

The EAP & ERWC

from a teacher's perspective

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Literacy in the 21st Century

*How RIAP & ERWC are making it work:
Lessons from the Classroom*

The High School/ College Disconnect

Students, parents, and K-12 educators are not receiving clear messages about the skills that high school students need to enter and succeed in college.

Michael W. Kirst

U.S. high school students now have higher aspirations for college than ever before. During the last few decades, parents, educators, policymakers, and business leaders have pointed out that to succeed in our society, students need to go to college. Eighty-eight percent of 8th graders expect to participate in some form of postsecondary education, and approximately 70 percent of high school graduates actually do go to college within two years of graduating (Education Trust, 1999).

Unfortunately, disconnected education systems are undermining students' college aspirations. State high school assessments often stress knowledge and skills that differ from college entrance and placement requirements. Students graduate from high school under one set of coursework standards only to discover that three months later, they must meet a whole new set of standards in college. Students are simply not getting the information they need about what it takes to succeed in higher education.

Starting at a Disadvantage

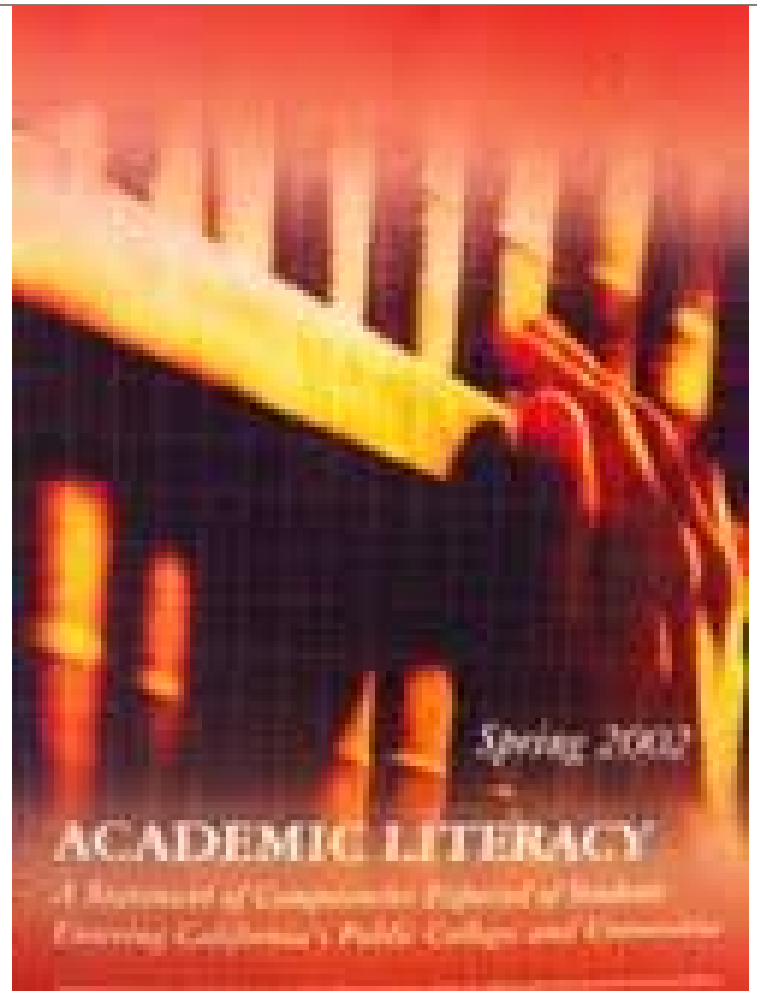
These mixed signals have disproportionately affected low-income students and students of color. As the economic benefits of holding a college degree have increased, low-income students have continued to experience much



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lower college enrollment and graduation rates than students in higher economic brackets. Low-income students primarily attend nonselective four-year schools or open-enrollment community colleges. For example, nearly 66 percent of Latinos—compared with fewer than 45 percent of white

students with similar academic backgrounds—initially enroll at open-door institutions (Fry, 2004). Two of every three high school graduates from the wealthiest quartile enroll in a four-year institution, compared with one in five from the lowest socioeconomic quartile. At the nation's 146 most selective



Findings from the “*Academic Literacy*” Report on College Readiness:

Academic Literacy

-only 49% of students can give
(write) brief summaries

Academic Literacy

-only 33% of students can
analyze info & arguments

Academic Literacy

-only 36% of the students are
prepared to synthesize information
or arguments based on their reading.

