

Research Triangle Institute

Evaluation of the RAP Program

RTI provided evaluation for the 2003-2006 Hill Center RAP program in Durham County Public Schools. With one year of RAP participation students improved their scores on three of four Woodcock Johnson III subtests, and showed growth rates significantly faster than the rates of their average-ability peers.

Generally, the findings from the rate at which they learned relative to their the evaluation of the program show that students who participated in RAP significantly improved not only their reading achievement levels, but also the rate at which they learned relative to their average-ability peers. Changes in scores and achievement growth rates were more pronounced after one year of participation in RAP compared with two years. In part, this finding may be due to the fact that students participating in RAP for more than one year are those who face greater difficulties in becoming successful readers. Another factor may be that the smaller number of students continuing in the RAP program for two and three years made it difficult to detect changes in student performance.

Many of the students involved in this study were not only at risk for school failure due to a learning disability, but also due to other factors such as low socioeconomic status, low IQ, and previous school failure like having to repeat a grade. While participating in RAP these students progressed at a rate faster than expected or at the rate expected of an average student for their age.

Overall RAP helped participating students.