

Pathway to Academic Success Project

Intervention Report Snapshot | English Learners Topic Area

WHAT WORKS CLEARINGHOUSE™
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English learners (ELs) bring valuable cultural and linguistic knowledge and experiences with them to school. Yet these students face the unique challenge of simultaneously learning English and other academic content, which can lead to lower scores in reading and writing in English compared to their non-EL peers. Despite the additional challenges faced by ELs, teachers receive little training in how to effectively teach this population of students.

The *Pathway to Academic Success Project* trains teachers to improve the reading and writing abilities of ELs who have an intermediate level of English proficiency by incorporating cognitive strategies into reading and writing instruction. The cognitive strategies include goal setting, tapping prior knowledge, asking questions, making predictions, articulating and revising understanding of text, and evaluating writing.

This What Works Clearinghouse (WWC) intervention report, part of the WWC’s English Learners topic area, explores the effects of the *Pathway to Academic Success Project* on writing

quality, writing conventions, and literacy achievement for ELs. The WWC identified five studies of the *Pathway to Academic Success Project*. Three of these studies meet WWC standards. The evidence presented in this report is from these three studies on ELs—with a sample in which 94% of students are Hispanic—in grades 6 to 12 in three urban and three suburban school districts.

Findings on the *Pathway to Academic Success Project* from three studies that meet WWC standards are shown below. The table reports an effectiveness rating, an improvement index, and the number of studies and students that contributed to the findings. The effectiveness rating is based on the quality of the designs used in studies, whether the findings are favorable or unfavorable for the intervention, and the number of studies that tested the intervention. The improvement index is a measure of the intervention’s effect on an outcome. A positive improvement index does not necessarily mean the estimated effect is statistically significant.

What Happens When English Learners Participate in the *Pathway to Academic Success Project*?

The WWC found that implementing the <i>Pathway to Academic Success Project</i> :	Effectiveness rating	Study findings	Evidence meeting WWC standards (version 4.0)	
		Improvement index (percentile points)	Number of studies	Number of students
May increase student achievement in writing quality	Potentially positive effects	+16	2	444
May increase student achievement in writing conventions	Potentially positive effects	+3	1	2,721
May increase student achievement in literacy achievement	Potentially positive effects	+3	1	2,726

FINDINGS ARE BASED ON:

3 studies with 3,170 students in California covering grades 6-12



STUDENT CHARACTERISTICS:

Free & reduced-price lunch: 80%	Gender: 51% female	English learners: 97%	Race: 98% Other/Not Specified	1% Asian	1% Native American	0.4% White	Ethnicity: 94% Hispanic
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What Does the *Pathway to Academic Success Project* Cost?

The typical cost of the *Pathway to Academic Success Project* including both required and optional costs is \$65 per student directly served, assuming 175 students per teacher in a district with 8 schools and 8 teachers participating in each school. The total cost per district in this scenario

is \$728,000 for both years. Without the optional costs, the per-student cost is \$33.38 and the per-district cost is \$373,800 for both years. Costs vary based on the number of teachers and students served and whether the district includes optional elements.

LEARN MORE



Read more about the *Pathway to Academic Success Project* intervention and the studies that are summarized in this snapshot in the [Intervention Report](#). Contact [Pathway to Academic Success](#) for additional information on implementing the *Pathway to Academic Success Project*.