## EAP tools to use in school

**E-Learning for Math:** The CSU offers an e-learning course to satisfy the CSU Entry Level Mathematics requirements. Eligible students must score Conditionally Exempt on the Early Assessment Program test their junior year. For more information go to [www.csumathssuccess.org/elearning_faqs](http://www.csumathssuccess.org/elearning_faqs).

**Sample English and Math Placement Tests:** Teachers can download placement test prep questions to augment their curriculum. Visit [http://www.csumathssuccess.org/50_practice_problems](http://www.csumathssuccess.org/50_practice_problems).

**English test problems can be found at:** [http://www.csuenglishsuccess.org/ept_practice_tests](http://www.csuenglishsuccess.org/ept_practice_tests).

**On-Line Practice Essays:**

As the school year begins, high school English teachers are again beginning to sign up for the free online placement test practice essay offered through the [English Success](http://www.csuenglishsuccess.org) website. This application, known as Calibrated Peer Review, relies on retired essay prompts and the placement test scoring rubric to help students improve their expository writing skills.

**An English lecturer from Cal Poly Sonoma is leading the program and supporting teachers throughout the process.**

**Full Year or Semester English Course for Seniors:** The UC has approved a new senior-level Expository Reading and Writing course developed by the CSU. This course is designed to get seniors ready for college-level work. For a course description, go to [http://www.csupomona.edu/~uwc/pdf/CourseDescUCOP-Submit.pdf](http://www.csupomona.edu/~uwc/pdf/CourseDescUCOP-Submit.pdf).

**To offer the course, two teachers at the school must be trained in the ERW curriculum.**

**EAP Presentations**

Would you like to offer an EAP presentation to your high school students, faculty and staff? I would love to come share information about the many EAP benefits and resources available. Please contact me: claudia.quezada@csueastbay.edu. See you soon!
Does senior year math matter?

It is widely accepted that a strong understanding of mathematics is important for everyday life as well as for expanding educational and career opportunities. Many high school and college educators are interested in whether math taken in a student’s senior year of high school is related to college math outcomes.

The intersegmental nature of Cal-PASS data allows for analysis of the impact of taking and/or passing a 12th grade math course and subsequent success in college-level math courses. A dataset of 7,424 students who transitioned from a sample high school district to the local community college within one semester of high school graduation senior year successfully completed Intermediate Algebra or above in high school when compared to their peers figure. Subsequently, a higher percentage of students who successfully completed math with a grade of C or better during their senior year (bars 1 & 2) shows that a higher percentage of students taking math during their year attempted a course of Intermediate Algebra or higher as their first community college course (bars 3 & 4 in above figure). Students successfully completing math during their senior year also had slightly higher success rates in their first attempted community college course when compared to students who stopped taking math before their senior year.

For this sample region, students who took math their senior year had slightly better outcomes on some measures than those who did not, although it may be that advanced students were more likely to take math their senior year. These preliminary results are being used by Cal-PASS’s PLCs to converse about how high school math relates to future success in community college math courses.

Source: Cal-PASS Transitions, Spring 2007

2007 EAP results show greater participation

(Sept. 19, 2007) – In 2007, more than 346,000 high school juniors attending California public schools volunteered to take the Early Assessment Program (EAP) test, nearly 30,000 more than in the previous year. EAP test results, for the first time, were included on the STAR test results letters sent home to parents in August 2007.

"The increase in students volunteering to take the test is an indication that each year more students aspire and prepare to go to college. Many of these students did not think of college in the past and were not taking college preparation classes in high school," said CSU Chancellor Charles B. Reed. "A dedicated outreach program that targets school counselors, parents and students in underserved communities is helping increase the number of college-bound students in the state."

The EAP is an initiative of the California State University, the California Department of Education and the state’s public schools to help students get ready for college English and math while they are in high school and reduce the need for remedial classes in college. More than 50 percent of the nearly 40,000 first-time freshmen admitted to the CSU each year require remedial education in English, mathematics or both. All of these remedial freshmen have taken the required college preparatory curriculum and earned at least a B grade point average in high school.

The 2007 EAP results show that of 342,348 students tested in English, 55,206 (16 percent) demonstrated proficiency, a one percent increase. And of 141,648 students who took the math test, 77,870 (55 percent) demonstrated proficiency, the same percentage as last year.

"The percentage of students who reach proficiency has not risen over the three years that the test has been administered," Reed said. "This pattern in the results confirms the need and value of the EAP in our public schools. We know objectively that thousands of students aren’t ready for college because they don’t take the right classes. And we inform the students and their families about their college preparation status before they enter the senior year. We also are providing them with classes and learning tools in the 12th grade to become proficient. We hope the students take advantage of their senior year.”

