

Early Assessment Program



Assessment and Accountability Information Meeting

Fall 2011

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Goals of the EAP

- **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 the CSU
- **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

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Components of EAP

The components of the CSU Early Assessment Program provide a comprehensive solution for helping students become ready for college.

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

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11th Grade Testing

To receive EAP results students must complete ALL sections of test:

- CST in English and/or mathematics (Algebra II or Summative High School Mathematics as appropriate)
- EAP 15 multiple-choice items in English and/or mathematics
 - Administered with the CST
 - Untimed
- EAP essay in English

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11th Grade Testing

▪ **Determinations of readiness are based on the scoring of all sections**

- Portion of the CST (40-50 items)
- EAP multiple-choice items (15 items)
- EAP essay in English

▪ **EAP essay administration**

- March 6 - 30, 2012

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Administering the EAP Essay

- Best if essay is administered for all students on the same day at a school; administering the EAP essay on multiple days is allowed, however.
- Students should be discouraged from discussing the topics with other students.
- Students may not take the essay topic or completed essay outside of the testing room.
- Essay prompts and essays may not be photocopied, photographed, or retained.

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General Test Security

- Test security protocols apply equally to the Early Assessment Program and the California Standards Test

Community College Participation

- SB 946 authorized participation of California Community Colleges (CCC) in EAP beginning in 2010
- Participation by CCC campuses is voluntary
- The CSU and the CCCs are collaborating on the implementation of the EAP at the CCCs to create a seamless path for students

Community College Participation

English			Mathematics			Mathematics-Conditional		
Yes	No	Under Review	Yes	No	Under Review	Yes	No	Under Review
51	8	11	47	6	16	8	36	21

Current as of 8/29/2011

Community College Participation

Websites

- CCC Chancellor's Office:
<http://www.cccco.edu/ChancellorsOffice/Divisions/StudentServices/EarlyAssessmentProgram/tabid/1610/Default.aspx>
- Joint CSU & CCC: <http://www.collegeeap.org/>



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Bubbling

IMPORTANT: By answering the questions in this section, I acknowledge that I am voluntarily participating in the Early Assessment Program (EAP). I understand that I may request that my EAP and CST results be released to any post-secondary institution(s) in which I seek or intend to enroll. By marking only one of the following circles below, I affirm that I seek or intend to enroll in California State University (CSU) or California Community Colleges (CCC) or both, and understand that my mathematics [or English] EAP and CST results will be shared directly with CSU and/or CCC officials as indicated below.

- Mark only one circle: CSU CCC CSU and CCC

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Bubbling

- Test booklet language was changed in 2011 to reflect the CCC
- The same language will be used in 2012
- Students should be encouraged to bubble in both selections to maintain the broadest possible options for their post-secondary careers

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Test Determinations

English

- Ready for CSU or participating CCC college-level English courses
- Ready for CSU or participating CCC college-level English courses – Conditional **NEW in 2012**
- Not yet demonstrating readiness for CSU or participating CCC college-level English courses

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Test Determinations

Mathematics

- Ready for CSU or participating CCC college-level mathematics courses
- Ready for CSU or participating CCC college-level mathematics courses – Conditional
- Not yet demonstrating readiness for CSU or participating CCC college-level mathematics courses

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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.

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Conditionally Ready - Mathematics

Students whose results indicate that they are conditionally ready can clear their condition by enrolling in an approved senior year experience

- Any mathematics course with a prerequisite of Algebra II
- Supervised e-Learning Course (ALEKS)

Conditionally Ready – English (beginning 2012-2013)

Students whose results indicate that they are conditionally ready can clear their condition by enrolling in an approved senior year experience

- Not yet finalized; currently under consideration is enrollment in an approved senior English course with a grade of B (possibly C) or better
 - Expository Reading and Writing Course (high school would need to meet criteria for implementation)
 - Advanced Placement
 - International Baccalaureate
- Being piloted in Long Beach Unified SD in 2011-2012 ¹⁷

EAP Test Results

Available on the STAR Grade 11 Student Report

- The results are on the backside of the report in the lower left-hand corner.
- EAP results are not included on the CDE label with the rest of the student STAR results.
- Separate EAP reports are not sent.
- EAP results are sent to districts on CD Rom with STAR results.
- Students can access their EAP results online (if the student filled the bubble on the score sheet) at www.csusuccess.org.

