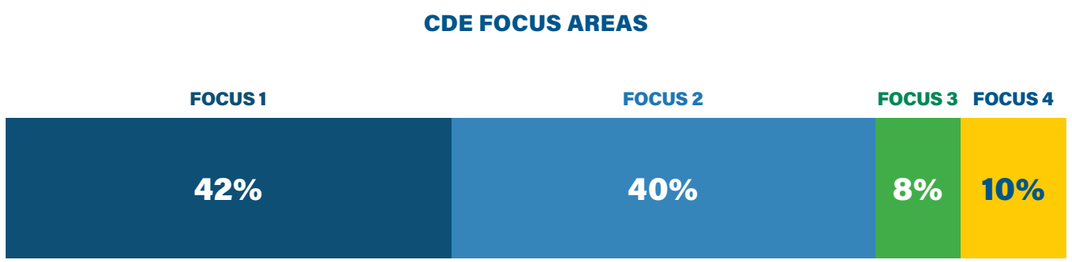
California Department of Education Focus Areas

1. **Professional Learning for Leaders: Professional learning for school leaders, including principals and teacher leaders, to lead evidence-based reading instruction, including biliteracy instruction, for diverse learners, including early learners, English learner students, pupils with disabilities, and pupils with dyslexia.**
2. **Professional Learning for Educators: Professional learning for educators, including teachers and paraprofessionals, to develop knowledge and skills for appropriate use of screening strategies and evidence-based literacy instruction, including biliteracy instruction, for diverse learners.**
3. **Professional Learning for Educators: Professional learning for 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.**
4. **Professional Learning for Educators: Professional learning for all educators, including support staff, to support the development of pupils' executive functioning skills.**

As Figure 2 illustrates, 42% of all activities respond to focus area 1, 40% respond to focus area 2, 8% respond to focus area 3, and 10% respond to focus area 4.

Figure 2: Project ARISE Activities and CDE Focus Areas

Breakdown of Project ARISE activities across all counties by CDE focus areas



STATEWIDE AUDIENCE

Project ARISE provides support to all educators statewide through its online course sequence and its associated virtual workshops. 2024-2025 saw increased participation in workshops, with higher rates of registration and attendance, and steady participation in its online course, with similar enrollment and engagement as 2023-2024.

ONLINE COURSES

Project ARISE's high-quality, research-backed online course sequence is available at no cost to California educators. Through these courses, Project ARISE has the potential to impact the experiences of roughly six million public school students in our state. California's educators have access to Project ARISE's high-quality professional learning on research-backed reading instruction and whole-child education principles, in the form of a sequence of online courses now hosted on California Educators Together.

The online courses served as the Project ARISE access point for all California educators. Created by TNTP, the Center, and NCII in partnership with the three regional hubs, the online course sequence served as the backbone for professional developmental content delivered in statewide workshops as well as in county-led professional development. It additionally served as an anchor text for District-School Partnership professional development and coaching. The courses were grounded in a strong research base and responded specifically to project and grant goals. Participants could pursue three semester Continuing Education Units (CEUs) through the University of the Pacific by completing the course sequence. The sequence was made up of five courses broken into multiple parts, with over 34 hours of content.

1. **Literacy As Equity (two hours)**

2. **Executive Functions and Literacy (six hours)**
   - Introdction to Executive Functions and Literacy
   - For Executive Functions, Context Matters
   - Skill Building for Executive Functions

3. **Foundational Skills (14 hours)**
   - What is Excellent Foundational Skills Instruction
   - Phonological and Phonemic Awareness
   - Phonics and Word Recognition
   - Decoding, Fluency, and Connected Text
   - The Foundational Skills Block

4. **Comprehension (11 hours)**
   - Making Sense of Complex Text
   - Building Knowledge and Vocabulary Through Text
   - Evidence-Based Discussion and Writing
   - Goal Setting and Action Planning

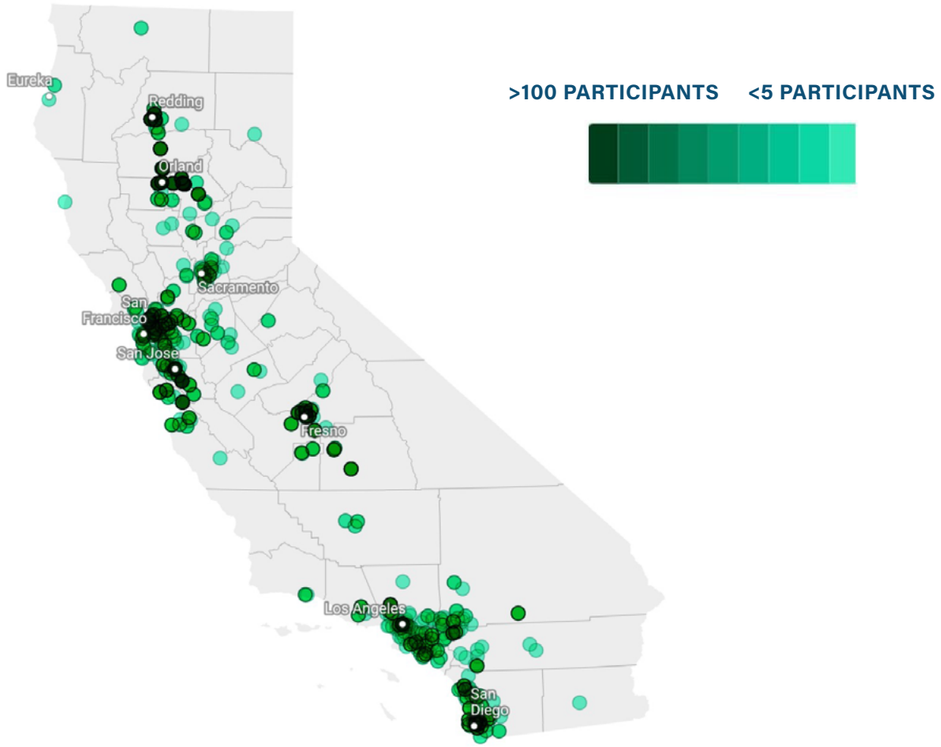
5. **Intensive Intervention (one and a half hours)**
   - Introduction to Intensive Interventions
   - The Five Steps of Data-Based Individualization
   - The Taxonomy of Intervention Intensity

During 2024-2025 programming, courses were hosted on the learning management system (LMS) Thinkific, which allowed project leadership to track individual participant enrollment and engagement.

The survey associated with the online course collected demographic information from all participants. A total of 129 districts were represented across online course survey responses during 2024-2025, reflecting 15% of all districts across California. Educators across 269 schools were represented in responses. Of those, 22 schools across 10 districts were directly affiliated with Project ARISE as a District-School Partner either between 2023-2024 or 2024-2025. These participants represented 7% of all responses, indicating that the online course has a much wider reach than the schools it serves directly. Figure 3 shows the spread and density of 2024-2025 participation across California.

Figure 3: Statewide Engagement

Map of statewide engagement in Project ARISE Online Course



FACE-TO-FACE WORKSHOPS

Project ARISE additionally offered workshops associated with the online courses to the statewide audience. The nine 2024-2025 workshops were led by SDCOE as well as content partners TNTP, The Center, La Verne, and NCII. Workshops had 1,513 registrants and 250 attendees. All workshops were recorded and posted online for continued access, resulting in 343 total views. Table 1 highlights the workshop offerings and the associated organization, as well as the total registered, attendees, and views.

Table 1 : Statewide Workshop Participation

Participation in statewide workshops

2024-25 STATEWIDE WORKSHOP SERIES	REGISTERED	ATTENDED	VIEWS
Whole Child Lens on Literacy (The Center)	183	18	44
Centering Complex Text (TNTP)	200	67	32
Progress Monitoring & Choosing the Right Tool (NCII)	212	23	59
Biliteracy Part 1 (SDCOE)	154	25	39
The Role of Stress & Emotions in Literacy (The Center)	208	37	30
Biliteracy Part 2 (SDCOE)	156	13	37
Building Knowledge and Vocabulary (TNTP)	183	23	32
Using Progress Monitoring Data (NCII)	145	26	37
Neuroscience & Dyslexia (La Verne)	72	18	33
Total	**1513**	**250**	**343**

COUNTYWIDE AUDIENCE

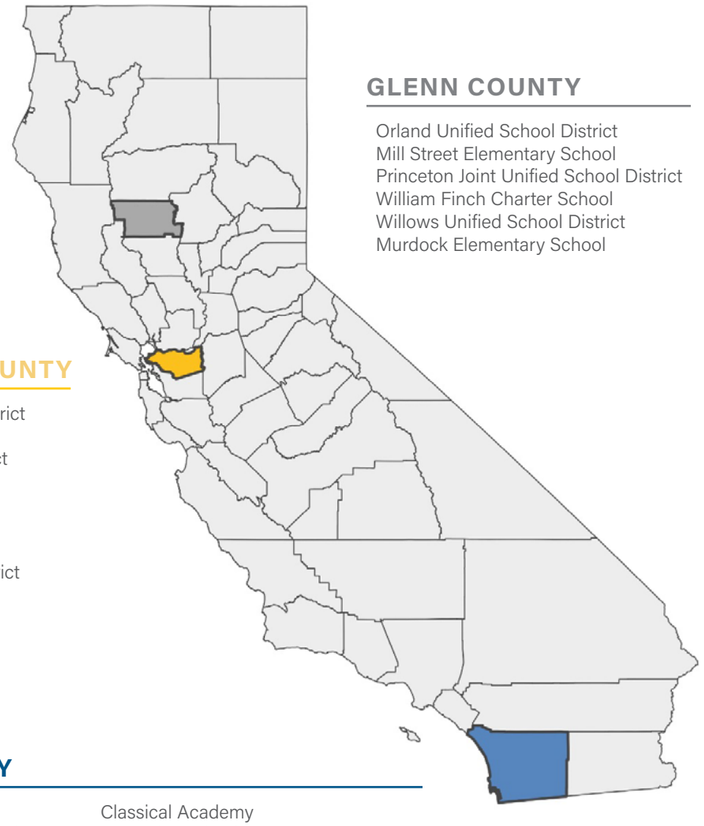
Project ARISE offered activities available to all districts within San Diego County, Glenn County, and Contra Costa County. During 2024-2025, these county-wide activities open to all districts focused on topical book studies, the Reading Difficulties Risk Screener (RDRS), and other ad hoc support. Most activities were offered directly to schools and districts participating as District-School Partnership sites. This included virtual and in-person activities, as well as a year-long continuous improvement process called the Literacy Leadership Network (LLN).

DISTRICT-SCHOOL PARTNERS

A total of 11 districts/charter management organizations, and 22 schools joined Project ARISE in 2024-2025 across the three counties. All LEAs that participated in District-School Partnership activities across San Diego, Contra Costa, and Glenn Counties are included in Figure 4.

Figure 4: 2024-2025 Project ARISE LEAs

2024-2025 Project ARISE counties, districts, and schools



GLENN COUNTY

Orland Unified School District
Mill Street Elementary School
Princeton Joint Unified School District
William Finch Charter School
Willows Unified School District
Murdock Elementary School

CONTRA COSTA COUNTY

John Swett Unified School District
Rodeo Hills Elementary
Martinez Unified School District
John Muir Elementary
John Swett Elementary
Las Juntas Elementary
Morello Park Elementary
Mt. Diablo Unified School District
Ygnacio Valley Elementary

SAN DIEGO COUNTY

Alpine Union School District
Boulder Oaks Elementary School
Shadow Hills Elementary School
Mountain Empire Unified School District
Campo Elementary School
Clover Flat Elementary School
Descanso Elementary School
Potrero Elementary School
Classical Academy
Coastal Academies
Oceanside Unified School District
Pablo Tac Elementary School
Foussat Elementary School
South Oceanside Elementary School
Ivey Ranch Elementary School
Stuart Mesa Elementary School

LITERACY LEADERSHIP NETWORK

All District-School Partnership sites participated in the LLN, which replaced the Implementation Network. The LLN convened virtually and led participants through a continuous improvement process aligned with a local literacy plan. These quarterly meetings, outlined below in Table 2, asked participants to engage in a Plan-Do-Study-Act cycle tied to a literacy goal and measured through local literacy data, student work, or other formative assessments. Site-based LLN huddles took place across each county with the support of Project ARISE leaders. Responding to 2023-2024 findings, project leadership made collaboration between and among participating districts a core component of the LLN. The LLN teams were composed of school-based staff as well as district leadership. Project ARISE leadership outlined the following outcomes from the LLN:

1. Use continuous improvement and implementation science to understand your system, develop a plan, and learn your way into solutions.
2. Refine leadership knowledge and skills needed to lead literacy initiatives and navigate implementation challenges.
3. Collaborate and network with others from across the state who share similar problems of practice. Anticipated problems of practice might include assessment, curricular coherence, Science of Reading and multilingual learners, and leading biliteracy programs.

Table 2: Participation in Literacy Leadership Network

Participation in statewide workshops

2024-25 LITERACY LEADERSHIP NETWORK MEETINGS	ATTENDED
Literacy Focus Area to Root Cause Analysis	18
From Causes to Change Ideas	67
Putting Ideas to the Test, PDSA Cycle Round 1	23
Data Review & PDSA Cycle Round 2	18
Total	**250**

EVALUATION METHODOLOGY

The evaluation of Project ARISE is led by the San Diego County Office of Education Evaluation Team. The evaluation includes three phases (planning, formative, and summative), and data collection and reporting will span the phases where appropriate.

The formative and summative phases have been driven by the logic model developed during the initial planning phase of this evaluation. Additionally, the evaluation team has collaborated with key partners to develop data collection protocols. The evaluation team's approach focuses resources on the collection of rich and varied data types, both qualitative and quantitative, and has engaged a team with expertise in coordinating findings from these different types of data in all phases of the project. Using mixed methods in both the formative and summative evaluations, rather than a singular qualitative or quantitative approach to each one, provides continuity throughout the grant period as well as nuanced and informative evaluation reporting.

The evaluation of Project ARISE was organized around key evaluation questions co-constructed in partnership with the program leadership. These questions were both formative and summative in nature, supporting the ongoing development and implementation of Project ARISE while also supporting program leadership's understanding of the project's ongoing impact. This report focuses on formative questions to support the continued implementation of Project ARISE and summative questions to encourage sustainability and learning-in-action.

A comprehensive list of evaluation questions with accompanying data sources can be found in the appendix (Appendix A). The data collection during the 2024-2025 reporting period attempted to respond to these questions through the triangulation of multiple data sources. The following formative and summative questions were most salient during this reporting period:

1. To what extent are new practices from professional learning being implemented by educators at District-School partner sites?
2. For educators at District-School partner sites, how are classroom environments changing in terms of:
    - Instructional content
    - Educator practices and behaviors
    - Student interactions and engagement
3. To what extent did the project meet its outcomes?
    - Support paraprofessionals, support staff, teachers, and administrators to:
        i. develop evidence-based literacy and biliteracy instruction
        ii. apply interventions
        iii. utilize screening strategies
        iv. develop students' executive functioning skill
    - Serve diverse learners, including early learners, English learner students, pupils with disabilities, and pupils with dyslexia

Our evaluation approach focuses resources on the collection of rich and varied data types, both qualitative and quantitative, and coordinates findings from these different types of data in all phases of the project to respond to the above evaluation questions. We use a mixed methods approach throughout our evaluation to provide nuanced and informative evaluation reporting.

METHODS

INTERVIEWS

We conducted interviews with two audiences, program leadership and District-School Partnership participants. Interviews were guided by protocols jointly constructed with program leadership. In our interviews with project leadership, we gathered perspectives on the implementation and sustainability of Project ARISE from all participating organizations. This included project leadership from the three county offices of education: Contra Costa County Office of Education, Glenn County Office of Education, and San Diego County Office of Education. These interviews also included all partner organizations: TNTP, The Center for Whole Child Education (The Center), National Center for Intensive Intervention (NCII), University of La Verne, and University of California San Francisco (UCSF). Interviews with project leadership surfaced their perspectives on the successes and challenges in program design, collaboration, implementation within districts and schools, and program sustainability.

