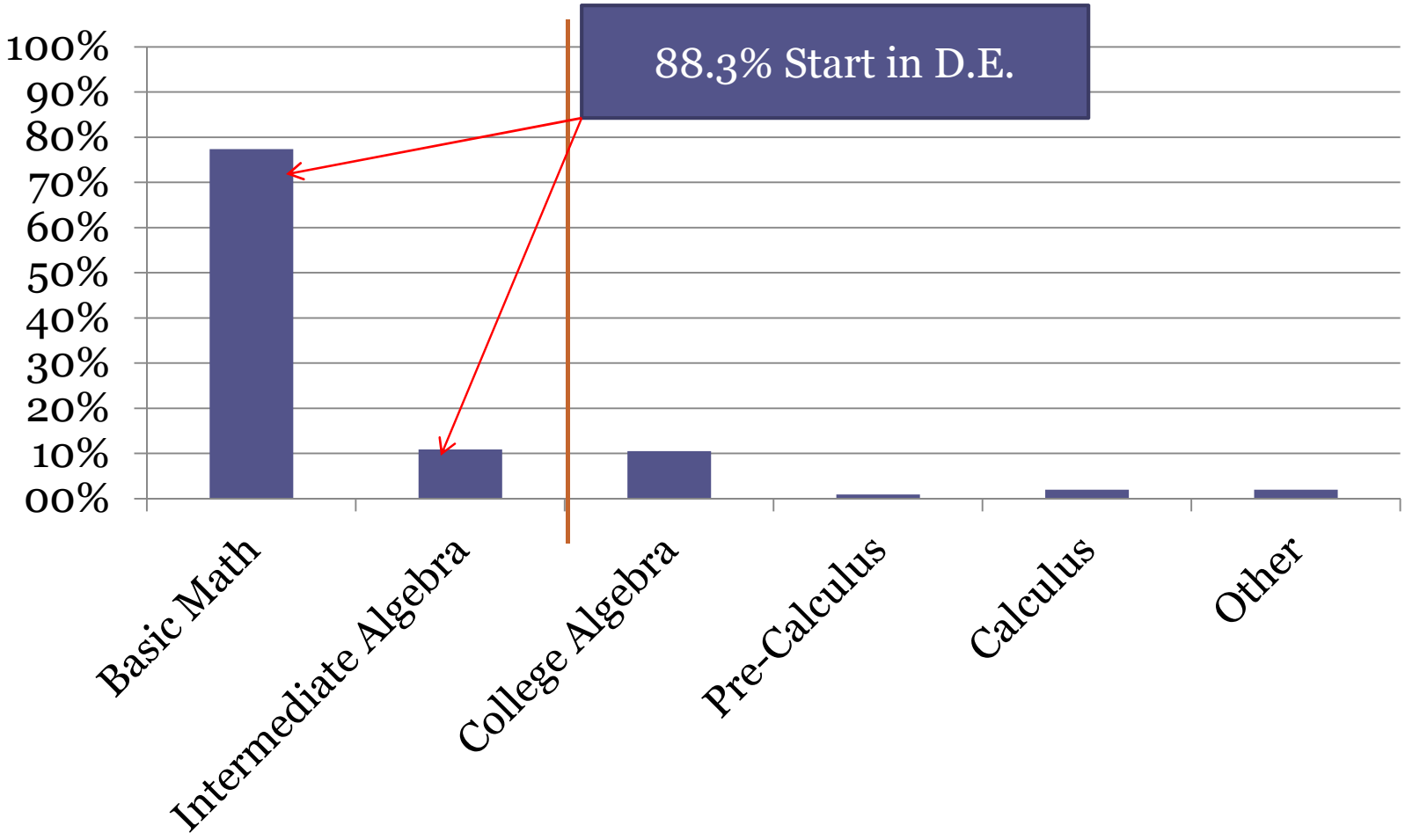
College Readiness
Higher Education State Initiatives

