Update on the Early Assessment Program

CSU Board of Trustees
Item 1 Committee on Educational Policy
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Goals of Early Assessment

• Give students an early signal of college readiness
• Collaborate with the high school community
• Provide 12th grade interventions
EAP Development Principles

• Identify, develop, and align common expectations
• Assess college readiness
• Minimize additional tests or testing time
• Provide feedback to students, families, and schools in time to focus additional academic preparation in 12th grade

• Cost-effectiveness
  • Reduce students’ need for remediation
  • Improve path to the baccalaureate degree
Components

- 11th grade testing
- Supplemental high school preparation
- Teacher/administrator professional learning
- Parent/family communication
- Preservice teacher preparation
Why should eleventh grade students participate in the EAP?

• Earn an exemption from placement tests
• Identify the need for additional preparation for college-level courses
• Adjust senior-year coursework to prepare for college-level courses
• Avoid investing time and money in college remediation courses that do not count toward a baccalaureate degree
What Do Results Mean?

• College Ready (Exempt)
  • Student demonstrates readiness for college level coursework in English language arts and/or mathematics and is exempt from further testing.

• College Ready (Conditionally Exempt)
  • Student demonstrates readiness for college level coursework in English language arts and/or mathematics at that point in time; however, successful completion of a senior year experience is required to retain the exemption.

• Not College Ready (Non-Exempt)
  • Student does not demonstrate readiness for college level coursework in English language arts and/or mathematics and is encouraged to participate in a senior year experience in either or both areas.
Conditionally Ready

Students whose results indicate that they are conditionally ready are encouraged to enroll in an approved senior year experience:

• English Completion of an approved senior course with a grade of C or better
  • Expository Reading and Writing Course (high school would need to meet criteria for implementation)
  • Advanced Placement
  • International Baccalaureate
  • Weighted Honors English

• Math Completion of an approved senior course with a grade of C or better
  • Mathematics course with Algebra II as prerequisite
  • AP Statistics
  • AP Physics
Expository Reading and Writing Course

• Developed by CSU English faculty and high school teachers
• Enables students to read and write academic text effectively and strategically
• Emphasizes in-depth study of expository, analytical, and argumentative writing
• Designed to fulfill the “b” requirement of the “a-g” subject area requirements
• Not intended as an honors or remedial course
• Full ERWC course for students in grade 12
• ERWC modules for students in grades 7-11 (4/grade)
Adoption of the ERWC

- Over 600 high schools in California have formally adopted the ERWC

- Also adopted by many alternative schools

- Adopted by the State of Hawaii
Preliminary Evaluation of the ERWC in Grade 12

Effect on Students

• Increased skills in reading comprehension, expository writing, and independent thinking
• Students scored higher on EPT than students in traditional classes

Findings from Teachers

• Found material academically rigorous and engaging
• Observed that . . .
  • College expectations increased
  • Confidence as writers and readers increased
  • Effective for English language learners
New ERWC Evaluation Study Underway

• Students in ERWC assessed at the end of grade 12, then followed into first and second years of college
• 10,000 students in 24 schools, across 9 school districts
• Fresno County Office of Education with WestEd researchers
• Funded by Investing in Innovation (i3) Grant
Professional Learning in English

• **ERWC Introductory Workshops** [20 hours] and Returning Teacher Workshops [3 hours]
  – Offered by County Offices of Education and the CSU to high school English teachers
  – Over 9,500 educators have participated in introductory workshops from 2004-2013
  – Returning Teacher sessions intended to provide 2nd edition materials (published in 2013) to teachers

• **ERWC Middle School Workshops** [18 hours]
  – Offered to middle school English teachers on a cost recovery basis (2013)
Professional Learning in Mathematics

Strengthening Mathematics Instruction (SMI)

- 16-32 hours of professional learning provided by a CSU mathematics professor and a K-12 mathematics specialist
- Designed to bring together an entire mathematics department and/or a critical mass of teachers to plan the implementation of the SMI modules
- Teachers develop a common emphasis to infuse SMI strategies across same-level courses (horizontal) and among sequential courses (vertical)
- Aligned with California Common Core State Standards
- Since 2005, over 2000 teachers have participated in SMI professional learning
EAP Cost

• About $8.5 million annually
  • Largest single cost is test and scoring contract with Educational Testing Service
• Other costs include-
  • Allocation to each campus for EAP Coordinator and Services
  • ERWC Professional Learning and Curriculum
  • SMI Professional Learning and Curriculum
Transition to Smarter Balanced Assessment