Interviews with participants in District-School Partnership sites included district leaders (n=4), school leaders (n=4), and classroom teachers (n=15) from participating LEAs. These interviews included participants in Contra Costa County (n=4), Glenn County (n=3), and San Diego County (n=16) receiving support from the project's three county offices of education: CCCOE, GCOE, and SDCOE. Each interview lasted between 45 minutes to 1 hour. These interviews gathered perspectives on in-person professional development, virtual Literacy Leadership Network meetings, the implementation of new instructional practices, and any successes and challenges they had experienced working with Project ARISE. Interviews were predominantly conducted virtually. Three interviews were conducted in person. Interviews were transcribed through a digital transcription service. Interviews were then descriptively coded and thematically analyzed. Although some codes reflected learning from the research literature, others were developed inductively (Boyatzis, 1998), allowing themes to emerge organically through analysis.

SURVEY

To evaluate the ongoing experiences and learning of Project ARISE online course participants, the program has administered a pre- and post-course survey, embedded within the online courses. The survey aims to assess the degree to which participants have developed new knowledge, skills, and beliefs because of online course participation. A major goal of Project ARISE is to positively impact the instructional practices of educators through high-quality, open-access professional development. This survey was jointly constructed with the Project ARISE leadership team. Partner organizations created items that corresponded to the goals and objectives of their online courses. Pre-course surveys were administered to participants in the following courses: Part 1: Executive Functions; Part 2: Literacy as Equity; Part 3: Foundational Skills; and Part 5: Intensive Intervention. Post-course surveys were administered to participants in the following courses: Part 1: Executive Functions and Literacy; Part 3: Foundational Skills; Part 4: Comprehension; and Part 5: Intensive Intervention. We recorded and analyzed 1,657 survey responses, completed between July 1, 2024, and June 30, 2025.

In response to the 2023-2024 findings, the Project ARISE team added a Pulse Check Survey administered to understand the perspectives of participants in county and state-wide activities, tracking participant perceptions of the quality, relevance, and usefulness of activities immediately after participation. We recorded and analyzed 110 responses to the Pulse Check Survey.

OBSERVATIONS

The Project ARISE Evaluation Team and Project Leadership observed 85 classrooms across three counties and ninedistricts participating in Project ARISE as a District-School partner. Observations were guided by the Classroom Assessment Scoring System (CLASS®) from Teachstone. CLASS® provides an in-depth understanding of the interactions between educators and students. Originally developed by researchers at the University of Virginia, CLASS® is known for its ability to assess and measure the effectiveness of instruction through the quality of student-teacher interactions (Mashburn, 2008; Hamre, 2013; Ansari, 2018). CLASS® offers a research-based framework that supports an unbiased and descriptive view of instruction through three domains: emotional support, classroom organization, and instructional support. Within each domain are multiple dimensions, illustrated in Tables 3 and 4.

Table 3: CLASS® Domain Descriptions

CLASS® domain descriptions

DOMAIN	DESCRIPTION
Emotional Support	The degree of warmth, respect, and evidence of close relationships; sensitivity and responsiveness to children's needs; support for children's autonomy; and lack of negativity.
Classroom Organization	The teacher's management of class time and attention to get the most learning out of every day; efficient routines and transitions; proactive behavior management; and active facilitation of learning.
Instructional Support	The teacher's use of strategies that support higher order thinking and connections between concepts; use of scaffolding (hints) and individual feedback to support learning; and use of strategies to promote language.

Table 4: CLASS® Dimension Descriptions

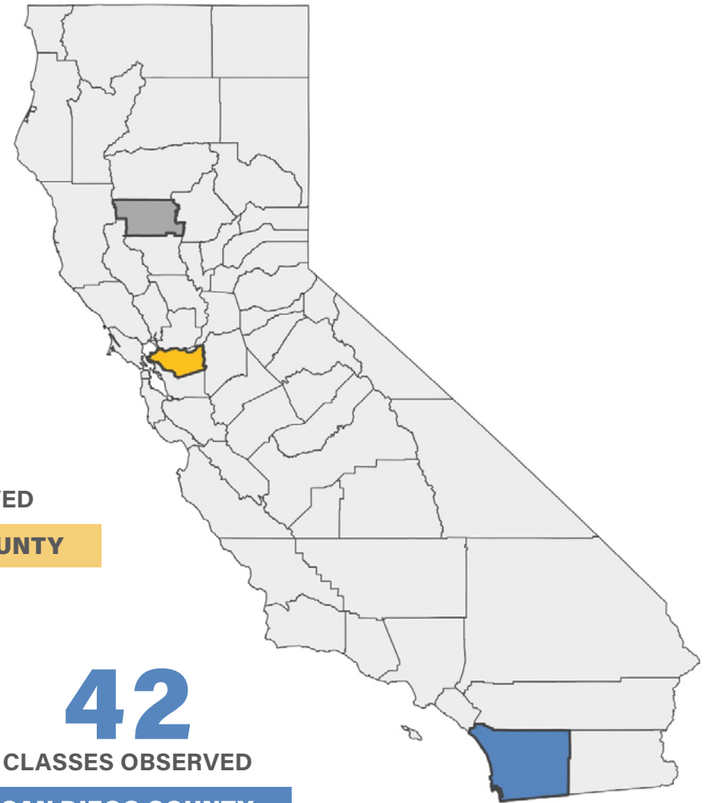
CLASS® dimension descriptions

DOMAIN	DIMENSION	DESCRIPTION
Emotional Support	Positive Climate	Considers the comfort, warmth, and respect displayed in teachers' and students' interactions with one another and the degree to which they display enjoyment during learning activities.
	Negative Climate	Reflects the level of expressed negativity such as anger, hostility, or aggression demonstrated by teachers and/or children.
	Teacher Sensitivity	Encompasses teachers' awareness of and responsivity to students' individual academic and social-emotional needs.
	Regard for Student Perspectives	The degree to which teachers' interactions with students emphasize students' interests and ideas and promote child autonomy rather than being very teacher-directed.
Classroom Organization	Behavior Management	Encompasses teachers' use of effective methods to prevent and redirect misbehavior by communicating clear behavioral expectations and minimizing time spent reacting to behavioral issues.
	Productivity	Considers how well teachers manage instructional time, transitions, and routines so that students have maximal opportunities to learn.
	Instructional Learning Formats	The degree to which teachers maximize students' engagement by providing clear learning objectives, interesting materials, and facilitation.
Instructional Support	Concept Development	The degree to which instructional discussions and activities promote students' higher-order thinking skills versus rote learning.
	Quality of Feedback	Involves how teachers provide feedback focused on expanding children's learning and understanding versus correctness.
	Language Modeling	Involves teachers using language-facilitation techniques including: self- and parallel talk, open-ended questions, repetition and extension, and use of advanced vocabulary.

Trained observers used the scoring system within classrooms across District-School Partnership sites in San Diego County, Glenn County, and Contra Costa County. Scores for each dimension range from 0-7 (0-2 = low, 3-5 = mid, 6-7 = high). Each observation reflected at least four classrooms and a minimum of 10 minutes and maximum of 20 minutes in each classroom. We aggregated scores at the school and county level and compared to threshold values, which indicate the level at which this domain becomes effective in the context of instruction (Theriault et al., 2020; Williford, 2022).

18
CLASSES OBSERVED
GLENN COUNTY

25
CLASSES OBSERVED
CONTRA COSTA COUNTY



42
CLASSES OBSERVED
SAN DIEGO COUNTY

The project team chose the CLASS® observational tool for Project ARISE in part for its ability to assess instructional and classroom qualities that support the development of executive functions, represented in both the Classroom Organization and Emotional Support domains. Research has demonstrated that supportive, responsive, and warm teacher-student interactions support children to develop social and emotional skills (Johnson et al., 2013), all captured within the Emotional Support domain of CLASS®. Additionally, children develop stronger self-regulation in classrooms characterized by clear organization and classroom management (Rimm-Kaufman et al., 2009), captured within the Classroom Organization domain of CLASS®.

DATA ANALYSIS

The following analysis reflects the nuanced approach to data collection taken by the evaluation team to ensure we understood the experiences of participants across multiple levels of program support, as well as program leadership and development, when responding to our evaluation question. Analysis includes qualitative and quantitative data collected through interviews, surveys, observations, and document review. While our data collection and formative evaluation processes were informed by the full list of evaluation questions, in this report we respond to three key questions that encapsulate multiple evaluation questions. A comprehensive list of evaluation questions with accompanying data sources can be found in the appendix (Appendix A). Data analysis will be organized by the following evaluation questions:

1. To what extent are new practices from professional learning being implemented by educators at District-School partner sites?
2. For educators at District-School partner sites, how are classroom environments changing in terms of:
    - Instructional content
    - Educator practices and behaviors
    - Student interactions and engagement
3. To what extent did the project meet its outcomes?
    - Support paraprofessionals, support staff, teachers, and administrators to:
        i. develop evidence-based literacy and biliteracy instruction
        ii. apply interventions
        iii. utilize screening strategies
        iv. develop students' executive functioning skill
    - Serve diverse learners, including early learners, English learner students, pupils with disabilities, and pupils with dyslexia

IMPLEMENTATION

Our first evaluation question explored the extent to which educators are implementing Project ARISE learning. We utilized the SWIFT Education Center's four stages of implementation to categorize the extent to which Project ARISE practices and systems had been integrated into systems, focusing on District-School Partnership sites, where it was possible to monitor ongoing change to classrooms, schools, and districts. The SWIFT Education Center of the University of Kansas supports LEAs to implement MTSS across sites and systems through its Fidelity Integrity Assessment (FIA). The four stages of implementation are:

1. **Laying the Foundation:** No components are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of components.
2. **Installing:** One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

3. **Implementing:** All components are in place and starting to make systemic changes.
4. **Sustaining Schoolwide:** All components are in place PLUS overall effectiveness is monitored and continuously improved.

While the SWIFT FIA is a self-assessment used by LEAs to determine the level of MTSS implementation across multiple domains, the levels are a useful reference point to understand the degree to which new practices are being adopted in order to create systems change. We additionally used the Kirkpatrick Model to evaluate early stages of implementation across all contexts, to determine the likelihood that new practices would be put in place. Calling on this model, we would expect participants in Project ARISE professional development to first integrate new concepts into their own skillset and belief system, prior to participant behavior change (Kirkpatrick, 2016).

We primarily answered the first evaluation question through interview data and survey responses on both a pre- and post-course survey as well as a post-activity survey, to understand participants' own reactions to Project ARISE trainings, as well as the learning they acquired from activities and online courses. Evaluation question two responded more directly to changes to classroom environment, which would reflect evidence of sustained implementation of Project ARISE practices. Our response to evaluation question one focused primarily on changes to participants' knowledge, skills, beliefs, and reported behavior. We begin by first exploring participant responses to Project ARISE professional development, then evidence of changes to beliefs, skills, knowledge, and behavior.

PARTICIPANT RESPONSES TO PROFESSIONAL DEVELOPMENT

We used the Pulse Check Survey and interviews to understand the extent to which participants found Project ARISE professional learning to be engaging, relevant, and useful to their work. The Pulse Check Survey, administered to over 300 statewide and countywide activity participants, asked respondents to consider the quality, relevance, and usability of the activity (California Collaborative for Educational Excellence, n.d.). 110 participant responses were recorded. The activities included the following: conference sessions (n=8), the dyslexia simulation (n=5), Literacy Leadership Network meetings (n=5), the virtual community of practice (n=26), and workshops (n=66). Responses do not represent total participation in the activities and represent only a snapshot of the perceptions of respondents. Total responses to the Pulse Check Survey reflect uneven administration of the survey directly after activities, as well as low completion rates. Completion rates were 25% for workshops and 30% for Community of Practice meetings, which together represented 84% of all Pulse Check Survey responses. The n sizes of other activities remain too small to highlight individually, but responses are included in Table 5 illustrating ratings for all activities. Selection and non-response biases are likely impacting responses and should be considered when interpreting Pulse Check Survey ratings.

Respondents to the Pulse Check Survey overwhelmingly found Project ARISE offerings to be high quality, highly relevant to their work, and highly usable. The following table shows total responses and responses for all activities, with both the number of responses and percentage of responses shown.

Table 5: Pulse Check Survey

Pulse Check Survey ratings across all activities

Ratings for All Activities (n=110)	LOW RATING Count	LOW RATING Percent	AVERAGE RATING Count	AVERAGE RATING Percent	HIGH RATING Count	HIGH RATING Percent
Quality	0	0%	11	10%	99	90%
Relevance	0	0%	16	14.55%	94	85.45%
Usability	1	0.91%	15	13.64%	94	85.45%
Total	**1**	**0.30%**	**42**	**12.73%**	**287**	**86.97%**

Ratings for Community of Practice Meetings (n=26)	LOW RATING Count	LOW RATING Percent	AVERAGE RATING Count	AVERAGE RATING Percent	HIGH RATING Count	HIGH RATING Percent
Quality	0	0%	0	0%	26	100%
Relevance	0	0%	1	3.85%	25	96.15%
Usability	0	0%	1	3.85%	25	96.15%
Total	**0**	**0%**	**2**	**2.56%**	**76**	**97.44%**

Ratings for Workshops (n=66)	LOW RATING Count	LOW RATING Percent	AVERAGE RATING Count	AVERAGE RATING Percent	HIGH RATING Count	HIGH RATING Percent
Quality	0	0%	5	7.58%	61	92.42%
Relevance	0	0%	10	15.15%	56	84.85%
Usability	1	1.52%	9	13.64%	56	84.85%
Total	**1**	**0.51%**	**24**	**12.12%**	**173**	**87.37%**

Interviews were conducted with participants from District-School Partnership sites in San Diego County, Contra Costa County, and Glenn County. From interviews with district leaders (n=4), school leaders (n=4), and classroom teachers (n=15) across all three counties, participants expressed satisfaction with the professional development they received from county offices of education. They trusted each county office to present best practices to them in "bite-sized" and actionable formats. Whether participants discussed "Power Hour," "Lesson Study," "Institutes," or "coaching," they were able to specifically name strategies that they had learned from these professional development opportunities. More importantly, teachers discussed the ways they were "trying out" specific strategies with colleagues in their schools, and school principals and teachers on special assignment discussed observing these practices throughout their schools during their observations and instructional coaching. Across all three counties, teachers and administrators discussed the use of Project ARISE practices within classrooms.

Calling on a Training of Trainers (ToT) model, SDCOE Project ARISE leadership delivered professional development to teachers participating as "lead learners" or "literacy leads" at SDCOE's main campus. Teachers were then tasked with leading learning at their sites. For many teachers, this experience was positive and they reported uptake of strategies beyond their classrooms. As one teacher said of her experience leading professional development on Project ARISE strategies at her site, "It ended up being such a collaborative thing where other teachers felt like they can participate and bring things, which was great. Personally I think that is part of being a leader and making a good environment where everybody feels comfortable. It developed a passion for actually wanting to do more with that and share my knowledge." The ToT model in San Diego County effectively created opportunities for teachers to lead professional development at their sites, which was overall positive for all teachers trained. The degree to which those practices were taken up by teachers outside of those trained at SDCOE varied by school. Teachers who led learning, though, did report a deep understanding of the Project ARISE practices learned at SDCOE trainings.

Participants in statewide, countywide, and District-School level activities value Project ARISE professional development, which has built their confidence to try new instructional practices in the classrooms and lead learning among their colleagues.