The early assessment test identifies areas in which students need to do additional work to become ready for college. Those who aren’t ready are given opportunities to take additional courses during the senior year of high school to become proficient. That more students are taking this voluntary test, but I remain concerned that the results show that too many students need more preparation to be ready for college work. I encourage students to use the EAP results to choose appropriate senior year courses, and I hope that our high schools find ways to increase rigor and relevance so that students graduate better prepared to start college.” The EAP is a tool to better align student performance with college expectations,” said State Superintendent Jack O’Connell.

"I am pleased the EAP is administered with the California Standards Test (CST). It is a voluntary test that requires students to answer 15 English questions, 15 math questions, and write an essay. Those students who are deemed proficient by the test are exempt from the math and English placement tests that are mandatory for students who have been admitted to the CSU. Proficient students can begin taking college level classes. Those who aren’t take remedial classes during their first year in college, at a substantial cost to them and the state.

The 2007 EAP results have started going out on the STAR reports during the first two weeks of August. The EAP results will be available online starting Wednesday, August 22.

Students that find out their EAP status at the beginning of their senior year will be better able to get ready for the college before they arrive on campus and ensure that they are ready for college-level work. Please work with your staff and faculty to ensure the results are shared with students as soon as possible to allow for adjustment of class schedules, if necessary.

This month EAP results went out on students’ STAR reports. The 2007 EAP results are also available online. Students can check their individual EAP results at http://www.csumathsuccess.org/eap_results.

NOTE: Students that find out their EAP status at the beginning of their senior year will be better able to get ready for the college before they arrive on campus and ensure that they are ready for college-level work. Please work with your staff and faculty to ensure the results are shared with students as soon as possible to allow for adjustment of class schedules, if necessary.
The CDE releases 2007 STAR results

State Superintendent of Public Instruction Jack O'Connell today released the results of the 2007 Standardized Testing and Reporting (STAR) Program that show California students are continuing to improve academically in most subjects and grades.

"This year's results offer both encouragement and reason for serious concern," O'Connell said. "We can be pleased that gains in student achievement made over the past five years are either increasing or holding steady. This progress means that hundreds of thousands of California students will have a better shot at success.

But the data also show the persistent achievement gaps in our system that California simply cannot afford to accept – morally, economically, or socially. "The intent of this working Summit is to create an inclusive, interactive, and collaborative environment where educators will gather to share best practices and learn strategies immediately useable to address their daily challenges," he said. "I'm committed to addressing this issue, to creating the partnerships, sharing the information and employing the strategies that will ensure success for all California students." O'Connell said. "I am excited about this challenge because I know it is one we can overcome. I believe in the ability, in the talent, and in the dedication present in our public schools."

Compared with 2003, when all California Standards Tests (CSTs) were for the first time completely aligned to state standards, the percentage of students scoring advanced or proficient in 2007 increased by 8 points in English-language arts (ELA) or from 35 percent to 43 percent, and 6 points in math, from 35 percent to 41 percent.

The percentage of students scoring at the proficient and advanced levels on the fifth grade science test has increased by 13 points since 2004; the first year the test was given. The percentage of students proficient in or advanced in grades two, four, seven, and eight have increased in ELA by double digits over the four-year span beginning in 2003. The greatest improvement over the four-year period for math was made by students in grades three, four, five, and seven with the proficient and advanced percentage increasing by 12, 12, 14, and 10 points, respectively.

O'Connell pointed out the lack of progress made in closing the achievement gap among racial groups. While all student subgroup populations have continued to improve since 2003, the gap in achievement between African Americans or blacks and whites and the gap in achievement between Hispanics or Latinos and whites remain relatively unchanged. "Once again, these annual test scores shine a glaring light on the disparity in achievement between students who are African American or Hispanic and their white or Asian counterparts.

"In fact, African American and Hispanic students who are not poor are achieving at lower levels in math than their white counterparts who are poor. These are not just economic achievement gaps, they are racial achievement gaps. We cannot afford to excuse them; they simply must be addressed. We must take notice and take action."

In response to this pressing issue, O'Connell early this year charged the statewide P-16 Council including leaders from all segments of education as well as business, labor and community leaders – with examining factors contributing to achievement gaps and strategies for closing those gaps. "He is calling on all those interested in this issue to attend the Achievement Gap Summit scheduled for November 13-14, 2007, in Sacramento. For more summit information, please visit http://www.sjcoe.org/summit/index.aspx."

"The results show this explanation not to be universally true," he said. "In fact, African American and Hispanic students who are not poor are achieving at lower levels in math than their white counterparts who are poor. These are not just economic achievement gaps, they are racial achievement gaps. We cannot afford to excuse them; they simply must be addressed. We must take notice and take action."

Source—CDE News release 8/15/2007