Evaluation Overview

- Four-year Investing in Innovation (i3) Development grant
 - Fresno County Office of Education
 - California State University
 - WestEd
- Impact Analysis
- Qualitative Implementation Data Anal

West Ed Study

Data

- 9 California school districts, 24 high schools
 - 56 ERWC teachers, 58 non-ERWC teachers
- 5,170 students in the study dataset
 - 3,309 students took ERWC (64%)
 - 1,861 students took a non-ERWC class (36%)
 - The non-ERWC classes were primarily English 4 and AP Literature

Impact Results

- ERWC students scored higher on the EPT compared to similar students who enrolled in other English courses
- Results statistically significant at the 1% level
- In other words, ERWC has a positive impact on student achievement, and this impact was unlikely to have happened by chance
- Effect size of .13
 - Effect size in context

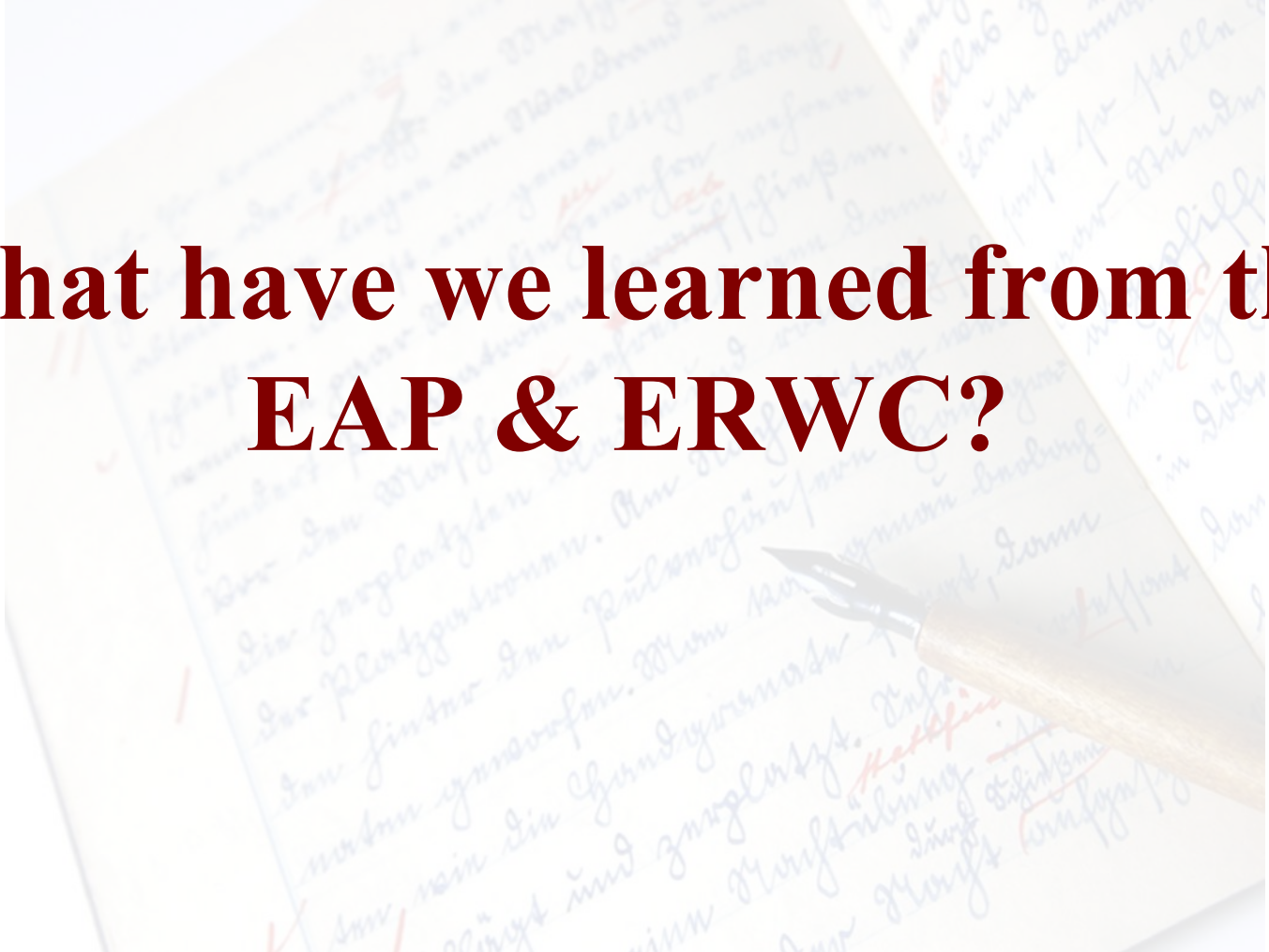
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What have we learned from the EAP & ERWC?