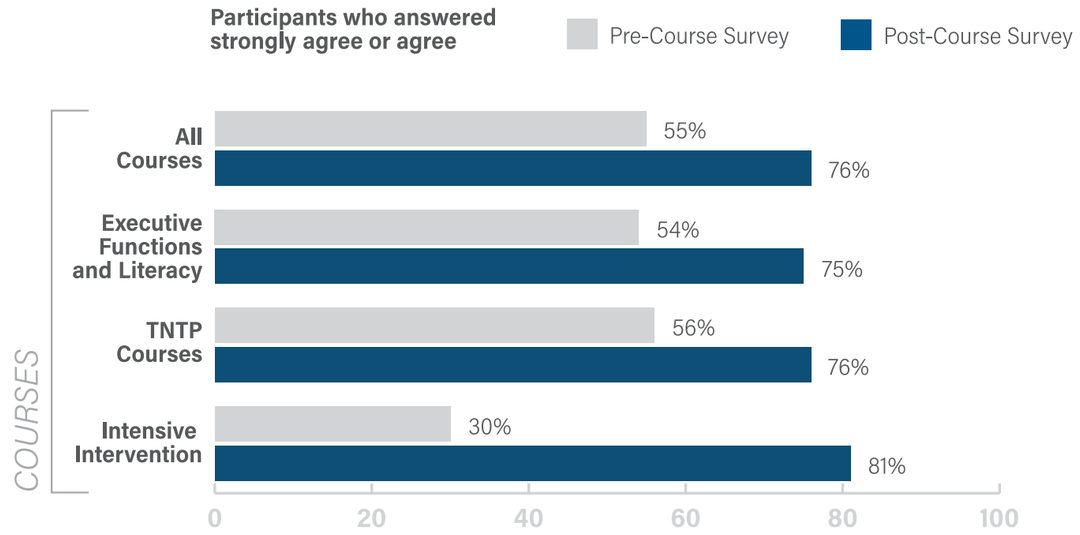
PARTICIPANT LEARNING FROM PROFESSIONAL DEVELOPMENT

To understand the extent to which participants developed new knowledge, beliefs, skills, and confidence from Project ARISE professional development, we analyzed pre- and post-course survey responses and interview data. Together, these reflect participation in Project ARISE professional development across the state. Pre- and post-course surveys were administered to all participants in the online course, some of whom were affiliated with District-School Partnership sites and others who joined Project ARISE as individuals interested in engaging in the course offerings. Course surveys provide a glimpse into the learning resulting from the online professional development offerings. Interviews delve more deeply into the impact of in-person support offered to District-School Partnership sites across San Diego, Contra Costa, and Glenn counties.

Statewide Participant Learning

The evaluation team recorded a total of 2,421 survey responses and analyzed 1,657 complete survey responses between July 1, 2024, and June 30, 2025. 73% of respondents opted to complete the survey (n=1,767) and 27% (n=653) opted out of completing the survey. 6% (n=110) of respondents opting into the survey did not complete the survey and could not be included for analysis. Roughly 460 of analyzed responses were unique participants, indicating they completed a survey only once for one course. All remaining responses were repeat participants within the courses, either completing both a pre- and post-course survey or completing surveys for multiple courses.

The pre- and post-online course survey attempted to gauge changes to participants' knowledge, skills, attitude, and confidence related to foundational literacy and comprehension, executive functions, and intensive intervention strategies. Respondents in all courses demonstrated growth between pre- and post-course survey administration. The percentage of participants who strongly agreed or agreed with survey items increased from before to after course participation. Strongly agree or Agree indicated the participant understood the content and/or demonstrated desired beliefs about themselves or children, which would have resulted from new learning. Disagree or strongly disagree indicated the participant did not understand new content and/or did not demonstrate desired beliefs.



These results mirror post-course survey responses from the 2023-2024 reporting period. Overall, the online course sequence continues to result in positive growth on the post-course surveys across all courses.

County and District-School Partnership Learning

Virtual and in-person Project ARISE activities also resulted in perceptions of learning and growth, according to participant interviews. District-level participants and school leaders discussed changes in beliefs and practices in teachers. Teachers discussed developing new perspectives on literacy instruction and provided examples of how new strategies were impacting their students. Some teachers discussed the positive impact Project ARISE strategies had on their students' performance on local literacy assessments. As one teacher reported, "This is the most growth I've had in sight words on the phonics test, basic phonics skills test and reading levels. My trimester one scores to my trimester 2 scores for reading, I had kids jump 3 to 4 levels in reading." Some teachers reported that students receiving instruction in classes implementing the Project ARISE strategies were making more growth on local literacy assessments than grade levels or classes not implementing the change idea. Other teachers compared the performance of their students this year to their students in previous years and anecdotally noted that their students this year were making more progress, which they attributed to Project ARISE strategies.

> *"This is the most growth I've had in sight words on the phonics test, basic phonics skills test and reading levels.*

The LLN process was also regarded as useful for participants. The LLN allowed for teams to collaborate across roles and schools with the support of county office and partner organization facilitators. Unlike the Implementation Network from 2023-2024, the LLN effectively brought focus to system level change at many sites. While this systems-change process is far from complete, participants did describe the LLN in system-level terms. Support for system-level change was a Project ARISE goal that had, until this year, not been effectively achieved. Participants this year felt the continuous improvement model was effective at supporting system-level change at District-School Partnership sites. One teacher described the impact that the continuous improvement process through the LLN had on her district: "I think that it just supported the things that we were already doing with giving it a deeper lens, and more of a framework. I think that the process of going through the fishbone and identifying root causes and needs, it brought more people into the work and it gave more of the foundation that that we needed."

Importantly, for multiple teachers the LLN was also an opportunity to develop their own leadership. The LLN's focus on PDSAs situated classroom instruction within a systems-change framework. Many teachers in the LLN consistently reported "trying out" Project ARISE strategies related to a "problem of practice" they had identified at their site. This allowed teachers to collaborate meaningfully with administrators from schools and districts to co-design instructional solutions to systemic problems. As one teacher said of her participation in the LLN, "It was nice to come back as a team on those Zoom meetings and be like, 'This is where we're really working. This is what we need, and we are as a team are constantly, how do we improve?' Those LLN meetings and during the breakout rooms were really good for those in those teacher roles to share with each other how we're making it work with our teams." Another teacher reported on the importance of collaborating with teachers and administrators from across the entire state: "Hearing Southern California versus Northern California was a nice thing to see. Not everybody chose the same thing, so you could see which school districts and which sites what their focus was. It's nice to just see other sites implement something."

> *Those Literacy Leadership Network meetings and during the breakout rooms were really good for those in those teacher roles to share with each other how we're making it work with our teams.*

Overall, when participants are engaged in Project ARISE activities, they find those activities relevant to their work and lives, and they are developing new knowledge, skills, and confidence around continuous improvement and the implementation of Project ARISE concepts. In terms of the Kirkpatrick levels of training, the data suggest that participants in online courses and other statewide activities are reacting positively to Project ARISE activities and are demonstrating the development of new knowledge, skills, and beliefs as a result of these activities. In terms of the SWIFT stages of implementation at District-School Partnership sites, these data indicate that participating LEAs are in the second stage of implementation, Installing. While all components are not yet in place, many components are in place across classrooms and clear plans exist within sites to continue to spread new learning and practices to support evidence-based literacy instruction.

> *The Literacy Leadership Network sometimes was challenging because it was like the systems work, but as the literacy lead teacher, I really appreciated working at that level where it was more about the systems and the school improvement.*

CLASSROOM ENVIRONMENT

Our second evaluation question explored the extent to which classroom environments changed at District-School Partnership sites as a result of Project ARISE participation, with a focus on instructional content, educator practices and behaviors, and student interactions and engagement. We answered this question primarily through CLASS® observations, which we analyzed both quantitatively and qualitatively. Observations provided insight into the quality of student-teacher interactions, teacher instruction, and lesson design. Additionally, comparisons between Project ARISE classrooms from 2023-2024 and 2024-2025 provide insight into the changes to the instructional environments in participating schools.

QUANTITATIVE ANALYSIS OF OBSERVATIONAL DATA

Trained CLASS observers observed 85 classrooms across 9 District-School Partnership sites in San Diego County, Glenn County, and Contra Costa County. Classes were taught in English and in Spanish across all three counties. Class subjects observed included literacy, math, science, social studies, art, socio-emotional learning, and none. Grade levels ranged from TK-7. 70 classrooms observed represented grades K-4 and 4 classrooms were multi-grade literacy intervention groups.

Scores for each CLASS dimension range from 0-7 (0-2 = low, 3-5 = mid, 6-7 = high). Each observation reflected at least four classrooms and a minimum of 10 minutes and maximum of 20 minutes in each classroom.

Multiple studies have established thresholds for minimum domain levels to ensure positive impacts on children (Theriault et al., 2020; Williford, 2022). A score of 5 for Emotional Support and Classroom Organization domains and 3.25 for Instructional Support domain are a necessary baseline. Below these thresholds, students may not be experiencing the kind of instruction needed to maintain academic and emotional growth. Nationally, the Emotional Support and Classroom Organization domain thresholds are notably higher than the threshold for the Instructional Support domain (Williford, 2022).

The evaluation team aggregated scores at the school and county level and compared scores to threshold values, as well as national comparison data. In all three counties, observers noted slightly higher Classroom Organization scores than Emotional Support, though these two domains were highly correlated. In all three counties, Instructional Support scores were much lower than the other domains and were not meeting the threshold. Table 7 illustrates the domain and dimension scores across all three counties, with national comparison data included. For detailed information about each county, see the appendix (Appendix B). National comparison data from the Office of Head Start is only available for pre-school settings but uses the same scoring manual that was used for Project ARISE observations. Table 6 illustrates 2020 national comparison data (HeadStart.gov, 2025). The national mean is included in the overall table.

Table 6: CLASS® National Comparison

CLASS® Dimension and Domain Descriptive Statistics: 2020 National Comparison

CLASS® DOMAINS/DIMENSIONS	MEAN	STANDARD DEVIATION	RANGE
Emotional Support Domain Average	**6.03**	**.21**	**5.42-6.42**
Positive Climate	5.98	.28	5.17-6.61
Negative Climate (reverse coded)	5.91	.08	5.5-7
Educator Sensitivity	5.88	.30	5.06-6.63
Regard for Child Perspective	5.33	.38	4.10-6.19
Classroom Organization Domain Average	**5.78**	**.31**	**5.06-6.56**
Behavior Management	5.96	.33	5.29-6.75
Productivity	6.07	.35	5-6.81
Instructional Learning Formats	5.32	.37	4.43-6.14
Instructional Support Domain Average	**2.94**	**.40**	**2.11-3.88**
Concept Development	2.46	.41	1.76-3.46
Quality of Feedback	2.90	.40	2.08-3.88
Language Modeling	3.45	.48	2.22-4.50

Table 7: CLASS® Project ARISE

CLASS® Dimension and Domain Descriptive Statistics: All Project ARISE Sites

CLASS® DOMAINS/DIMENSIONS	MEAN	STANDARD DEVIATION	RANGE	NATIONAL COMPARISON MEAN
Emotional Support Domain Average	**5.25**	**1.03**	**2.25-6.75**	**6.03**
Positive Climate	5.54	1.62	1-7	5.98
Negative Climate (reverse coded)	6.78	0.61	3-7	5.91
Educator Sensitivity	5.05	1.44	2-7	5.88
Regard for Child Perspective	3.66	1.53	1-7	5.33
Classroom Organization Domain Average	**5.3**	**1.09**	**2.33-7**	**5.78**
Behavior Management	5.46	1.53	2-7	5.96
Productivity	5.83	1.29	2-7	6.07
Instructional Learning Formats	4.61	1.32	1-7	5.32
Instructional Support Domain Average	**3.1**	**1.27**	**1-6.33**	**2.94**
Concept Development	2.8	1.41	1-6	2.46
Quality of Feedback	3.61	1.35	1-6	2.90
Language Modeling	2.88	1.48	1-7	3.45

Table 8 below shows the percentage of the 85 Project ARISE classrooms that met or did not meet each of the three domain thresholds. For example:

- 13% of classrooms met or surpassed all three domain thresholds.
- 46% of classrooms met the thresholds for Emotional Support and Classroom Organization but did not meet the threshold for Instructional Support.
- 18% of classrooms did not meet the thresholds for two domains, and
- 20% of classrooms did not meet any of the three thresholds. These latter two categories represent 33 classrooms and indicate that many – roughly 40% – of Project ARISE classrooms have significant needs.

Table 8: Domain Thresholds

Domain thresholds met across Project ARISE classrooms

CLASS® DOMAINS				
EMOTIONAL SUPPORT	CLASSROOM ORGANIZATION	INSTRUCTIONAL SUPPORT	PERCENTAGE OF CLASSROOMS THAT MET THRESHOLDS	
✓	✓	✓	13%	Met 3 Thresholds
✓	✓	✗	46%	Met 2 Thresholds
✓	✗	✓	2%	
✗	✓	✓	0%	
✓	✗	✗	9%	Met 1 Threshold
✗	✓	✗	9%	
✗	✗	✓	0%	
✗	✗	✗	20%	Met 0 Thresholds

For districts and schools participating in Project ARISE during 2023-2024 and 2024-2025, scores were analyzed between years to account for changes. Across districts and schools participating from 2023-2025, observations demonstrated growth in the Emotional Support domain, with four of six LEAs moving from below to above the domain threshold, shown in Figure 6. Figures 7 and 8 illustrate the changes to Classroom Organization domain scores and the Instructional Support domain scores between 2023-2024 and 2024-2025. All but one LEA remained above the Classroom Organization threshold, though only one LEA made growth in that domain between years. Three LEAs made growth in the Instructional Support domain, moving above the threshold. Figure 5 illustrates overall change between LEAs participating from 2023-2025. Only one LEA saw declines, while all other LEAs saw growth between each year of participation.

Figure 5: CLASS Observation Scores

Overall change between 2023-2024 and 2024-2025 for LEAs participating between 2023-2025 across all CLASS Domains

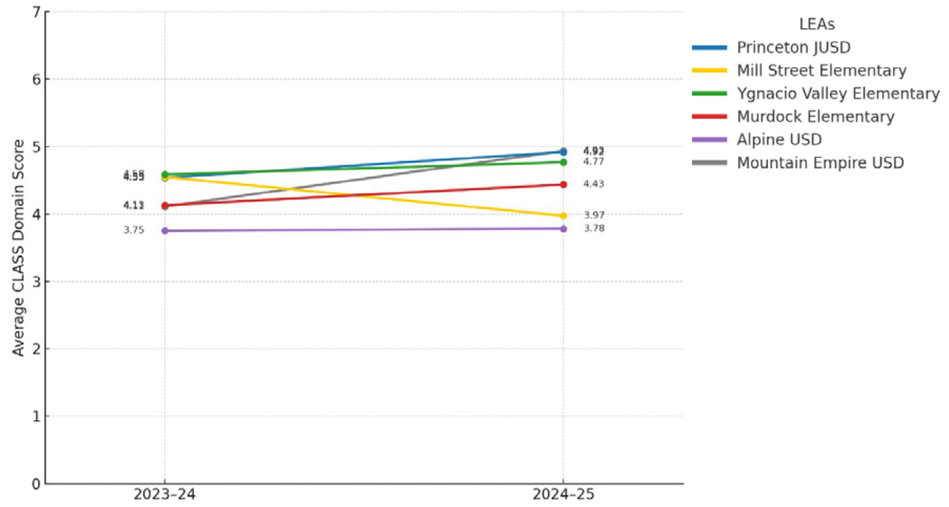


Figure 6: CLASS Emotional Support Scores

Emotional Support domain score change between 2023-2024 and 2024-2025 for LEAs participating between 2023-2025

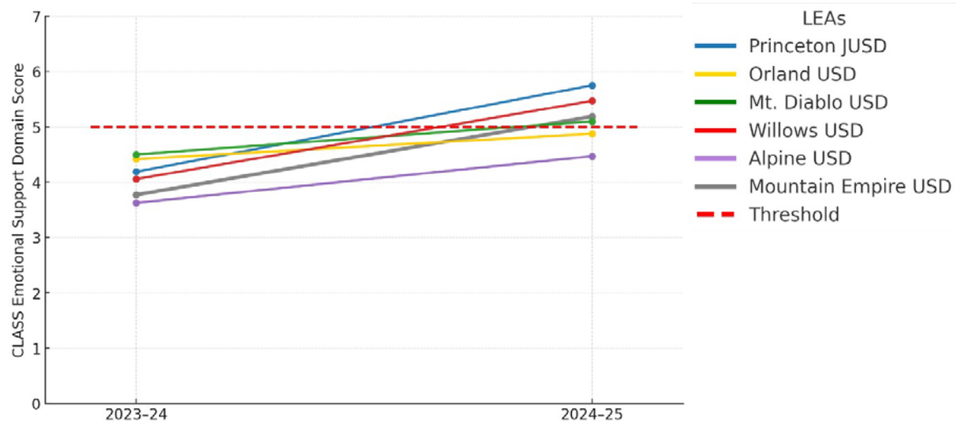


Figure 7: CLASS Classroom Organization Scores

Classroom Organization domain score change between 2023-2024 and 2024-2025 for LEAs participating between 2023-2025