EAP Test Results

Codes for Results on STAR Data CD Rom

- 1 – Ready for CSU college-level course in English or mathematics
- 2 – Ready for CSU college-level course in English (beginning 2012) or mathematics courses - Conditional
- 3 – Not yet demonstrating readiness for college-level course in English or mathematics
- 4 – Incomplete

EAP STAR Report Website



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

- Explanation of all EAP statuses
- Student video explaining the importance of EAP
- Links to advising tools and exam prep resources on the Math and English Success Websites

Duplicate Student Reports

- Students may email requests for paper copies of reports to EAPDups@ets.org
- Requests must include the following information
 - Full name
 - Date of birth
 - High school
 - Year student attended 11th grade

Note: EAP results are only valid for the year following high school graduation.

EAP Test Results

EAP aggregate data by state, county, district, and school are available online:

<http://eap2011.ets.org/>

<http://eap2010.ets.org/>

<http://eap2009.ets.org/>

<http://eap2008.ets.org/>

<http://eap2007.ets.org/>

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%)

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English-Language Arts

Supplemental High School Preparation

- **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 “b” English requirement of the UC and CSU “a-g” college entrance requirements
 - Intended for broad usage (*not* as an honors or remedial course and *not necessarily* tied to EAP results)
- Calibrated Peer Review – online essay preparation
 - http://www.csuenglishsuccess.org/practice_ept_essays

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Mathematics

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.csuenglishsuccess.org/exam_prep

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Supplemental High School Preparation
CSU Success Web Sites

CSU SUCCESS <http://www.csusuccess.org/shome>

Welcome to the CSU Success Website

Prepare now for college math and English.
Get ready for the CSU by visiting the Math and English Success websites. Each site contains a step-by-step personalized roadmap, exam preparation tools, testimonial student videos, access to your Early Assessment Program test scores, and e-mail reminders to ensure that you are ready for the CSU.

Check your EAP Status

12th Graders
Find Out Your EAP Status

Math Success

- Students
- Parents
- Teachers
- Counselors

English Success

- Students
- Parents
- Teachers
- Counselors

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Adoption of the ERWC

- 279 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 404 representing roughly 30% of the 1,243 comprehensive high schools in CA (some alternative schools are part of the 404).
- Many other schools have adopted the curriculum informally by integrating it within existing English courses across grades 9-12.

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Evaluation of Expository Reading and Writing Course

- Annual evaluation studies of ERWC done from 2005 to 2010.
- Studies included analysis of curriculum implementation, professional development, student performance, and student, teacher, and administrator attitudes.

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Quantitative student outcome variables included

- Percent of CSU freshmen proficient in English 2004-08
- Gain in percent proficient in English 2004-08 & 2006-10
- CSU English Placement Test (EPT) results 2002-08
- California Standards Test (CST)-English language arts 11th grade scale scores 2004-08
- Gain in CST-ELA scale scores, 2004-08
- Student participation rates and results from the EAP program from 2004, 2005, 2008, and 2010
- Gain in ready for college (EAP) 2006-10

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Summative findings provide encouraging results

- Schools with large numbers of teachers participating in ERWC professional development significantly outperformed the statewide proficiency rate for incoming students from 2004 to 2008
 - 7 percentage point gain vs. 4% gain statewide
- FIPSE schools implementing ERWC either as a full-year course or across grades 9-12 from 2006 to 2010 outperform statewide rates, but not at statistically significant levels
 - 7.6% gain on EAP vs. 6% gain statewide
 - 2.74% gain on EPT vs. 4% loss statewide

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Need for further research

- Large-scale experimental or quasi-experimental studies have not yet been conducted.
- Recent i3 grant submitted proposes a regression-discontinuity analysis to determine efficacy of the ERWC for students in the 12th grade and into their 1st and 2nd years of college.
- Study of students in Long Beach USD participating in ERWC in 12th grade in 2011-12 as a part of piloting the conditional exemption in English on the EAP will yield useful data.

