

Reduce Need for Remediation through Alignment



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Goals of Early Assessment

- **Give students an early signal of college readiness**
 - Identify students before their senior year who need to do additional work in English and/or mathematics before entering college
- **Collaborate with the high school community**
 - Inform students, families, and high schools of students' readiness for college-level work and partner with high school teachers and administrators to develop solutions
- **Provide 12th grade interventions**
 - Motivate students to take needed steps in 12th grade to ensure readiness

Components

- 11th grade testing
- Supplemental high school preparation
- Teacher/administrator professional development
- Parent/family communication
- Preservice teacher preparation

Test Determinations

English and Mathematics

- Ready for college-level courses
- Conditionally ready for college-level courses
- Not yet demonstrating readiness for college-level courses

Test Results

- Students whose results indicate readiness are **exempted** from the following placement exams at the CSU
 - English Placement Test (EPT)
 - Entry Level Math Exam (ELM)and are eligible to enter credit bearing courses.

At participating community colleges students are eligible to enter transfer-level courses.

Conditionally Ready –

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

- 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
- Mathematics with Algebra II as prerequisite

EAP English Statewide Results

Year	Participation	College Ready
2006	312,167 (75%)	48,072 (15%)
2007	342,348 (78%)	55,206 (16%)
2008	352,943 (79%)	60,392 (17%)
2009	366,925 (82%)	59,367 (16%)
2010	378,870 (84%)	77,826 (21%)
2011	446,852 (86%)	85,506 (23%)

EAP Mathematics Statewide Results

Year	Participation	College Ready	College Ready-Conditional
2006	137,067 (74%)	16,120 (12%)	58,822 (43%)
2007	141,648 (70%)	17,173 (12%)	60,697 (43%)
2008	147,885 (70%)	19,442 (13%)	62,660 (42%)
2009	169,473 (77%)	22,246 (13%)	74,464 (44%)
2010	178,667 (77%)	26,056 (15%)	75,502 (42%)
2011	239,911 (80%)	29,524 (15%)	81,849 (43%)

<http://www.csusuccess.org/shome2>

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Supplemental High School Preparation

- **Calibrated Peer Review** – online essay preparation
 - http://www.csuenglishsuccess.org/practice_ept_essays
- **Expository Reading and Writing Course (ERWC)** for students in grades 11 and/or 12
 - Emphasizes in-depth study of expository, analytical, and argumentative reading and writing
 - Approved to fulfill the English requirement of the UC and CSU college entrance requirements
 - Intended for broad usage (*not* as an honors or remedial course and *not necessarily* tied to EAP results)

- Developed by CSU English faculty and high school teachers and administrators
- Aligned with 1997 ELA content standards & 2010 CA Common Core State Standards
- Structured around assignment template addressing reading and writing
- Emphasizes nonfiction texts (some literature included) and includes two full-length works

Adoption

- 306 high schools in CA have formally adopted the ERWC
 - Most of these schools have adopted ERWC as a full-year course in 12th grade
- 125 additional high schools in Los Angeles USD have adopted ERWC as the curriculum for their one-semester 12th grade Expository Composition course.
- Combining both groups, the total number is 431 representing roughly 34% of the 1,264 comprehensive high schools in CA
- Many other schools have adopted the curriculum informally by integrating it within existing English courses across grades 9-12.

Professional Development in English

- **Expository Reading and Writing Course (ERWC) Workshops [20 hours]**
 - Provide teachers with skills necessary to teach ERWC
 - Offered by County Offices of Education and CSU to high school English teachers
 - To date over 7,000 educators have participated in ERWC workshops

Supplemental High School Preparation

- **Strengthening Mathematics Instruction (SMI)**
 - Identify instructional strategies that will help students organize and solidify conceptual understanding
 - Identify characteristics of cognitively complex problems
 - Locate standards based cognitively complex problems within participants classroom texts
 - Practice writing standards based cognitively complex problems
- Supervised e-learning course in mathematics (ALEKS) for students who were identified as conditionally ready
- Online test preparation in mathematics
 - http://www.csumathsuccess.org/exam_prep

Professional Development in Mathematics

- **Strengthening Mathematics Instruction (SMI)**
 - 18-32 hours of professional development provided by a CSU mathematics professor and a K-12 mathematics specialist
 - Eight modules that are 2-4 hours in length
 - Designed to bring together an entire mathematics department and/or a critical mass of teachers with a district to plan the implementation of the instructional strategies contained within the SMI modules
 - Teachers develop a common emphasis on infusing SMI strategies across same-level courses (horizontal) and among sequential courses (vertical)
 - Trainer and material costs are free to district

- Developed by CSU mathematics faculty, high school teachers and administrators and county office mathematics specialists
- Aligned with 1997 mathematics content standards & 2010 CA Common Core State Standards
- Focused on developing skills to support student success in solving cognitively complex problems at all levels of high school mathematics.

Modules

- Setting the Stage for Solving Cognitively Complex Problems
- Deconstructing Cognitive Complexity in Problems
- Integrating Topics and Concepts in Problems
- Using Multiple Representations to Gain Understanding: Making Mathematical Connections
- Extending Procedures and Emphasizing Structures
- Teaching to Promote Mathematical Flexibility and Strategic Thinking
- Removing Roadblocks to Success in Solving Cognitively Complex Problems



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