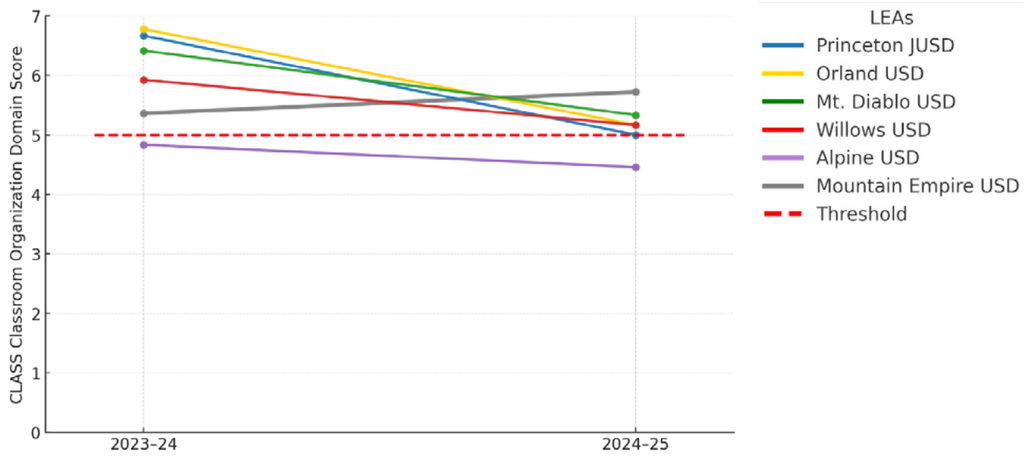


Figure 8: CLASS Instructional Support Scores

Instructional Support domain score change between 2023-2024 and 2024-2025 for LEAs participating between 2023-2025

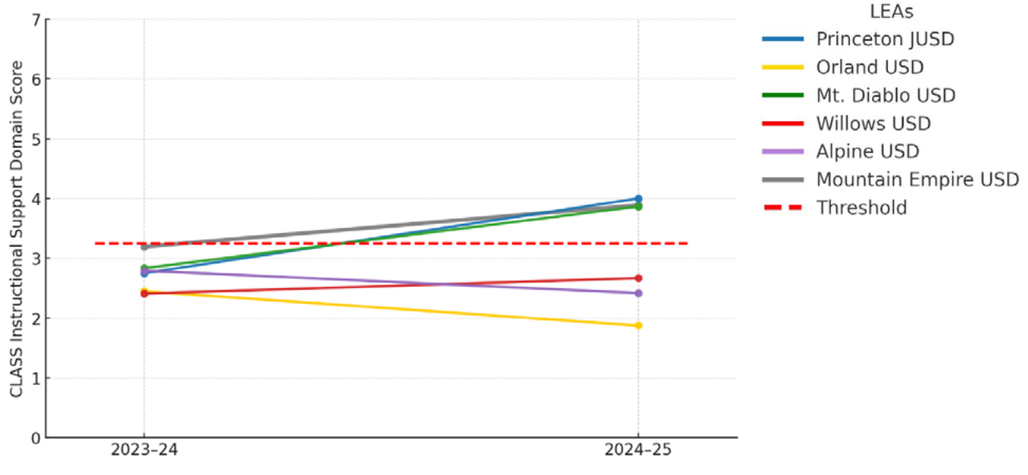
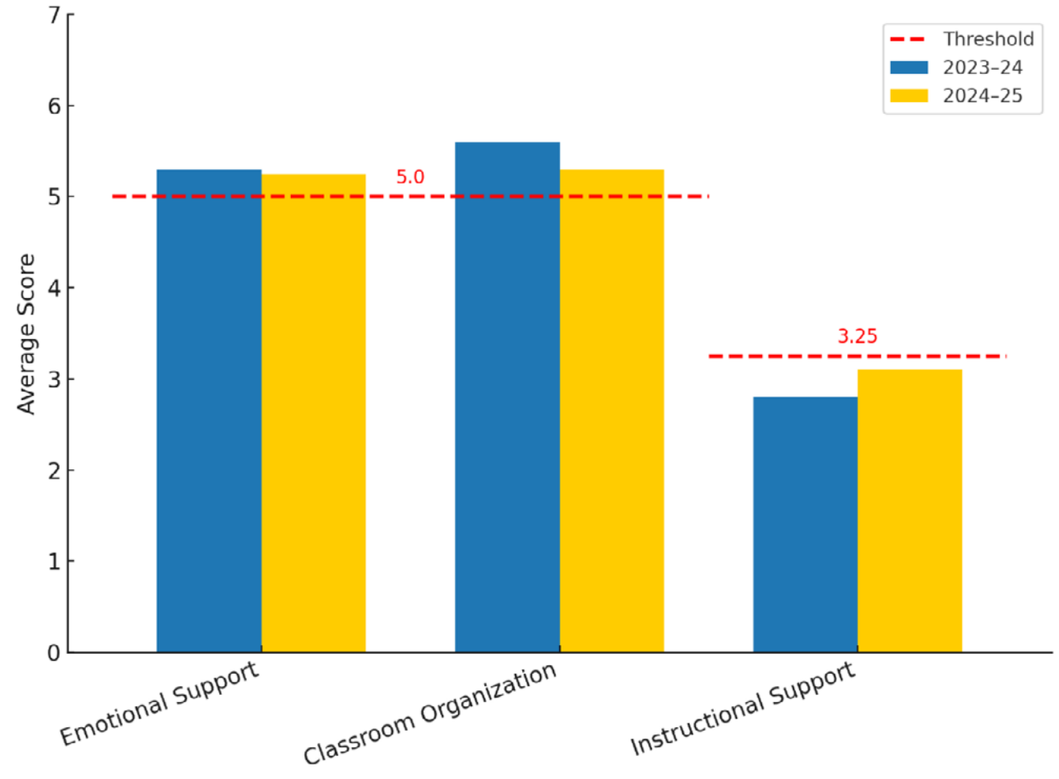


Figure 9 below illustrates all 2024-2025 CLASS domain averages compared to baseline 2023-2024 CLASS domain averages. The previous charts illustrated only sites that had participated in Project ARISE for consecutive years between 2023-2025. Figure 9 illustrates all participants each year, which includes some LEAs that ended participation after 2023-2024 and some LEAs that began participating in 2024-2025. In this comparison, scores in both Emotional Support and Classroom Organization dipped from baseline. Scores in Instructional Support rose, though not enough to meet the threshold. Earlier analysis demonstrated within differences between LEAs participating during 2023-2024 and 2024-2025, with some LEAs showing overall growth over the two years of Project ARISE participation.

Figure 9: CLASS Score Threshold

2023-2024 CLASS scores compared to 2024-2025 scores against the threshold



QUALITATIVE ANALYSIS OF OBSERVATIONAL DATA

CLASS® observations also included rich qualitative information gathered for each classroom and aligned to the 10 dimensions and 3 domains of CLASS®. Qualitative notes support the scoring of each dimension and domain. Written notes were coded and analyzed for themes. These themes add texture to the CLASS® scores and quantitative analysis. At individual classroom levels, the written observations may support instructional priorities to strengthen Project ARISE work within schools, particularly within District-School Partnership sites. This information might also support schools to implement instructional changes to more effectively teach reading. While the themes that emerged from this analysis would support more effective literacy teaching, CLASS® domains are aligned with all high-quality instruction. Each of the 85 classroom observations was coded first based on whether each met or did not meet the domain thresholds. Analysis focused on classrooms meeting all three domain thresholds (13% of all observations) and classrooms meeting no domain thresholds (20% of all observations). Of the 11 classrooms meeting all three domain thresholds, 8 focused on literacy. Of the 16 classrooms meeting no domain thresholds, 11 were focused on literacy. While subject areas were a focus of analysis, they did not emerge as a predictor of high CLASS® scores. Instead, instructional moves predicting high CLASS® scores were present and missing across all observations, irrespective of subject area. The following themes emerged from the qualitative analysis of observational data.

Rich Learning Environments Made Space for Dialogue

In classrooms meeting the Instructional Support domain, students explained their thinking, engaged in dialogue, and conversed with peers and teachers. Each of the classrooms that met all three domain thresholds included high dimension scores for the one or multiple of the following within the Instructional Support domain: Prompting Thought Processes, Frequent Conversation, or Open-ended Prompts. Teachers in these classrooms asked open-ended questions and provided opportunities for students to fully explain their thinking.

Often, teachers in these learning environments expressed genuine interest in understanding a student's thought process. For example, one teacher asked students during an interdisciplinary literacy lesson, "What do you think it represents?" Students looked at the ambiguous picture on the projector and gave ideas, all of which were accepted as possibilities, including "robot princess butterfly." In one 3rd grade math class, the teacher asked students to explain their mathematical thinking and express opinions on students' responses. The teacher asked, "How did you know that?" After the student explained her thinking, the teacher asked students, "What do you think about what she said?" A similar pattern unfolded, allowing multiple students to express divergent thinking. In one Kindergarten classroom, the teacher created opportunities for student connection to literacy concepts, focused on words beginning with "cr." "Do you guys like crust on your sandwich?" she asked, which led to a conversation between students and the teacher, using words with R blends. These high quality instructional environments were not associated with any particular subject area or grade level, indicating the opportunities inherent in all instructional environments for deep engagement, connection, and learning.

Lower-Rated Classrooms Lacked Connection, Interaction, and Warmth

In classrooms meeting no domain thresholds, there was no observed dialogue, explanation of thinking, or open-ended questioning. In most of these classrooms, there was an active lack of dialogue, reflected in very low Prompting Thought Processes, Frequent Conversation, and Open-ended Prompts dimension scores. Often the note-taking space for these dimensions was empty, indicating no examples of instruction that aligned with those dimensions.

In classrooms not meeting any domain, students often engaged with computers/tablets as one of the "center" choices. Half of classrooms meeting no domain thresholds included some or all instruction in "centers," or small groups focused on individual tasks. "Centers" as a structure depended on computers or tablets to engage one or more groups, while the teacher worked directly with a small group of students on a task, typically direct literacy instruction. These classrooms included few examples of dialogue between peers or between students and teachers. Computers and tablets often required students to remain silent and still. Additionally, students on computers and tablets rarely engaged with others about the material, unless there was a technological error. In these situations, fixing the technology was not an instructional priority because the teacher was working directly with a different group of students as a form of intervention during "centers." At times, paraprofessionals were engaged to support the completion of material on computers. As one student said to a paraprofessional about a technological issue, "If [the teacher] has time she will fix it, but she hasn't had time." This student's tablet continued to malfunction throughout the observation, resulting in behavioral issues and a disciplinary response after the student said, "I'm getting frustrated!" In this classroom, multiple students could not get their tablets to work and they stared at the screens for the entire observation.

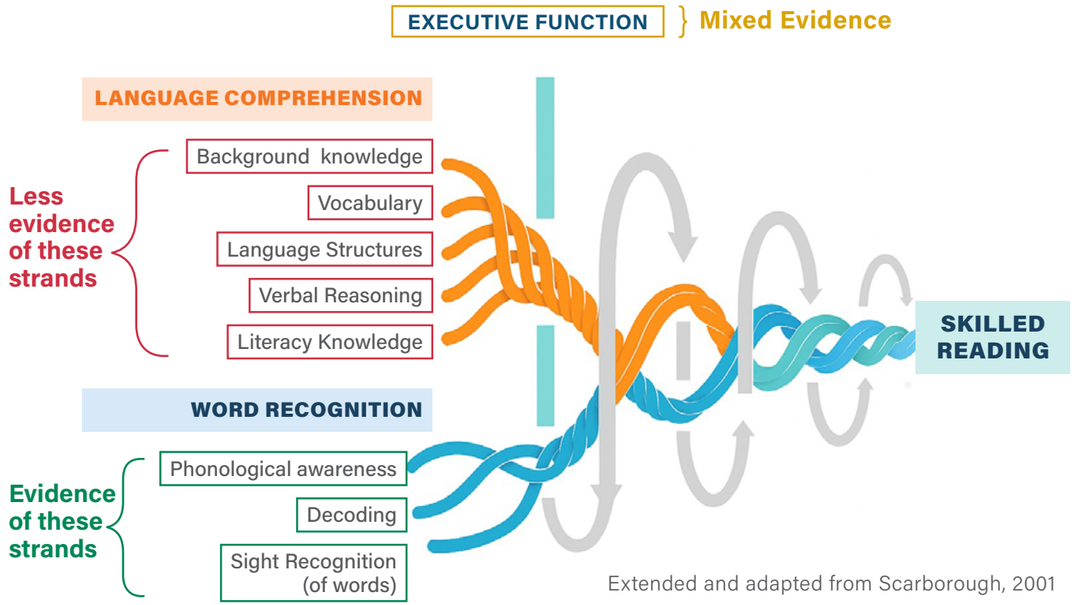
In classrooms not meeting any domain, teachers expressed negativity toward students. In over half of the classrooms not meeting any domain, teachers were described by observers as having a negative or "flat" tone. Examples of compassionate speech or language indicating enjoyment were not present. Additionally, classrooms not meeting any domain were more likely to have actual displays of negativity, recorded within the Negative Climate dimension. In some classrooms, teachers employed forms of punitive control, such as physical distancing or taking away student responsibility. In some classrooms, negativity was expressed between students verbally. This negativity ranged from a student teasing another about a wrong answer to a student yelling "shut up" at a peer. In very rare cases, teachers expressed outright bias toward students. In one rare case, a student threatened another student physically. Most examples of negativity, though, were implicit and recorded as a negative "tone" or not addressing student needs with commensurate concern. Across all 85 classrooms observed, only 11 classrooms did not receive the highest score for the Negative Climate dimension. Of these 11, nine did not meet any domain threshold. In classrooms characterized by a negative climate, observers did not document instances of student dialogue, explanation of reasoning, or open-ended questioning; rather, these environments were marked by minimal classroom discourse.

Evidence of High-quality Reading Instruction

Observations demonstrated an overemphasis on the rote components of reading instruction without attention to comprehension strategies. The first three core components of reading instruction highlighted by the National Reading Panel, phonemic awareness, phonics, and fluency, were present within classroom observations focused on literacy (National Institute of Child Health and Human Development [NICHD], 2000). Instruction focused on building students' vocabulary and comprehension, though, would provide opportunities for students to develop their critical thinking skills and language skills in meaningful ways. These opportunities were consistently present in highly rated classrooms, which only accounted for 13% of observations. Calling on Scarborough's "reading rope," we highlight the strands most reflected in observations and those missing, illustrated below in Figure 10.

Figure 10: Scarborough's "Reading Rope" within Project ARISE

Scarborough's "Reading Rope" with annotations based on findings



Extended and adapted from Scarborough, 2001

Observers did record distinct Project ARISE content during multiple observations. Irrespective of the quality of the observation, these observations did confirm the accounts of multiple interviewees, who reported frequently trying out Project ARISE strategies in their classrooms. Notably missing from observations was a focus on strategies that would develop students' EFs, as well as content from the Comprehension course. CLASS observations did demonstrate above-threshold scores in Classroom Organization and Emotional Support domains, which would indicate instructional and emotional environments conducive to developing students' EFs. Observers also noted intensive intervention strategies in literacy intervention settings, but general education teachers leading small groups did not demonstrate these intervention strategies.

While participating educators perceive positive changes to their classroom environments, students in many Project ARISE classrooms are not talking, connecting with others, or extending their thinking. Many Project ARISE classrooms prioritize rote practices minimizing student interactions over opportunities to develop critical thought through dialogue and reasoning. Some participants seem to be enacting Project ARISE strategies and changing their instructional practices, and some Project ARISE sites are seeing growth between multiple years of participation. Most instructional changes observed in classrooms seem limited to content from Foundational Skills and county office-led professional development adjacent to the courses. Instruction did not reflect new learning from the Executive Functions and Literacy and from the Comprehension courses.