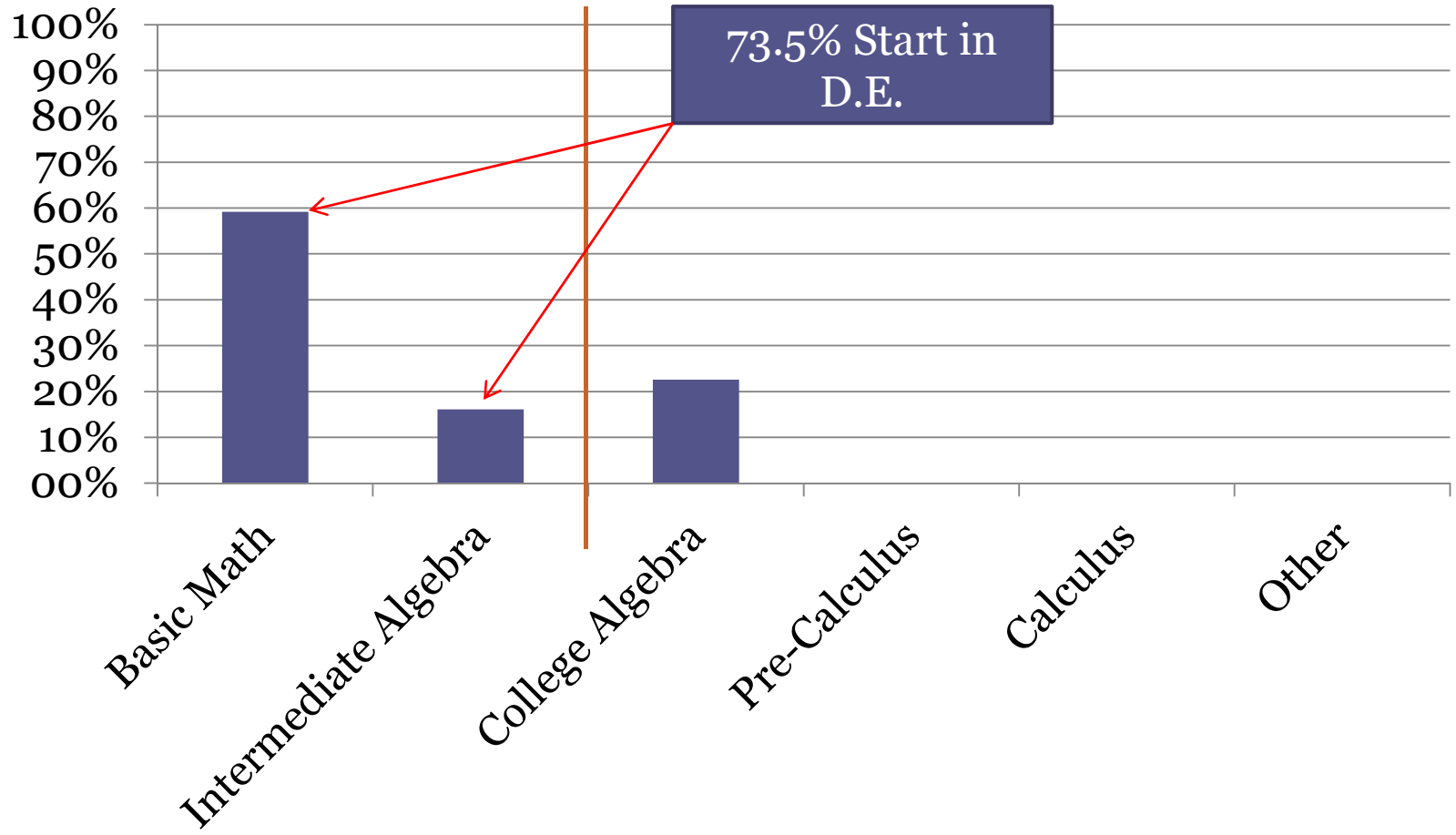
May 16, 2011
Austin, TX

How are we doing?