• AB 484 puts a halt to CA’s STAR testing, including the requirement of the 11th grade test (the basis for the EAP determination)

• Instead, CA students will participate in a national field test of the new Smarter Balanced assessment, which will not produce any student or school level data, for this year only

• Superintendent Torlakson has provided assurance that the CDE will join with us and with the CA Community College system to STRONGLY encourage all districts to offer the test for 11th grade students

• Participation will be at no cost to districts
Steps toward the 2014 EAP

- Chancellor White, Chancellor Harris, and Superintendent Torlakson letter
- CDE Assessment Conferences
- CSU Counselor Conferences
- California School Board Association (CSBA) and Association of California School Administrators (ASCA)
- CORE districts and 58 county superintendents
- CSU EAP Coordinators
- California Community Colleges
EAP at the Community Colleges

“. . . participation in EAP is associated with better first year outcomes, specifically

• lower rates of developmental coursework,
• higher rates of transfer-level course enrollment, and
• higher grades”

“There is clearly ample evidence that the EAP is both relevant and potentially useful to California Community Colleges in identifying students’ academic needs when entering college”
Effectiveness of the EAP: Results of External Studies

• “California was first. . . 24 other states and localities within 13 additional states have modeled their early college readiness assessments on the Early Assessment Program”

• “We conclude. . . statistically significant effects of EAP participation on remediation need in both English and math”

• “. . . overall favorable effects of the program in reducing the probability of remediation need in both English and mathematics. . . .”

• “. . . across racial/ethnic groups, we find virtually no differential effects”

• “. . . high achieving students who thought they were ready for college, but were informed by the EAP that they were not, are perhaps most likely to benefit. . . “

• “An early signal that a student might need remediation does not keep them from attending college”

• “Students. . . given a negative signal. . . may be changing behaviors that impact college readiness”

• “The EAP program is much less costly to the state or the student than remediation”
Student Participation in EAP

• In Spring 2013, 83% of the almost 470,000 11th grade students volunteered to take the EAP, up from 72% when we started in 2006.

• That’s 70,000 more students taking the EAP over 2006 – for a total of over 387,000 students in Spring 2013 statewide
EAP English Readiness: Almost Doubles

Ready for College English

Over 39,000 more 11th grade students ready for College English
EAP Math Readiness: Almost Doubles

Percentage of 11th Grade Math Test-takers in Algebra 2 and SHSM

- Almost 70K More Students Completed Rigorous Math Pathway

Number of Students Fully College-Ready for Math

- 16,120 in 2006
- 30,781 in 2013

EAP Ready Students: Most Sought-After First-Time Freshman Prospects

• 21% of Public High School End-of-Year 11th Graders were EAP Ready for College English Courses

• 7% of Public High School End-of-Year 11th Graders were EAP Ready for College Math Courses
Fall 2013 California Public High School Frosh

EAP Ready in English

- Over 16,200 EAP Ready Students comprise 30% of CAPHS Fall 2013 Class

EAP Ready in Math

- Over 4,600 EAP Ready Students comprise 8% of CAPHS Fall
EAP Conditionally Ready: The Primary CSU Focus

- 14% of Public High School End-of-Year 11th Graders were EAP Conditionally Ready for College English Courses

- 23% of Public High School End-of-Year 11th Graders were EAP Ready for College Math Courses
Fall 2013 California Public High School Frosh

EAP Conditional in English

Over 11,000 Conditionally Ready Students comprise 20% of the Fall 2013 CAPHS Class

85% were Ready at Entry

EAP Conditional in Math

Almost 22,000 Conditionally Ready Students comprise 40% of the Fall 2013 CAPHS Class

93% were Ready at Entry
EAP Not Yet Ready

• CSU enrolled over 18,000 applicants who were assessed as EAP Not Yet Ready in English, and their proficiency at entry was 34%. These students make up 34% of the fall 2013 public high school freshman class.

• CSU enrolled almost 11,000 applicants who were assessed as EAP Not Yet Ready in English, and their proficiency at entry was 37%. These students comprise 20% of the fall 2013 public high school freshman class.
Proficiency of California Public High School First-Time Freshmen

Continued Improvements Required

• Development of new creative programs, designed especially to sharpen the achievement trajectory of elementary and middle school students;

• Commitment to data-informed initiatives; and

• Collaborations and partnerships between K-12 and higher education involving leaders, teachers, faculty, students, & parents