PROJECT OUTCOMES

The third evaluation question explored the extent to which the project is meeting its outcomes. While this report cannot respond to all project outcomes, we respond to mid-term outcomes, which we would anticipate the project achieving in year three of programming. Our analysis specifically focuses on the four CDE priorities, distilled into these goals focused on training audience and content, as well as students served:

- Support paraprofessionals, support staff, teachers, and administrators to:
    i. develop evidence-based literacy and biliteracy instruction
    ii. apply interventions
    iii. utilize screening strategies
    iv. develop students' executive functioning skill
- Serve diverse learners, including early learners, English learner students, pupils with disabilities, and pupils with dyslexia

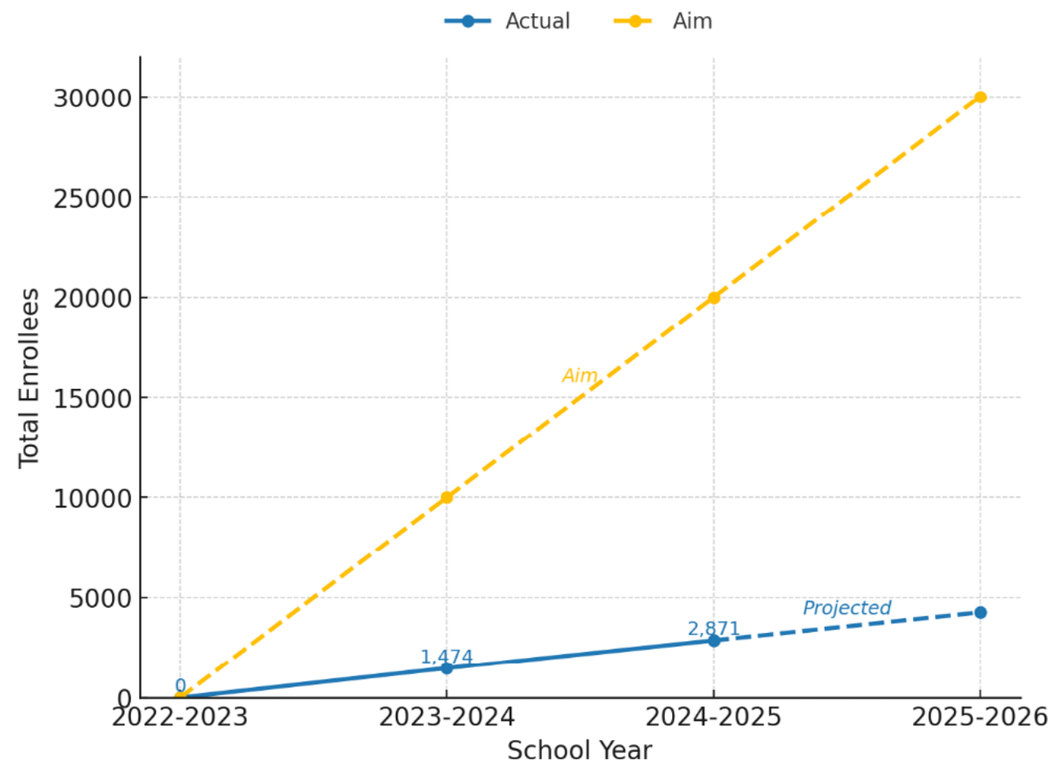
Program document review, interview data, surveys, observations, literacy screener reports, and state assessment data were used to answer this evaluation question for mid-term outcomes. Our analysis of data will focus on each goal associated with this outcome, broken down by audience, topic, and students served.

PARTICIPANT ACCESS TO PROFESSIONAL DEVELOPMENT

Project ARISE professional development was available to educators across California. Before considering the extent to which the program achieved its professional development outcomes, we needed to consider the extent to which Project ARISE professional development was accessible by educators across the state. Project ARISE leadership had outlined a goal of reaching 10,000 new online course participants each program year. Actual enrollment this year again fell short of that goal. The total unduplicated count of participants during this reporting period was just shy of 1,400 enrollees, which mirrors last year's unduplicated enrollment total. The current total enrollment is under 3,000 unique participants. Figure 11 below illustrates the consistent growth over multiple years, compared to the aims originally identified by the program in the grant proposal.

Figure 11: Project ARISE Online Course Enrollment from 2022-2025, with projections for 2025-2026 and grant aims for comparison

Project ARISE online course enrollment from 2022-2025, with projections for 2025-2026 and grant aims for comparison



While Project ARISE professional development positively impacted educators' knowledge, skills, and beliefs, only 17% of the 20,000 eligible participants have accessed Project ARISE programming between 2023-2025.

PROFESSIONAL DEVELOPMENT AUDIENCE: TEACHERS, PARAPROFESSIONALS, SUPPORT STAFF, AND ADMINISTRATORS

The CDE focus areas identify specific audiences for Project ARISE activities, including paraprofessionals, teacher leaders, teachers, support staff, and principals. To track this, project leadership recorded the number of classified, certificated, and administrative participants at each Project ARISE activity. Across all 2024-2025 activities, 79% of participants were certificated, 15% were administrative, and 6% were classified. These participants were not equally distributed across the three counties, though. For example, of the 153 total classified participants, roughly 60% participated in Glenn County. Similarly, 70% of all administrative participants were from Contra Costa County. San Diego County certificated and administrative participants mirrored the total numbers, but the percentage of classified participants is far below the other counties.

Table 9: Participants By Role

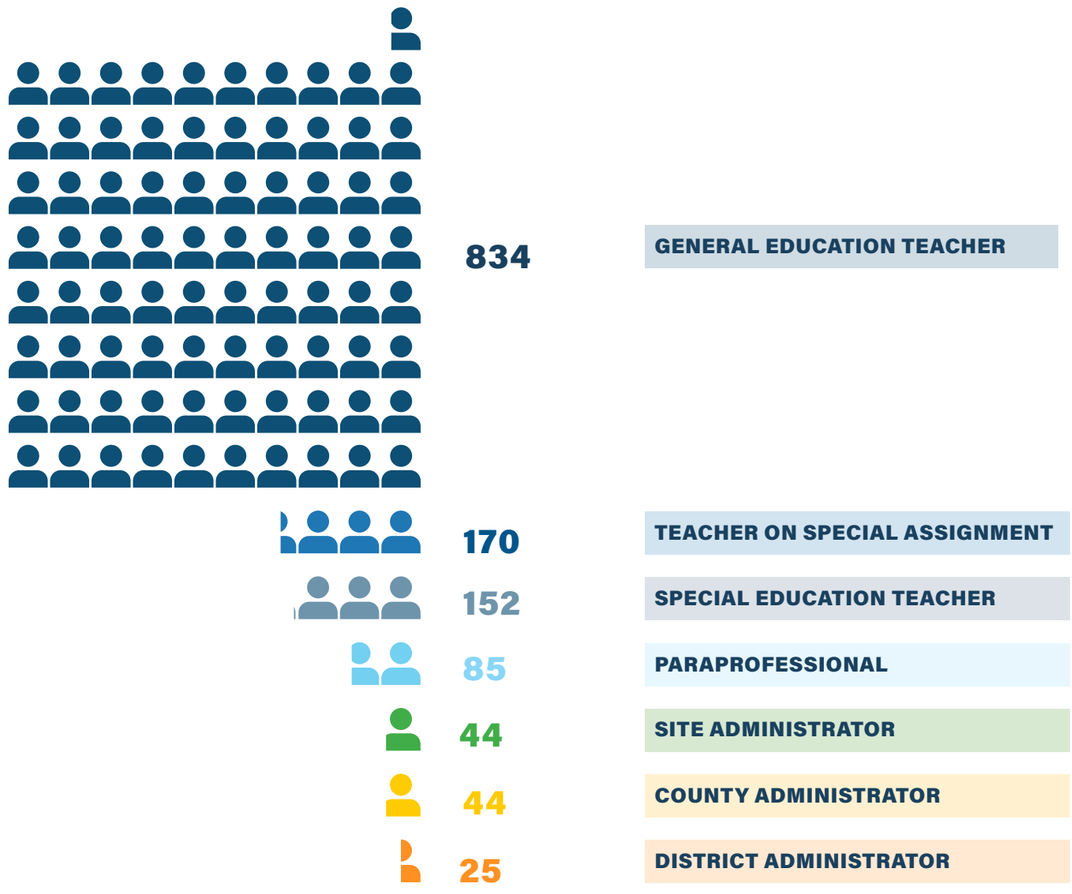
Total participants in Project ARISE across counties by role

PARTICIPATING LEAS IN REGIONAL HUBS	CLASSIFIED PARTICIPANTS	CERTIFICATED PARTICIPANTS	ADMINISTRATIVE PARTICIPANTS	TOTAL PARTICIPANTS*
Contra Costa County	62	657	279	**1013**
Glenn County	90	1181	45	**1346**
San Diego County	1	311	72	**396**
Total	**153**	**2149**	**396**	**2755**

Pre- and post-online course surveys additionally collected information about participant role. This information is limited to participants who opted in to the survey, which excludes 27% of online course participants. Over 300 participants were not reflected in the LEA roles offered to participants and selected instead the option "Other," which is not included below in the LEA role breakdown.

Figure 12: Total Project ARISE Online Course Survey Respondents By Role

Total Project ARISE online course survey respondents by role



From information collected at a statewide, countywide, and District-School Partnership levels, participation is represented across LEA roles. At both a statewide level and within District-School Partnership professional development, paraprofessionals and support staff represent roughly 6% of participants. Certificated staff, including general education teachers, teachers on special assignment, and special education teachers, represent 85% of online course survey respondents and 80% of District-School Partnership professional development. Across all Project ARISE professional development, participants reflect target audiences identified by the CDE.

CDE Focus Area 3 outlines professional development to support paraprofessionals to implement intensive intervention strategies for pupils struggling with literacy, including tutoring and small group strategies, and strategies for target pupil groups. In District-School Partnership sites, CLASS® observations included general education teachers, teachers on special assignment and resource teachers, special education teachers, and paraprofessionals. During observations, paraprofessional participation in instruction was very limited. Across all observations, teachers always led small groups, even while paraprofessionals were present. Paraprofessionals were present in many classrooms meeting no domains and they did not engage instructionally with students. In half of the classrooms not meeting any domain thresholds, paraprofessionals were present in the classroom, predominantly during "centers." Paraprofessionals were often utilized as behavioral support in the classroom, keeping children quiet while other students engaged in different activities. For example, while a teacher read *Charlotte's Web* aloud to the class, a paraprofessional monitored two students who were on computers in the back of the room. One student had trouble with their computer and the paraprofessional replied, "It's okay," without addressing the issue but preventing distraction. In a different classroom, the teacher told a student to "go to her for help" with a technological issue on the tablet. The "her" in this command could have been the paraprofessional or the CLASS® observer. The student looked at both adults in turn, ultimately returning to his desk.

While all target audiences did have access to and receive Project ARISE training, demonstrations of their use of this training through observations were limited to teachers. Contra Costa and Glenn County trainings included many paraprofessionals, in addition to teachers and administrators. In San Diego, the design of the professional learning and the parameters of participation prevented paraprofessionals from having access to the same SDCOE-led professional development teachers accessed, limiting participation to only one paraprofessional during 2024-2025 offerings.

PROFESSIONAL DEVELOPMENT CATEGORIES: LITERACY, INTERVENTION, AND EXECUTIVE FUNCTIONING

Over 190 District-School Partnership activities were reported during 2024-2025 between a total of 17 activity types tracked by program leadership. Broadly, these activities fell within the following six categories: professional development and training, continuous improvement and planning, leadership development and vision, data and assessment, instructional strategies, and family and community engagement. Table 10 illustrates the total number and percentage of activities falling within each category.

Table 10: District-School Partnership Activities

District-School Partnership activities by category

ACTIVITY CATEGORY	COUNT	% OF TOTAL
Professional Learning & Training	144	53%
Literacy as Equity & Comprehension	59	22%
Foundational Skills & UFLI	27	10%
Multilingual Learner Focus	20	7%
Customized / Site-Based PD	14	5%
Executive Functions	16	6%
Leadership-Oriented Training	6	2%
Other	2	1%
Continuous Improvement & Planning	78	29%
Leadership Development & Vision	22	8%
Data, Assessment, & Intervention	18	6%
Instructional Strategies	5	2%
Family & Community Engagement	2	1%
Total	**194**	**100%**

53% **of 2024-2025 District-School Partnership activities were Professional Development, 70% of which initiated or extended learning connected to online course content.**

Activities falling within the six categories varied across the three counties depending on county priorities and results from local needs assessments. In San Diego, educators participated in "Institutes" focused on bridging course content and biliteracy strategies and principles. In Glenn County, educators participated in workshops that extended course content learning to all staff on site, deliberately including paraeducators. Staff additionally received one-on-one coaching from the GCOE lead. In Contra Costa County, educators participated in professional development embedded in the schedule, such as "Power Hour," which provided optional support in one district during teachers' free periods. CCCOE leaders also supported educators to administer site-based literacy screeners and interpret the data. While the terminology differed between counties, all offered professional development, supported schools and districts with literacy planning, and engaged in county-level support. All county offices offered activities focused on literacy instruction, intervention, and strategies to develop students' executive functioning.

Contra Costa County Office of Education:

Demonstrated a strong focus on literacy planning, with additional emphasis on site-based supports like walkthroughs, instructional modeling, and workshops.

Glenn County Office of Education:

Concentrated on professional learning for educators available virtually or within participating schools, such as book studies and workshops, with collaborative structures like communities of practice and huddles as a secondary focus.

San Diego County Office of Education:

Offered a mix of county-level professional development and in-person workshops located at SDCOE, as well as literacy planning and ad hoc district support.

Districts and schools also received professional development and coaching from county office of education project leaders. Professional development and coaching were designed to support the implementation of the online course content in instructional settings. Professional development was offered to each individual participating school receiving District-School Support. Participating schools and districts in all three counties spent a combined 511 hours engaged in Project ARISE activities.

511

COMBINED PD HOURS ENGAGED by schools and districts in all three counties

Table 11: Duration of Participation

Hours spent by LEAs participating in Project ARISE across counties

PARTICIPATING LEAS IN REGIONAL HUBS	HOURS SPENT IN ARISE ACTIVITIES
Contra Costa County	**190**
John Swett Unified School District (JSUSD)	99
Martinez Unified School District (MUSD)	76
Mt. Diablo Unified School District (MDUSD)	15
Glenn County	**103**
Capay Joint Union Elementary School	5
Mill Street School	32
Murdock Elementary School	19
Princeton Elementary School	21
William Finch Charter School	12
Orland Unified School District	11
Willows Unified School District	3
San Diego County	**218**
Alpine Union School District (AUSD)	45
Barona Indian Charter School	2
Mountain Empire Unified School District (MEUSD)	51
San Diego Unified School District (SDUSD)	32
Classical Academy	9
Oceanside Unified School District	59
San Marcos Unified School District	20
Total	**511**

Project ARISE professional development supported educators to develop evidence-based literacy and biliteracy instruction, to apply interventions, to utilize screening strategies, and to develop students' executive functioning skills. District-School Partnership sites received the most extensive training.

CDE Focus Areas 3 and 4 support educators to implement intensive intervention strategies and strategies to develop students' executive functioning. Despite a focus on literacy instruction, application of interventions, and executive functions in Project ARISE professional development offerings, District-School Partnership participants in interviews stressed knowledge gained from content from the TNTP modules and other literacy strategies learned from county office of education professional development. For example, words like "phonics," "morphology," "reading comprehension," and "vocabulary" were used dozens of times by interviewees. Participants rarely mentioned content from courses on executive functions or intensive intervention in interviews. A focus on the whole child was notably missing from interviews. Additionally, participants rarely mentioned the NCII course content in their interviews. Throughout CLASS® observations, few examples of Project ARISE executive functioning strategies were observed. Literacy intervention groups, taught by literacy specialists, did demonstrate intensive intervention strategies, but these same strategies were not observed in the general education classroom. As an integrated part of the roles of general educators and paraprofessionals, the content from the courses focused on developing executive functioning skills and intensive intervention strategies is not yet consistently reflected in the teacher or student experience of instruction.