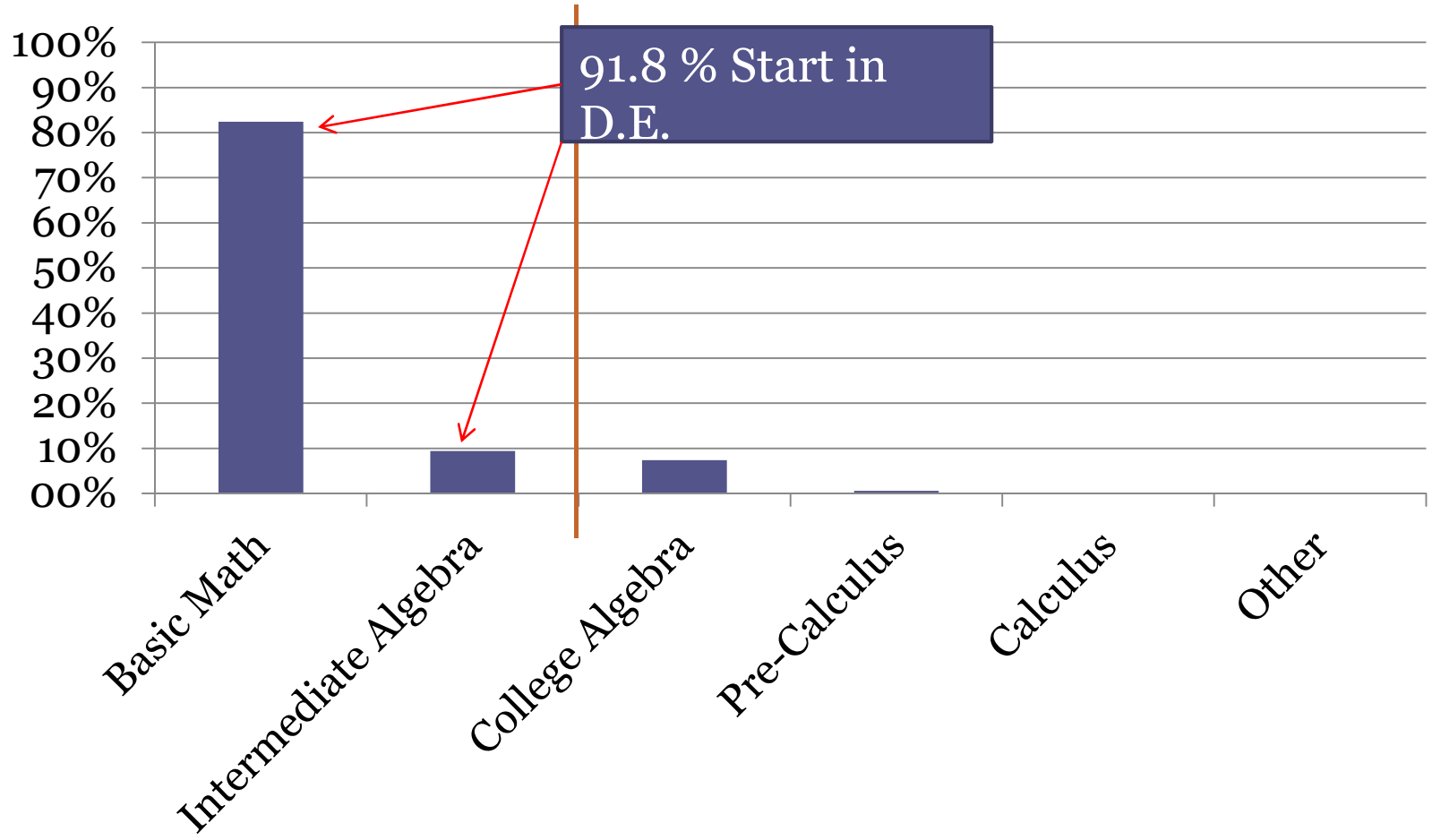
First College Math Course at a 2-year institution for Students who Passed Algebra 2 in High School



First College Math Course at a 2-year Institution for Students who Earned an "A" in Algebra 2



First College Math Course at a 2-year Institution for Students who Earned a "C" in Algebra 2



Algebra I EOC 2009/2010 Results

2009 Results—78,419 Tested

- **57% Met Standard** (44,742)
  - Raw Score: **31/50** ~ 64% correct

- **11% Commended Performance** (8,640)
  - Raw Score: **45/50**

2010 Results—101,887 Tested

- **12% Commended Performance** (11,773)

What are we doing about it?

Texas Goals and CCRS

- If Texas wants to increase success in college, students must be better prepared for both cultural and academic standards of higher education
- If Texas wants to increase transfer rates from community to four-year institutions, entry-level courses at all institutions must meet same high minimum standards
- If Texas wants a true P-16 system of education that is both cost effective and student centered, standards for success must be clear and shared by all.

How the CCRS Address Higher Ed Goals

- Communicate postsecondary expectations in same language and format as high school standards
- Assist high schools in developing activities and programs aligned with postsecondary expectations
- Provide a frame of reference for entry-level postsecondary courses statewide

When CCRS?