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Qualitative evaluation methods included

- Web surveys of teachers, administrators, and CSU faculty
- Observations and interviews of teachers
- Surveys, interviews, and focus groups of high school student
- Surveys of college students in first-year composition classrooms

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Qualitative Findings

Effect on High School Students

- Increased skills in reading comprehension, expository writing, and independent thinking according to teacher surveys
 - Analyzed text material more thoroughly
 - Reexamined ideas in text
 - Read text with different/multiple purposes
 - Evaluated and analyzed strength of writers' arguments
 - Read more, including more complex texts by choice
 - Applied skills learned with expository texts with traditional English language arts texts

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Qualitative Findings

Effect on First-Year College Students

- Results of a statewide survey of CSU college freshmen showed the following percentages of students taking literature (38%), college prep English (30%), ERWC (16%), and Advanced Placement (AP) English (16%) in their senior year of high school.
- The type of English class attended in senior year was a good predictor of whether students ended up in a remedial course at the university. Only 35% of students who reported taking ERWC were placed in remedial English, compared to 50% of students from other types of courses.

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Qualitative Findings

Effect on First-Year College Students

- Students who had taken AP English or ERWC reported that these courses required that students write more essays, with 69% of AP students and 63% of ERWC students reporting two to four essays a month.
- Students who wrote at least two essays or more a month were much more likely to report being well prepared for college than students who wrote one essay or less a month.

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Qualitative Findings

Effect on High School Teachers

- Experienced strong success with curricular materials
- Found material academically rigorous and engaging
- Systemic changes in teaching
- Observed that . . .
 - Depth, rigor, and intensity contributed to strong, positive outcomes for students
 - College expectations increased
 - Students experienced increased confidence as writers and readers
 - Worked well for English language learners

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Implications

- Studies illustrate strong support from educational professionals for the rich content of the ERWC and the associated engagement of students. Initial non-experimental studies and opportunistic matched-case designs suggest some promising indications of student gains associated with the intervention. A rigorous study with a quasi-experimental design, or an experimental design, would be needed in order to make an inferential statement on the gains associated with the ERWC curriculum.

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Early Start

- Early Start was mandated by the CSU Board of Trustees
- Goals of Early Start are to:
 - Better prepare students in mathematics and English before the fall semester of the freshman year
 - Add an important and timely assessment tool in preparing students for college
 - Ultimately improve students' chances of successful completion of a college degree

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Early Start Program

- Students who need remediation will be required to begin an Early Start Program prior to enrollment
- Ultimately, if identified freshman do not begin addressing remediation in a recognized CSU program before enrollment, they will not be permitted to enroll for the term for which they have been admitted
- Phased approach to implementation across the CSU

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English Proficiency Policy Changes

- The proficiency score on the English Placement Test (EPT) was reset from 151 to 147 (effective for fall 2011 entrants)
- Corresponding proficiency scores on the SAT and ACT were reset
 - SAT (Critical Reading Section): 500
 - ACT (English Test): 22

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Early Start Program (ESP) Participation

- For fall 2012, students not proficient in math and/or English* must participate in ESP
 - * Students who score in the lowest quartile on the EPT need to participate in 2012 (138 cut score). Students who score between 138-147 will need to remediate in college.
- For fall 2014, all students not proficient in math and English (EPT below 147) will need to participate in ESP.

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Programmatic Requirements

- The Early Start Program requirement will be offered in a variety of ways:
 - Self-supported summer courses
 - State supported summer courses
 - Online coursework
 - Courses offered via a coordinated program developed with regional community colleges
 - Summer bridge programs
 - Alternative options may be available at some CSU campuses based on local design

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Questions?

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