STUDENTS SERVED BY PROJECT ARISE

We reviewed state and local assessments to understand the students served by Project ARISE District-School Partnership sites, with a focus on diverse learners, including English learner students, students with disabilities, and students with dyslexia. We additionally analysed interview data to understand the perspectives of program leadership and program participants on the diversity of learners served by Project ARISE and addressed through Project ARISE programming.

State and Local Assessment Data

A total of 11 districts/charter management organizations, and 22 schools joined Project ARISE in 2024-2025 across the three counties. All LEAs that participated in District-School Partnership activities, irrespective of the continuity of their participation, are included in Appendix C with their 2024-2025 CAASPP ELA results and ELPAC results.

Local literacy extracts were collected across 22 schools three times during the year, along with historical data from 2021-2022 and 2022-2023 at participating District-School Partnership sites. Extracts represented a variety of literacy screeners and were mapped onto a benchmarked scale: 3 grade levels below standard, 2 grade levels below standard, 1 grade level below standard, and at or exceeding grade level. Results were disaggregated by county, district, and school, as well as by English learner status and student with disability status. Full tables of local literacy assessment data comparing 2023-2024 and 2024-2025 for all students, for students with disabilities, and for English Learner students can be found in the appendix (Appendix D). As Figures 13-17 illustrate, proficiency rates for all students, for English learners, and for students with disabilities increased between 2023-2024 and 2024-2025. English learners demonstrated higher rates of growth of the average percentage of students meeting or exceeding grade level standards across all counties compared to all students. Students with disabilities demonstrated higher rates of growth in Contra Costa County and San Diego County when compared to all students.

Figure 13: Local Literacy Proficiency Rates

Distribution of School-Level Growth between 2023-2024 and 2024-2025 in Local Literacy Proficiency Rates by Subgroup and County

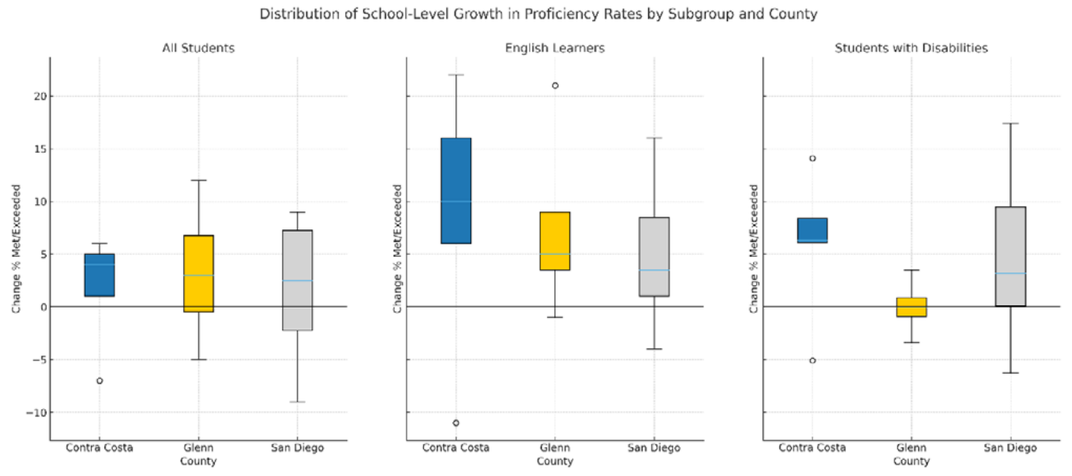


Figure 14: County-Level Local Literacy Proficiency Rates

County-Level Average Growth between 2023-2024 and 2024-2025 in Local Literacy Proficiency Rates by Subgroup

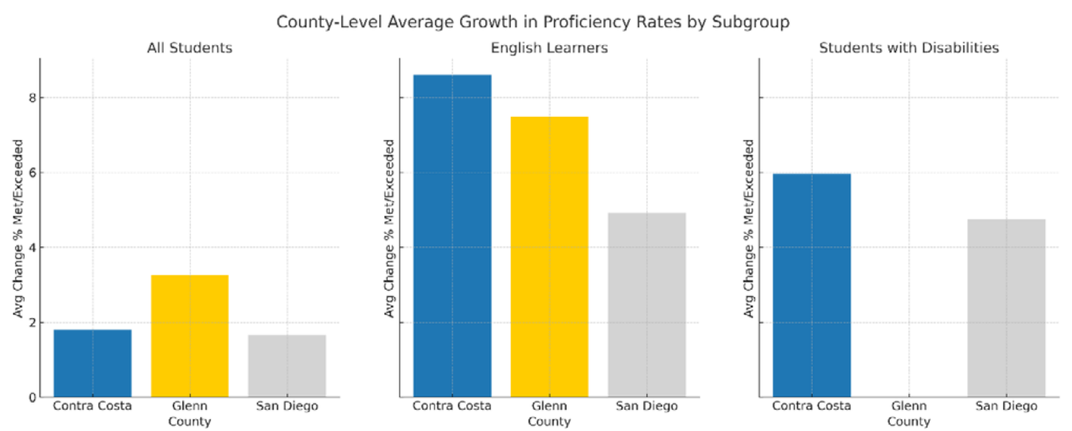


Figure 15: School-Level Local Literacy Proficiency Rates for Student with Disabilities

School-Level Growth between 2023-2024 and 2024-2025 in Local Literacy Proficiency Rates for Student with Disabilities

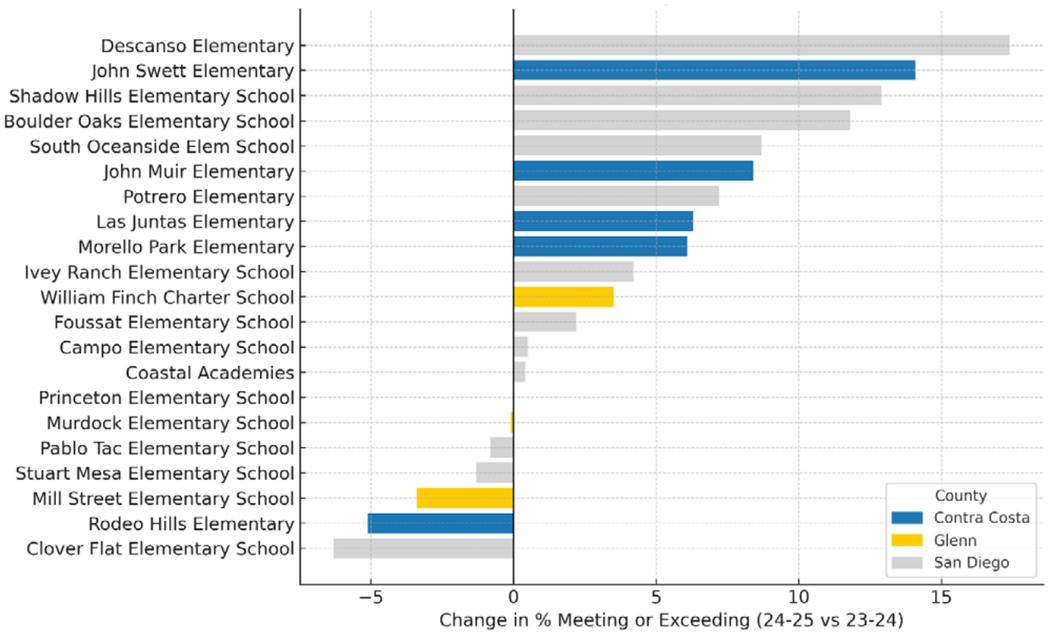


Figure 16: School-Level Local Literacy Proficiency Rates for English Learner Students

School-Level Growth between 2023-2024 and 2024-2025 in Local Literacy Proficiency Rates for English Learner Students

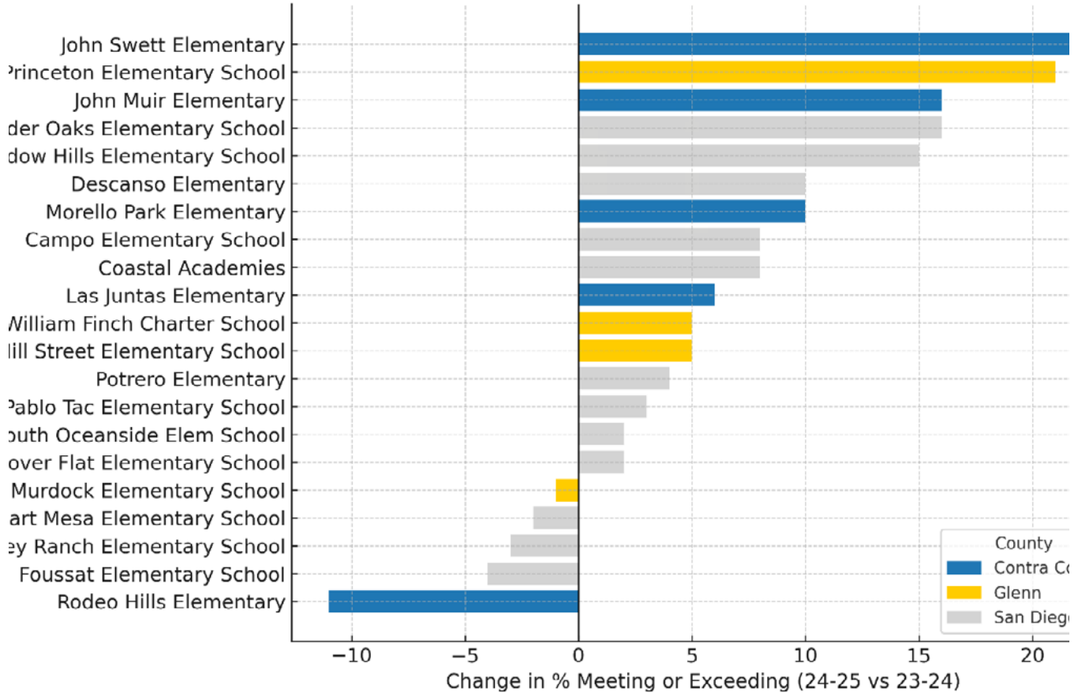


Figure 17: School-Level Local Literacy Proficiency Rates Overall

School-Level Growth between 2023-2024 and 2024-2025 in Local Literacy Proficiency Rates for Students

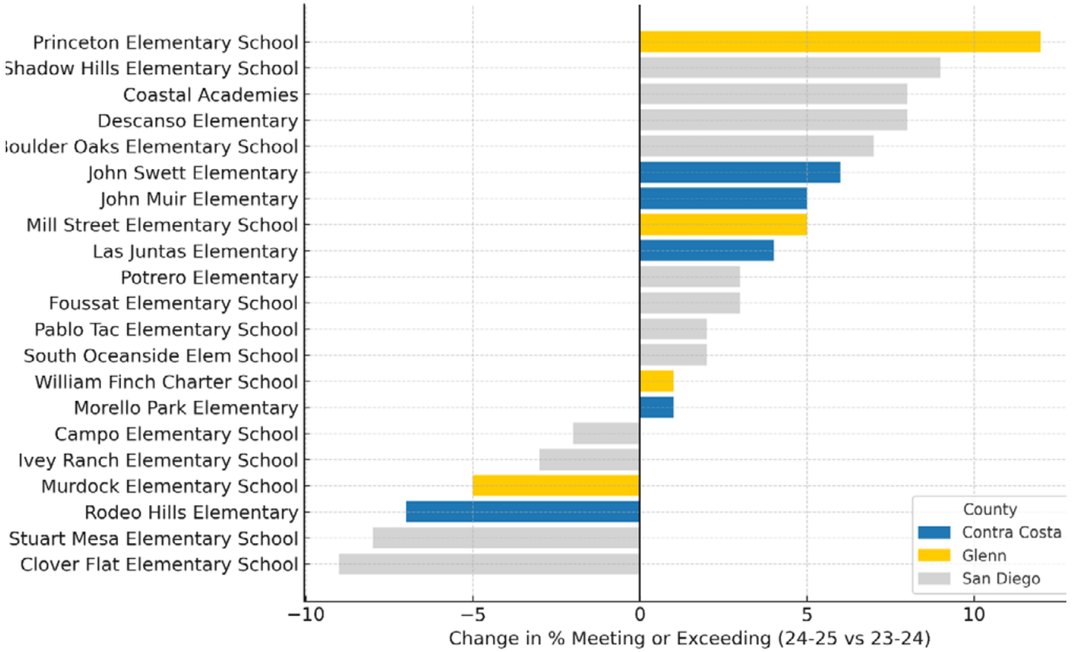


Figure 18: Overall Students Meeting or Exceeding Standard

57% of all students meet or exceed grade level standards across all Project ARISE schools in 2024-2025

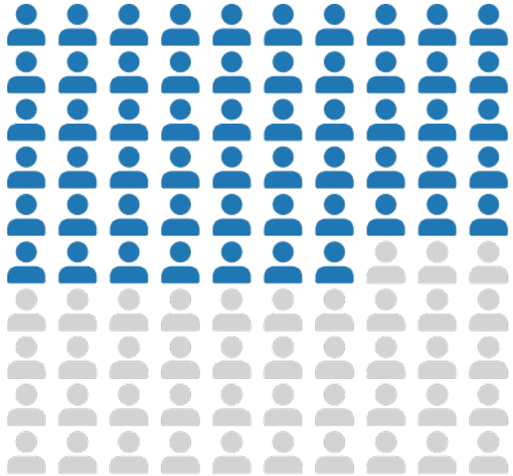


Figure 19: English Learner Students and Students with Disabilities Meeting or Exceeding Standard

30% of English learners and 30% of Students with Disabilities meet or exceed grade level standards across all Project ARISE schools in 2024-2025

Project Leadership Perspectives on Students Served

During interviews with project leadership, we specifically asked about the ways Project ARISE programming responded to and served diverse students, with a focus on English learners, students with disabilities, students with dyslexia, and students dually identified. Additionally, we observed program activities and reviewed program documents to understand how Project ARISE content responded to diverse students. Project ARISE leadership and partner organizations consistently centered the project's core student groups throughout activities. From the Dyslexia Simulation to the biliteracy-focused workshops to the RDRS webinar, participants at both the state and county level could access Project ARISE content that supported English learners, students with disabilities, students with dyslexia, and students dually identified. Leadership was passionate about serving these student groups, often for deeply personal reasons.

> *The things that we are saying are best practices for multilingual learners, they're not just benefiting multilingual learners. They're benefiting everybody.*

In interviews with Project ARISE leadership and partner organizations, interviewees often positioned their content within a Design From the Margins framework, where designing for the most marginalized benefits all participants (Rigot, 2022). As one interviewee said, "What's good for students with dyslexia is just also really just good instruction." Another interviewee said, "The things that we are saying are best practices for multilingual learners, they're not just benefiting multilingual learners. They're benefiting everybody." Another interviewee said, "We know that these practices support the whole child. They're going to support all of the kids in our class, not just the students that have that are screened for dyslexia." Professional development observations also confirmed that Project ARISE leadership did frame student learning in this way when presenting material for participants. Content from professional development addressed each student group identified as a priority for Project ARISE.

District-School Participant Perspectives on Students Served

Despite a project-wide focus on multiple student groups of diverse learners simultaneously, interviews with school and district-based participants revealed that they tended to see Project ARISE as a program designed to address the needs of one group. Interview participants were explicitly asked about how Project ARISE responded to the needs of diverse learners at their sites, such as students with disabilities, students with dyslexia, multilingual learners, and dually identified students. In response to this question, participants tended to discuss how Project ARISE responded to one group.