- CCRS were integrated into the TEKS (2008-2010) for ELA, Math, Science, Social Studies, and CTE.
- Review and revision (as required) of CCRS on parallel timeline to TEKS review and revision (every 10 years)

CCRS Validation

- Benchmarked against the best state standards and national standards developed by the College Board and Achieve
- Validated through alignment study of 1200 course syllabi from relevant entry-level college courses
- Gap analysis with National Common Core State Standards

Organization of the Standards

- Set of CCRS for each of the four content areas - English/Language Arts, Mathematics, Science, and Social Studies - and a set of cross-disciplinary standards
- Each area presents knowledge and skill expectations hierarchically in order to reveal the structure of the subject

Assessing the Standards

- CCRS have been incorporated into the TEKS for English language arts, mathematics, science, and social studies
- Because the CCRS are being incorporated into the TEKS, these standards will be assessed on the EOC assessments

End-of-Course Assessments

Current legislation requires the phase-out of high school TAKS and replaces it with 12 EOC assessments in

- English I, English II, English III
- Algebra I, Geometry, Algebra II
- Biology, Chemistry, Physics
- World Geography, World History, U.S. History

Performance Standards

- Defines college readiness as the performance level a student must obtain in order to be successful in entry-level college courses in mathematics and English
- Commissioner of Education, collaborating with Commissioner of Higher Education, sets levels of performance necessary for college readiness on EOC assessments for Algebra II and English III effective for 2011-2012 school year

Setting Performance Standards

- Correlation studies to help set and to validate CR performance standards

- Studies to assess the feasibility of establishing CR standards for Social Studies and Science

Texas Higher Education Coordinating Board

P-16 Initiatives

College Readiness

- AVID (Advancement Via Individual Determination)
- College Readiness Special Advisors
- Model Vertical Alignment Project
- Pathways Project
- Higher Education Bridging Programs
- College Readiness Assignment Field Test
- Developmental Education Projects

College Readiness

- Mathematics, Science, and Technology Teacher Preparation Academies
- College and Career Readiness Initiative (CCRI) Faculty Collaboratives
- Teacher Educator Preparation Demonstration Sites
- ACGM High Enrollment Entry-level Course Learning Outcomes
- Perkins State Leadership Grants

College Preparatory Courses*

- Modular Courses in Algebra and English developed by teams of public and higher education faculty.
- Based on identified critical college-readiness skills.
- Courses available to districts as instructional interventions for seniors who have not met the college-readiness standards for EOCs.
- Upon completion of a College Prep Course or module, a student would be required to take the appropriate state-developed EOC assessment.

*Legislatively Mandated

College Readiness Assignments

- Based on CCRS with appropriate rigor in assignments, assessments, and scoring rubrics
- Designed to address specific skills or concepts – not full length courses
- Developed for: Biology, Chemistry, Physics, Algebra, English-Language Arts, American Government, and American History
- Developed by Texas high school teachers and higher education faculty
- Could provide high school students additional instruction to meet college readiness measures on end-of-course tests

College Readiness Assignments

College Readiness Assignments Field Test

- Review and refine existing CRAs and develop new CRAs
- Develop and manage the field test in HS and IHEs
- Engage in partnerships with public institutions of higher education, ESCs, and public schools
- Create professional development for the implementation and development of CRAs
- Integrate an evaluation system designed by outside agent that produces actionable data regarding efficacy of CRAs
- Disseminate CRAs and professional development

Vertical Alignment

Regional Trainings:

- RFA issued to design and deliver workshops that will provide training in the facilitation of local horizontal and vertical alignment.

Model Vertical Alignment Projects:

- UTPA: developed Composition I and College Algebra Reference Course Profiles (RCPs) in collaboration with feeder 2-yr to be shared with feeder ISDs

Texas Pathways Projects:

- Math faculty teams discovered that initial question in placement test covered a topic not taught in the high schools, which if answered incorrectly automatically sent the student into DE, whether warranted or not. Sequencing of test questions changed for FY11.

Regional College Readiness Special Advisors

- IHE math faculty developing lessons designed to transition students from the use of calculators (for use in HS, DE, entry-level college math courses)
- Web portals to share best practices in college readiness interventions
- IHE and ISD faculty developing “practice-tests” for yet-to-be-developed EOCs based on identified critical skills of the CCRS
- Workshops for pre-service and in-service teachers on teaching critical CCRS, developed by faculty from College of Education and social sciences departments

RCRSA for central Texas:
Gary Madsen, Austin Community College, gmadsen@austincc.edu

Thank you!

Kristen Kramer, Ph.D.
Success Initiatives
Texas Higher Education Coordinating Board

kristen.kramer@thecb.state.tx.us