1. EAP & ERWC are only *part* of the literacy solution we need in schools.

****Cross-curricular collaboration is the key to success!**



2. The Importance of Leadership

~Role of our District Leaders

~Coordination of our assets

-Senior & Junior Teachers

-Cross-Curricular Professional Development & Training



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Answer Sheet

White teacher: I thought I could reach my black and Latino students. Then one told me why I couldn't.

A



1767



Save for Later



Reading List

By **Valerie Strauss** March 9 at 4:00 AM [Follow @valeriestrauss](#)



Most Read

1 White teacher: I thought I could reach my black and Latino students. Then one told me why I couldn't.



2 A principal met a student she expelled, and it



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My 10 Favorite Things about ERWC & EAP

- 1. My students are ready for college when they leave my classroom!**
→ ERWC teaches my students the skills they need to be successful in the future!
- 2. ERWC offers a great template for all types of reading & writing lessons make a difference in ALL of the classes that I teach.**
- 3. The EAP actually measures skills, not just memorized facts & data.**
- 4. Reading, Writing, & Critical Thinking are connected in lessons.**
- 5. I know what skill level my students are at before I start teaching them.**
- 6. The course evolves to stay current with the times.**
- 7. It's easy to supplement the course to specific populations.**
- 8. The Rigor of the course is undisputable!**
- 9. Everybody shares!!**
- 10. The 12 grade ERWC course materials are free!**

In conclusion...



21st century skills must be mastered by our students AND teachers

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Student Feedback...

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“I would have to say that the most important skill I acquired from high school was annotating. It would have been difficult to get into the habit of it on my own, and annotating has helped me to cut the time I spend on an assignment in half.” (Sonoma State)

“I cannot tell you how glad I was about taking the expository class my senior year. I went into my first writing class already knowing about logos, pathos, etc. My teacher even asked me how I knew a lot of the strategies he was teaching.” (San Diego State University)

“I am now at the University of Massachusetts and just want to let you know how much your class helped me. Before taking your class, I was pretty confident that I was a good writer and could easily get an A in any English class. Now at college, I am aware that the type of essays, annotating and skills you taught were the exact foundation necessary to succeed in college.”

“We cannot thank you enough for your teachings in ERWC. Our SDSU writing course is exactly like our class last year. We feel very prepared for the semester to come. Your students are lucky to be able to take this course to prepare them for college next year.”

“I am so prepared for my class at Las Positas thanks to the ERWC. I am way ahead of the other students who don't seem to know what they are doing.”

“The essay testing you taught in ERWC was so helpful; I even used it for placement testing to determine which English class I would be offered. I passed with flying colors and was placed into a higher English class. The English class that is mandatory for freshman, if they passed, is teaching us the same type of information your class taught, but without as much detail or the same personal one-on-one help.”

Parent Feedback:

“I believe it to be the most valuable English class they will have in preparation for college and real life application...I am pleased that the process to place students in this class was established to identify my son and other students in need prior to going off to college.”

“I am glad this class was made mandatory based on that test because based on his STAR scores alone, I wouldn't have thought he needed it. I think this is a wonderful program and am grateful for your efforts to get this going in our schools to benefit our students.”

Teacher Feedback:

“After twenty plus years of teaching, my students are able to lime with new insight into old works of literature when we follow the ERWC format.”

“I love to get the emails from students telling me they are doing similar work in college to the work we did in our ERWC class. They love to brag about how they are so much more prepared than the other students in the class for the rigor of the college-level work.”

Want to discuss this further?

Call, email, or tweet me!

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