Multilingual Learners

Within San Diego, participants discussed how Project ARISE was designed to support multilingual learners and expressed feeling prepared and supported to teach multilingual learners. They additionally expressed changes to their beliefs about teaching multilingual learners and were grateful for the opportunity to learn, especially teachers from schools with dual immersion programs, who noted how infrequently professional development had been tailored specifically to their context. As one participant said,

> *There was a time where you only spoke English and that was that. Being able to go back to best practices and show it's not a black or white, either you speak English or you don't. There's a continuum, and so where are you on that continuum? Are you moving forward? If you're not, then I need to address that. They've given me tools to address that, but really much more.*

Participants did not consistently discuss how these strategies for multilingual learners were useful for any of the other student groups, and they did not easily transfer strategies to universal instruction. As one participant said, "It felt as though the professional learning really focused on our multilingual learners, which was great, but I do wish I had more chances to look at things beyond what was recommended for our multilingual learners." Another participant discussed, "Special needs, I don't feel, was a big part of the professional development. I think it was more just kind of, you know, our everyday kids, and then our multilingual learners." It is important to note, though, that San Diego County Project ARISE participants do feel prepared to teach multilingual learners, who represent 17% of all San Diego County students, though in some San Diego County Project ARISE District-School Partnership sites ELs make up almost 30% of the student population, nearly twice the county and state average. Some participants feel more prepared to teach multilingual learners as a result of Project ARISE.

Students with Dyslexia and Students with Disabilities

Students with dyslexia and students with disabilities were rarely mentioned as a focus of Project ARISE across any county in interviews with participants. As one participant said, "I know we were focused on multilingual learners. And everything that we learned intertwined between multilingual and just our regular classroom. But I think focusing a little on dyslexia would be helpful as well." Multiple participants were looking for more support from Project ARISE in addressing the needs of students with dyslexia, in the context of the RDRS legislation. One teacher discussed her desire for more dyslexia-focused training from her county office of education: "If [dyslexia is] going to be one of the things Project ARISE is going to help us learn about that would be great. I've never had training on how to work with dyslexic students. How do we work with or teach dyslexics? There's never been a [Project ARISE] training on how to support that specific strand of students with letters, numbers, words." Participants across all counties did not see the applicability of Project ARISE content to students with dyslexia and students with disabilities.

Interviewees discussed dyslexia most frequently when thinking about the Reading Difficulties Risk Screener (RDRS) legislation, which would require screening of students demonstrating need. One school leader discussed the kinds of support needed from Project ARISE with the new RDRS legislation: "What kinds of routines and practices can support students with dyslexia and dysgraphia on an ongoing basis just embedded into tier one instruction?" Some interviewees discussed how a continuous improvement process, like what participants experienced through the LLN, might also be effective in supporting educators to collect and use RDRS data to support instruction and student learning. As one participant said of the RDRS, "It's just like any assessment. Data is data until you do something with it." The RDRS was mentioned by many interviewees as an area they wanted support on to support students with dyslexia. Participants do not currently report feeling prepared to teach students with dyslexia, students with disabilities, or dually identified students and they do not feel prepared to implement the RDRS.

> *What kinds of routines and practices can support students with dyslexia and dysgraphia on an ongoing basis just embedded into tier one instruction?*

FINDINGS

The following findings reflect the analysis and triangulation of qualitative and quantitative data collected through interviews, surveys, observations, and document review. Our findings respond to and are organized by the three key formative and summative questions during this reporting period.

1. **To what extent are new practices from professional learning being implemented by educators at District-School partner sites?**

Project ARISE professional development leads to new knowledge, skills, beliefs, and confidence in participants, laying the foundation for implementation of new practices.

Across multiple data sources, participants consistently reported that Project ARISE professional development is both valuable and impactful. Pulse Check Survey results suggest strong satisfaction, with nearly nine in ten participants rating offerings as high quality, relevant, and usable. These perceptions were echoed in interviews with teachers, principals, and district leaders, who described the training as practical, "bite-sized," and immediately applicable in their classrooms and schools. Participants were not only able to recall specific strategies from activities such as Power Hour, Institutes, Lesson Study, and coaching, but also reported trying them out with colleagues and observing changes in their schools. Additionally, evidence from the ToT model suggests that Project ARISE is also strengthening teacher leadership. Teachers serving as literacy leads described how facilitating professional learning at their sites fostered collaboration among colleagues and built their own confidence as leaders. This cascading model appears to be broadening the reach of Project ARISE strategies across schools.

Survey data from the online courses further confirm that participants are building knowledge, skills, and confidence in foundational literacy, executive function, and intensive intervention. Pre/post comparisons showed substantial gains, with the largest increases in intensive intervention where agreement rose by more than 50 percentage points. These results suggest that Project ARISE is expanding educators' understanding of core instructional concepts while also strengthening their belief in their capacity to apply them. Moreover, participants linked Project ARISE strategies to student-level improvements. Teachers reported growth in student literacy outcomes, such as improved performance on phonics assessments and local reading benchmarks, which they attributed to Project ARISE practices. These observations suggest that professional learning is not only changing teacher behavior but beginning to influence student achievement.

Finally, the Literacy Leadership Network (LLN) emerged as an important venue for system-level improvement. Teachers and administrators described how the continuous improvement model (e.g., fishbone analysis, PDSAs) provided a framework for diagnosing root causes and designing collective responses. Many participants emphasized how the LLN gave them a structured way to connect classroom practice with broader school and district systems, while also offering opportunities to collaborate with peers across counties.

Taken together, we find that participants value Project ARISE professional learning because it is practical, collaborative, and confidence-building. Educators are not only applying strategies in their classrooms but are also engaging in leadership roles and system-level problem solving. These findings suggest that Project ARISE is cultivating a professional culture where teachers and leaders feel supported, empowered, and increasingly equipped to improve literacy outcomes for their students.

2. **For educators at District-School partner sites, how are classroom environments changing in terms of:**
    - Instructional content
    - Educator practices and behaviors
    - Student interactions and engagement

Educators are trying out Project ARISE strategies, but they prioritize rote practices minimizing student interactions over opportunities to develop critical thought through dialogue and reasoning, which are necessary to reading comprehension and skillful reading.

While participating educators perceive positive changes to their classroom environments, students in many Project ARISE classrooms are not talking, connecting with others, or extending their thinking. Interviews indicated perceptions of instructional change, but these perspectives might instead reflect changes to attitude, confidence, and commitment. Observations of classrooms often included direct instruction lasting more than a few minutes, which is not aligned to recommendations (Foorman et al., 2016). Observed instruction was not providing students with enough opportunities to develop skills associated with reading comprehension, such as interpersonal communication, creativity, and critical thinking.

Research has highlighted the disparities between best practice and actual practice, finding "a substantial gap persists between the reading comprehension practices identified as research-based and those observed in typical practice" (Capin et al., 2024). This same gap exists between the research-based reading comprehension practices in Project ARISE professional development and the practices within Project ARISE classrooms. Some students in Project ARISE schools were engaged in rich learning experiences and environments. More were not. The overemphasis on the rote components of reading instruction, without attention to comprehension strategies, will not support students to become skilled readers.

3. **To what extent did the project meet its outcomes?**
    - Support paraprofessionals, support staff, teachers, and administrators to:
        - develop evidence-based literacy and biliteracy instruction
        - apply interventions
        - utilize screening strategies
        - develop students' executive functioning skill
    - Serve diverse learners, including early learners, English learner students, pupils with disabilities, and pupils with dyslexia

Project ARISE professional development supported all audiences to build knowledge and skill in all topics, but paraprofessionals remain underrepresented at trainings and underutilized in classrooms.

Analysis of Project ARISE activity tracking and survey data highlighted the project's focus on all target audiences: teachers, paraprofessionals and support staff, and administrators. While all roles did participate in Project ARISE programming during 2024-2025, activity tracking data illustrated that paraprofessionals and support staff are underrepresented and unevenly represented across counties. In San Diego County, for example, only one paraprofessional participated in the trainings, which were offered to teachers and located at the San Diego County Office of Education.

Observational data confirmed that paraprofessionals were often tasked with complex situations that required both emotional and academic student support. Observers rarely noted a paraprofessional providing academic support, even if the situation called for it. Paraprofessionals were rarely observed supporting a student with intensive reading intervention and were rarely seen utilizing strategies to support students to develop executive functioning skills. Teachers frequently asked paraprofessionals to manage behavior, complete unskilled tasks, or to fix technology. At Project ARISE District-School Partnership sites, paraprofessionals and support staff are an underutilized resource to support students struggling with reading. They are well positioned to be partners with general education teachers in literacy instruction, but their participation in Project ARISE has not been prioritized equally across all three counties.

Project ARISE professional development addresses all student groups, but participants do not feel prepared to support students with dyslexia and students with disabilities.

Analysis of local and state literacy assessments, as well as interviews with District-School Partnership site educators, highlighted both the challenges and successes experienced by educators seeking to support their English learner students and students with disabilities to become skilled readers. Interviews revealed that some participants feel more prepared to teach multilingual learners as a result of Project ARISE. Local literacy assessment data indicates that English learners are experiencing higher rates of growth than other student groups across Project ARISE District-School Partnership sites. English learners and students with disabilities at Project ARISE District-School Partnership sites remain much less likely to be at or above grade level standards, though, compared to their peers.

Interview participants did not report feeling prepared to teach students with dyslexia and students with disabilities. In interviews, teachers and school leaders both expressed a desire for more Project ARISE professional development focused specifically on supporting students with dyslexia. Participants did not report taking advantage of Project ARISE opportunities related directly to dyslexia, such as the dyslexia simulation or Orton-Gillingham training. Participants did not directly connect learning from course offerings, such as Intensive Intervention or Foundational Skills, to the instruction of students with disabilities or students with dyslexia.

RECOMMENDATIONS

These recommendations attempt to respond to the findings, while centering the ongoing implementation and sustainability of this program and the learning of its leadership. Project ARISE is entering its final year of programming and will benefit from recommendations that are actionable, sustainable, and high leverage in support of program goals.

Embed continuous improvement cycles with coaching support into District-School Partnership professional development to support the sustained use of new knowledge and skills in Project ARISE classrooms.

To support Project ARISE teachers at District-School Partnership sites to consistently implement research backed literacy and biliteracy instructional practices, project leadership should utilize continuous improvement cycles, such as Plan-Do-Study-Act, to build reflective and collaborative practice. These cycles should be supported by coaches, either on site or provided by Project ARISE, to provide feedback and engage educators in cycles of inquiry and learning. Educators have learned new skills and knowledge but are not yet consistently implementing these practices in the classroom. In the final year of programming, Project ARISE should attend to the depth and consistency of implementation.

Prioritize strategies aligned to the Language Comprehension strands of the "reading rope" in remaining Project ARISE activities, with clear guidance and scaffolds for educators to lead discussions, conversations, and open-ended dialogue aligned to California ELA/ELD Framework.

To achieve the goals of Project ARISE and support all students to become proficient readers, classrooms must develop the language comprehension components of the "reading rope," with attention to supporting students' executive functioning. To support educators to integrate opportunities for dialogue, critical thinking, and reasoning into all instruction, Project ARISE should provide the following ELA/ELD Framework-aligned scaffolds and integrate them into their work with District-School Partnership sites during 2025-2026 activities. These scaffolds directly target the Instructional Support domain's Language Modeling and Quality of Feedback dimensions (see CLASS findings):

- Guidance on questioning strategies, including sentence stems
- Peer-to-peer conversation structures, including examples in context
- Sample lesson plans or protocols that create opportunities for dialogue
- Clear guidance on designing and implementing high-quality "centers"
- Clear guidance for use of technology in support of literacy instruction
- Relationship-building strategies that support conditions for learning

Train paraprofessionals within all Project ARISE schools on course content, with a focus on Intensive Intervention. In statewide offerings, provide clear guidance on meaningful literacy screening processes. In all District-School Partnership sites, directly train educators on how to support students with dyslexia and students with disabilities.

- Across all District-School Partnership sites, ensure all paraprofessionals have access to Project ARISE professional development opportunities. Additionally, consider how Project ARISE content should be designed specifically for paraprofessionals. These materials should be memorialized on the Project ARISE CET homepage to support all California schools to build the capacity of their paraprofessionals and support staff around evidence-based literacy instruction.
- Support RDRS implementation through a continuous improvement model. The PDSA process could support teachers to understand how to make sense of RDRS data. Consider supporting the administration of the RDRS, modeling the meaning making process. Program leadership should leverage NCII's expertise to support RDRS work.
- With schools across the state implementing literacy screeners during the 2025-2026 school year, Project ARISE can play an important role in providing guidance to educators that supports their meaningful implementation of literacy screeners, with a focus on understanding and acting on literacy screener data.
- Train educators across each Regional Hub on explicit strategies that support students with dyslexia and students with disabilities. Review current professional development materials to surface opportunities to make direct connections to the student groups supported by this project.

CLOSING

As Project ARISE leadership reflects on Year 3, they see successful workshops, an empowering continuous improvement process for District-School Partners, steady participation in the online course, and evidence of educator learning and growth. They acted on most recommendations from last year's evaluation, as well as internal memos throughout the year to support ongoing program development. They have scaled successes and refined program design based on their continued learning. Importantly, Project ARISE is on track to realize many of its long-term goals.

In the final year of the project, the evaluation will focus on supporting sustainability, understanding impact, and disseminating learning. Evaluation efforts will continue to focus on student outcomes on local literacy measures, to develop a clear understanding of the literacy outcomes of ELs, students with dyslexia, students with disabilities, and students dually identified who are served by Project ARISE. The evaluation team will continue to operate the Project ARISE dashboard to highlight the program's work while also providing the leadership team with access to real-time enrollment, survey, and local literacy data to inform next steps. Additionally, the evaluation team will develop rich, qualitative profiles to capture best practices around Project ARISE implementation throughout the state.

Nationwide, literacy rates continue to be far below pre-pandemic levels (U.S. Department of Education). According to the Education Recovery Scorecard, California students are on average four months behind in reading where they were before the pandemic. In some Project ARISE districts, students are a year behind. In this context, Project ARISE continues to take on the challenge of supporting California educators to develop the skills and knowledge to teach all students to read. With the progress the team has made this year, and the track record of continued collaboration with and among program partners, leadership should feel confident in the team's ability to continue making progress toward the goals of Project ARISE.

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APPENDIX A: EVALUATION QUESTIONS AND DATA SOURCES

Table 1: Formative Evaluation Questions

NUMBER	QUESTION	DATA SOURCES
1	What systems and processes supported the grantee in selecting evidence-based strategies, selecting RII partners, and developing PL?	• Key informant interviews • Interviews • Document review
2	Are RII partners collaborating effectively?	• Interviews
3	At each tier of support, who is implementing? Where? How often?	• Document review • Program documents • Attendance logs • Activity tracker
4	At each tier of support, what is being implemented? Where? How often?	• Document review • Program documents • Attendance logs • Activity tracker
5	At each tier of support, how often are stakeholders meeting?	• Document review • Activity tracker
6	What PL are educators getting? What are the outcomes? Are the outcomes being accomplished?	• Document review • Pre-/post-surveys • Observations • Interviews
7	How, where, and when is the learning from PL being implemented by educators?	• Pre-/post-survey • Observations • Interviews
8	At District-School Partnership sites, what systems are in place to support PL implementation?	• Document review • Observations • Key informant interviews
9	At District-School Partnership sites, how is the classroom environment changing in terms of: • Instructional content • Educator practices and behaviors • Student interactions and engagement • Physical learning spaces	• Observations • Interviews
10	How are District-School Partnership sites and RII partners collaborating, and how can this collaboration be strengthened?	• Document review • Activity tracker • Key informant interviews
11	At District-School Partnership sites, are site-based systems improving around new PL practices?	• Key informant interviews • Document review • Observations
12	At District-School Partnership sites, are literacy screeners being implemented across sites?	• Document review • Literacy screener reports
13	At District-School Partnership sites, how are literacy screener results changing over each year of cohort involvement?	• Literacy screener reports
14	How are sites accessing tiered levels of support?	• Key informant interviews • Document review • Activity tracker
15	How are resources curated for the project?	• Key informant interviews • Document review

Table 2: Summative Evaluation Questions

NUMBER	QUESTION	DATA SOURCES
1	What are the characteristics of instructional staff and local education agencies served at each tier of support during the grant period?	• Program documents • Attendance logs
2	To what extent did the project meet its outcomes?	• Interviews • Pre-/post surveys • Literacy screener reports • CAASPP ELA results
3	What aspects of the project are successful?	• Interviews
4	What can we learn from the project?	• Interviews
5	What are the barriers to success and how did the project address these barriers?	• Interviews
6	What are the potential recommendations for moving forward with sustainability?	• Interviews • Evaluation Active Learning Cycles
7	In what ways are teachers' knowledge, skills, and attitudes changing regarding the PL?	• Pre-/post-surveys • Module learning outcomes • Interviews
8	In what ways are students' literacy and language development changing, especially for English learners, students with disabilities, and those dually identified?	• Assessment data (local literacy data, CAASPP, ELPAC)
9	To what extent was professional learning received through the grant associated with changes in students': • Literacy achievement? • CAASPP ELA performance? • ELPAC performance? • Gaps in performance of different groups?	• Assessment data (local literacy data, CAASPP, ELPAC)
10	To what extent was implementation of the literacy screener associated with changes in students': • Literacy achievement? • CAASPP ELA performance? • ELPAC performance? • Gaps in performance of different groups?	• Assessment data (local literacy data, CAASPP, ELPAC)
11	What partnerships and structures were developed by grantees to support continued and sustained learning?	• Interviews • Document review

APPENDIX B: CLASS SCORES ACROSS COUNTIES

Table 1: CLASS® Dimension and Domain Descriptive Statistics: San Diego County Schools

CLASS® Dimension and Domain Descriptive Statistics: San Diego County Schools

CLASS® DOMAINS/DIMENSIONS	MEAN	STANDARD DEVIATION	RANGE	NATIONAL COMPARISON MEAN
Emotional Support Domain Average	**5.01**	**1.2**	**2.25-6.5**	**6.03**
Positive Climate	5.09	1.83	1-7	5.98
Negative Climate (reverse coded)	6.71	0.77	3-7	5.91
Educator Sensitivity	4.74	1.56	2-7	5.88
Regard for Child Perspective	3.74	1.53	1-6	5.33
Classroom Organization Domain Average	**5.23**	**1.16**	**2.33-7**	**5.78**
Behavior Management	5.21	1.62	2-7	5.96
Productivity	5.88	1.29	2-7	6.07
Instructional Learning Formats	4.6	1.38	1-7	5.32
Instructional Support Domain Average	**3.17**	**1.34**	**1-5.66**	**2.94**
Concept Development	2.9	1.41	1-6	2.46
Quality of Feedback	3.58	1.48	1-6	2.90
Language Modeling	3.04	1.5	1-7	3.45

Table 2: CLASS® Dimension and Domain Descriptive Statistics: Glenn County Schools

CLASS® Dimension and Domain Descriptive Statistics: Glenn County Schools

CLASS® DOMAINS/DIMENSIONS	MEAN	STANDARD DEVIATION	RANGE	NATIONAL COMPARISON MEAN
Emotional Support Domain Average	**5.24**	**0.7**	**4.25-6.5**	**6.03**
Positive Climate	5.72	1.18	4-7	5.98
Negative Climate (reverse coded)	6.83	0.39	6-7	5.91
Educator Sensitivity	5.39	1.2	3-7	5.88
Regard for Child Perspective	3	1.41	1-5	5.33
Classroom Organization Domain Average	**5.15**	**0.95**	**3.33-6.66**	**5.78**
Behavior Management	5.05	1.3	3-7	5.96
Productivity	5.55	1.09	3-7	6.07
Instructional Learning Formats	4.83	1.15	3-7	5.32
Instructional Support Domain Average	**2.46**	**0.99**	**1.33-5.33**	**2.94**
Concept Development	1.78	1	1-4	2.46
Quality of Feedback	3.22	1.06	2-6	2.90
Language Modeling	2.39	1.29	1-6	3.45

Table 3: CLASS® Dimension and Domain Descriptive Statistics: Contra Costa County Schools

CLASS® Dimension and Domain Descriptive Statistics: Contra Costa County Schools

CLASS® DOMAINS/DIMENSIONS	MEAN	STANDARD DEVIATION	RANGE	NATIONAL COMPARISON MEAN
Emotional Support Domain Average	**5.58**	**0.88**	**3.5-6.75**	**6.03**
Positive Climate	6.16	1.31	3-7	5.98
Negative Climate (reverse coded)	6.84	0.37	6-7	5.91
Educator Sensitivity	5.32	1.31	2-7	5.88
Regard for Child Perspective	4	1.53	1-7	5.33
Classroom Organization Domain Average	**5.53**	**1.08**	**3.66-7**	**5.78**
Behavior Management	6.16	1.34	3-7	5.96
Productivity	5.96	1.43	3-7	6.07
Instructional Learning Formats	4.48	1.36	2-7	5.32
Instructional Support Domain Average	**3.43**	**1.22**	**2-6.33**	**2.94**
Concept Development	3.36	1.32	2-6	2.46
Quality of Feedback	3.96	1.27	2-6	2.90
Language Modeling	2.96	1.54	1-7	3.45

APPENDIX C: 2024-2025 CAASPP AND ELPAC

Participating school and district CAASPP ELA percentage met or exceeded for all students, students with disabilities, and English learner students and ELPAC 2024-2025 percentage met or exceeded.

PARTICIPATING LEAS IN REGIONAL HUBS	PERCENT MET OR EXCEEDED			
	ALL STUDENTS	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS	ELPAC
Contra Costa County	**51.98**	**19.92**	**7.85**	**14.76**
John Swett Unified School District (JSUSD)	35.34	10.74	8.4	8.25
Rodeo Hills Elementary	30.51	3.64	8.47	4.39
Martinez Unified School District (MUSD)	56.06	20.69	15.22	26.2
John Muir Elementary	51.55	20.45	25	31.03
John Swett Elementary	63.93	39.39	N/A	38.89
Las Juntas Elementary	35.53	11.54	13.33	29.03
Morello Park Elementary	71.79	26.09	N/A	N/A
Mt. Diablo Unified School District (MDUSD)	48.11	18.57	4.85	13.22
Ygnacio Valley Elementary	22.7	5.26	4.35	6.28
Glenn County	**31.92**	**7.67**	**6.14**	**14.27**
Orland Unified School District	24.48	6.08	5.38	13.05
Mill Street Elementary School	N/A	N/A	N/A	5.56
Princeton Joint Unified School District	35.14	N/A	10.53	16
William Finch Charter School	32.76	N/A	N/A	10
Willows Unified School District	26.61	6.06	5.13	20.72
Murdock Elementary School	18.82	8.7	4.44	9.28

PARTICIPATING LEAS IN REGIONAL HUBS	PERCENT MET OR EXCEEDED			
	ALL STUDENTS	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS	ELPAC
San Diego County	**53.57**	**21.46**	**10.79**	**15.54**
Alpine Union School District	48.1	12.99	2.86	16.22
Boulder Oaks Elementary School	46.98	15.56	0	10.53
Shadow Hills Elementary School	60.89	28.57	N/A	20
Mountain Empire Unified School District	26.15	10.96	5.17	9.45
Campo Elementary School	24.86	6.25	9.76	9.68
Clover Flat Elementary School	17.89	0	0	20
Descanso Elementary School	65	45	N/A	N/A
Potrero Elementary School	14.02	0	5.79	5.19
Classical Academy	66.35	28.1	8.33	42.86
Coastal Academies	63.16	31.11	N/A	20
Oceanside Unified School District	42.2	11.9	5.48	13.44
Pablo Tac Elementary School	30.37	10.81	2.22	13.39
Foussat Elementary School	29.14	11.76	3.7	8.49
South Oceanside Elementary School	42.79	10.42	10.53	12.5
Ivey Ranch Elementary School	59.94	27.5	0	16.67
Stuart Mesa Elementary School	48.81	20	23.08	16

APPENDIX D: 2024-2025 LOCAL LITERACY ASSESSMENT

Table 1: Participating school local literacy assessment proficiency for 2023-2024 and 2024-2025 for all students

Participating Schools in Regional Hubs	23-24 Met or Exceeded	23-24 % Met or Exceeded	24-25 Met or Exceeded	24-25 % Met or Exceeded	23-24 BELOW GRADE LEVEL	23-24 % BELOW GRADE LEVEL	24-25 BELOW GRADE LEVEL	24-25 % BELOW GRADE LEVEL
Contra Costa County	**2362**	**60.80%**	**2774**	**64.50%**	**1520**	**39.20%**	**1526**	**35.50%**
Rodeo Hills Elementary	121	47.10%	249	39.80%	136	52.90%	377	60.20%
John Muir Elementary	237	54.10%	289	58.60%	201	45.90%	204	41.40%
John Swett Elementary	359	63.90%	428	69.50%	203	36.10%	188	30.50%
Las Juntas Elementary	172	44.90%	208	49.30%	211	55.10%	214	50.70%
Morello Park Elementary	413	74%	462	74.60%	145	26%	157	25.40%
Glenn County	**1122**	**38.50%**	**757**	**34.30%**	**1794**	**61.50%**	**1449**	**65.70%**
Mill Street Elementary School	77	19.10%	101	23.70%	326	80.90%	325	76.30%
Princeton Elementary School	18	34.60%	33	47.10%	34	65.40%	37	52.90%
William Finch Charter School	56	34.40%	64	34.60%	107	65.60%	121	65.40%
Murdock Elementary School	419	48.40%	197	43.10%	447	51.60%	260	56.90%
San Diego County	**5853**	**55.60%**	**6439**	**58.90%**	**4668**	**44.40%**	**4493**	**41.10%**
Boulder Oaks Elementary School	209	50.50%	226	57.50%	205	49.50%	167	42.50%
Shadow Hills Elementary School	192	50.40%	225	59.10%	189	49.60%	156	40.90%
Campo Elementary School	193	50.50%	161	48.80%	189	49.50%	169	51.20%
Clover Flat Elementary School	105	53.80%	85	44.70%	90	46.20%	105	55.30%
Descanso Elementary	118	56.20%	114	64%	92	43.80%	64	36%
Potrero Elementary	117	37.90%	123	40.50%	192	62.10%	181	59.50%
Coastal Academies	537	67%	871	74.80%	265	33%	293	25.20%
Pablo Tac Elementary School	198	45.20%	193	46.80%	240	54.80%	219	53.20%
Foussat Elementary School	347	45.80%	362	48.70%	411	54.20%	381	51.30%
South Oceanside Elem School	275	58.40%	269	59.80%	196	41.60%	181	40.20%
Ivey Ranch Elementary School	529	74.30%	471	70.90%	183	25.70%	193	29.10%
Stuart Mesa Elementary School	273	49.80%	247	42.40%	275	50.20%	336	57.60%
All Project ARISE Schools	**9337**	**53.91%**	**9970**	**57.17%**	**7982**	**46.09%**	**7468**	**42.83%**

Table 2: Participating school local literacy assessment proficiency for English learners for 2023-2024 and 2024-2025

Participating Schools in Regional Hubs	23-24 Met or Exceeded	23-24 % Met or Exceeded	24-25 Met or Exceeded	24-25 % Met or Exceeded	23-24 BELOW GRADE LEVEL	23-24 % BELOW GRADE LEVEL	24-25 BELOW GRADE LEVEL	24-25 % BELOW GRADE LEVEL
Contra Costa County	**84**	**24.70%**	**126**	**36.20%**	**256**	**75.30%**	**222**	**63.80%**
Rodeo Hills Elementary	18	30.50%	28	19.70%	41	69.50%	114	80.30%
John Muir Elementary	8	21.10%	15	36.60%	30	78.90%	26	63.40%
John Swett Elementary	7	23.30%	13	44.80%	23	76.70%	16	55.20%
Las Juntas Elementary	16	20.30%	20	25.60%	63	79.70%	58	74.40%
Morello Park Elementary	11	47.80%	15	57.70%	12	52.20%	11	42.30%
Glenn County	**177**	**23%**	**126**	**23.50%**	**593**	**77%**	**410**	**76.50%**
Mill Street Elementary School	20	13.50%	28	19%	128	86.50%	119	81%
Princeton Elementary School	3	15%	8	36.40%	17	85%	14	63.60%
William Finch Charter School	3	20%	4	25%	12	80%	12	75%
Murdock Elementary School	64	30.20%	27	28.70%	148	69.80%	67	71.30%
San Diego County	**382**	**29.20%**	**422**	**32%**	**927**	**70.80%**	**895**	**68%**
Boulder Oaks Elementary School	3	16.70%	8	33.30%	15	83.30%	16	66.70%
Shadow Hills Elementary School	8	25.80%	13	40.60%	23	74.20%	19	59.40%
Campo Elementary School	20	30.30%	22	37.90%	46	69.70%	36	62.10%
Clover Flat Elementary School	5	20%	6	22.20%	20	80%	21	77.80%
Descanso Elementary	7	53.80%	7	63.60%	6	46.20%	4	36.40%
Potrero Elementary	83	32.70%	83	37.10%	171	67.30%	141	62.90%
Coastal Academies	4	33.30%	7	41.20%	8	66.70%	10	58.80%
Pablo Tac Elementary School	33	28%	38	30.60%	85	72%	86	69.40%
Foussat Elementary School	35	25.50%	30	22.40%	102	74.50%	104	77.60%
South Oceanside Elem School	17	30.40%	17	31.50%	39	69.60%	37	68.50%
Ivey Ranch Elementary School	14	38.90%	16	36.40%	22	61.10%	28	63.60%
Stuart Mesa Elementary School	8	32%	9	30%	17	68%	21	70%
All Project ARISE Schools	**643**	**26.58%**	**674**	**30.62%**	**1776**	**73.42%**	**1527**	**69.38%**

Table 3: Participating school local literacy assessment proficiency for Students with Disabilities for 2023-2024 and 2024-2025

Participating Schools in Regional Hubs	23-24 Met or Exceeded	23-24 % Met or Exceeded	24-25 Met or Exceeded	24-25 % Met or Exceeded	23-24 BELOW GRADE LEVEL	23-24 % BELOW GRADE LEVEL	24-25 BELOW GRADE LEVEL	24-25 % BELOW GRADE LEVEL
Contra Costa County	**168**	**27.10%**	**210**	**35.70%**	**452**	**72.90%**	**378**	**64.30%**
Rodeo Hills Elementary	9	18.40%	13	13.30%	40	81.60%	85	86.70%
John Muir Elementary	15	17.20%	22	25.60%	72	82.80%	64	74.40%
John Swett Elementary	25	30.10%	34	44.20%	58	69.90%	43	55.80%
Las Juntas Elementary	12	15.60%	16	21.90%	65	84.40%	57	78.10%
Morello Park Elementary	32	50.80%	33	56.90%	31	49.20%	25	43.10%
Glenn County	**85**	**21%**	**50**	**17.90%**	**320**	**79%**	**230**	**82.10%**
Mill Street Elementary School	6	10.90%	4	7.50%	49	89.10%	49	92.50%
Princeton Elementary School	3	33.30%	4	33.30%	6	66.70%	8	66.70%
William Finch Charter School	3	12.50%	4	16%	21	87.50%	21	84%
Murdock Elementary School	32	26.90%	15	26.80%	87	73.10%	41	73.20%
San Diego County	**481**	**26.40%**	**554**	**31.10%**	**1344**	**73.60%**	**1229**	**68.90%**
Boulder Oaks Elementary School	16	18.60%	21	30.40%	70	81.40%	48	69.60%
Shadow Hills Elementary School	10	15.40%	17	28.30%	55	84.60%	43	71.70%
Campo Elementary School	16	28.10%	16	28.60%	41	71.90%	40	71.40%
Clover Flat Elementary School	14	34.10%	10	27.80%	27	65.90%	26	72.20%
Descanso Elementary	9	24.30%	10	41.70%	28	75.70%	14	58.30%
Potrero Elementary	6	21.40%	6	28.60%	22	78.60%	15	71.40%
Coastal Academies	53	43.40%	74	43.80%	69	56.60%	95	56.20%
Pablo Tac Elementary School	20	22.70%	16	21.90%	68	77.30%	57	78.10%
Foussat Elementary School	31	22.80%	31	25%	105	77.20%	93	75%
South Oceanside Elem School	22	21.80%	29	30.50%	79	78.20%	66	69.50%
Ivey Ranch Elementary School	27	31.40%	32	35.60%	59	68.60%	58	64.40%
Stuart Mesa Elementary School	27	22.70%	24	21.40%	92	77.30%	88	78.60%
All Project ARISE Schools	**734**	**25.75%**	**814**	**30.71%**	**2116**	**74.25%**	**1837**	**69.29%**

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