

CAPP Expository Literacy Grant

This project, involving eight lower-performing California High Schools, is designed and managed by the California Academic Partnership Program (CAPP) at the CSU Chancellor’s Office. It is intended to **evaluate** how the use of Expository Reading and Writing Course (ERWC) modules by all 11th and 12th grade teachers at the participating high schools is an effective catalyst for improving the rigor of English courses and the college readiness of all students.

Participants: (data for 2006-07, submitted by site project directors):

High Schools:	Calexico	Farmersville	Hiram Johnson	Lower Lake	Mar Vista	San Lorenzo	South	Ridgeview	Totals
Type of community	Suburban/agricultural	Rural/agricultural	Urban	Rural	Suburban/Urban	Suburban/Urban	Suburban/Agricultural	Suburban	
Number of participating teachers	10	4	8	6	6+	9+	7	8	58
Number of students, grade 12	546	102	350	200	370	387	361	433	2,749
Number of students, grade 11	600	147	481	197	410	302	455	555	3,147

Total number of students directly involved:: 5,896

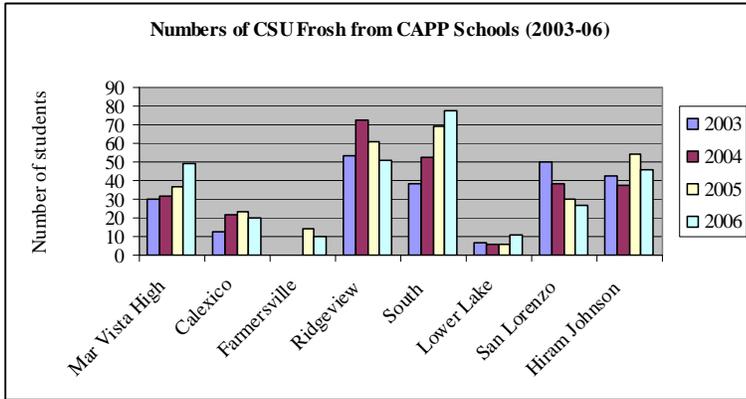
Major activities at each school site:

- Inventory curriculum and develop/revise documents teachers use to make instructional decisions. These documents identify key texts, writing tasks, standards/rationale and assessments – as well as when each should be addressed by every teacher of a given course throughout the year.
- Implement and annotate existing Expository Reading and Writing Course (ERWC) modules.
- Use ERWC template to develop new modules using relevant (or required) texts.
- Plan and lead professional development activities for teachers in grade-level or school teams
- Administer, analyze and use results of EPT-type formative assessments to inform instructional practice

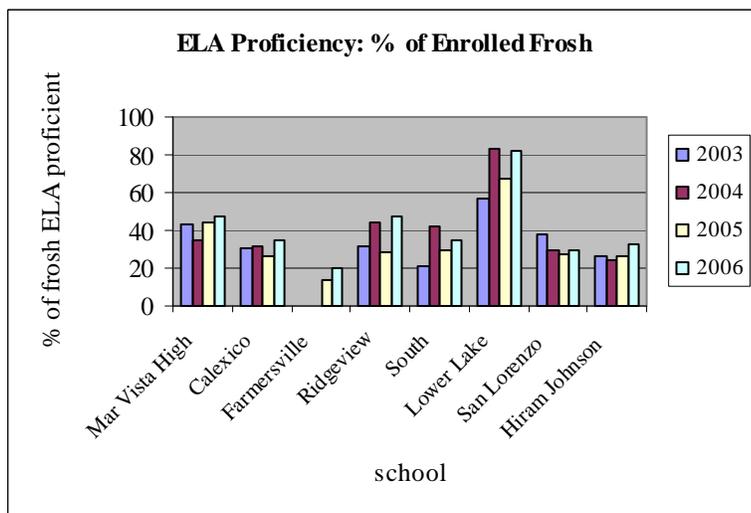
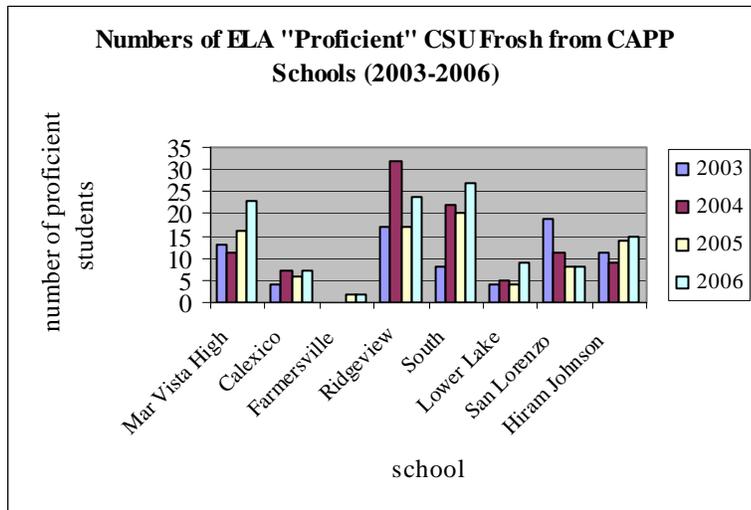
Preliminary Findings:

- **The Early Assessment Program (EAP) provides an essential means of determining the degree to which students are becoming prepared to succeed in college after graduating from high school.** If all juniors participate, the school obtains valuable data regarding how students in various classes are learning skills they will need to succeed in college. Focus on this assessment spurs teachers and school leaders to provide all students with a rigorous and relevant English/Language Arts curriculum.
- **The Expository Reading and Writing Course (ERWC), developed by a CSU Task Force, provides excellent materials for both student and teacher use.** Teachers participating in the CAPP project have used these materials extensively, learning from the structure and content of the ERWC modules how to develop curricula that complement mandated texts and other instructional materials. The ERWC, along with focused attention on the 11th grade CST and EAP, provides diverse students with challenge, rigor, and relevance they lacked prior to its implementation. Teachers participating in the project are creating and using innovative new modules that apply ERWC-type strategies to their Board-adopted curricula (usually Holt's Fifth and Sixth Editions).
- **High school teachers must participate in ongoing professional development** that provides them with routine, challenging, and practical opportunities to apply a rhetorical approach to reading and writing in their classrooms to a variety of texts. While the Reading Institutes for Academic Preparation (RIAP) and ERWC workshops are valuable, they are no substitute for ongoing, teacher-led collaboration. CAPP schools are required to document frequent, deliberate, collaborative activities among teachers that hold all participants accountable for achieving specific outcomes. The partnership of site-developed and CSU-led professional development is a powerful change agent.
- **Teamwork** among high school teachers is essential for meaningful implementation of both ERWC and EAP-focused instructional strategies and without teamwork no systemic change will occur at schools where such change is most needed. Essential to development of effective teamwork are the responsibility and authority provided to a **teacher leader** at each school site. Administrative support is important, of course, but it is the TEACHER leaders at each CAPP site who are responsible for achieving the very specific outcomes outlined in the RFP for this project. This teacher leader must have time in which to operate, and CAPP schools require teacher leaders to have one period "reassigned" from regular classroom duties to "resource" work. An important expectation of these teacher leaders is that they build capacity among their peers. All English 11 and 12 teachers are expected to participate in the project and it is the Project Director's (teacher leader's) responsibility to develop and maintain this buy-in.
- **Teachers must become skilled users of a variety of quantitative data** if they are to effectively question the status quo that limits opportunity for too many students. Teachers in the project are required to administer common EPT-type pre- and post-tests. They conduct item analysis for multiple-choice tests and participate in scoring sessions for essay tests. They are expected to collect and analyze a variety of school-level data, including EAP and EPT results, CSU/UC a-g results, and enrollment with scholarship marks for all students in 11th and 12th grades. What began as a rather painful educational process has, in two years, helped produce teacher leaders who are strong advocates of the EAP, the ERWC, and opportunity for all their students. Recurrent attention to questions of equity among the community of Project Directors (teacher leaders) of CAPP schools is a cornerstone of the powerful professional learning community made possible through CAPP's support.

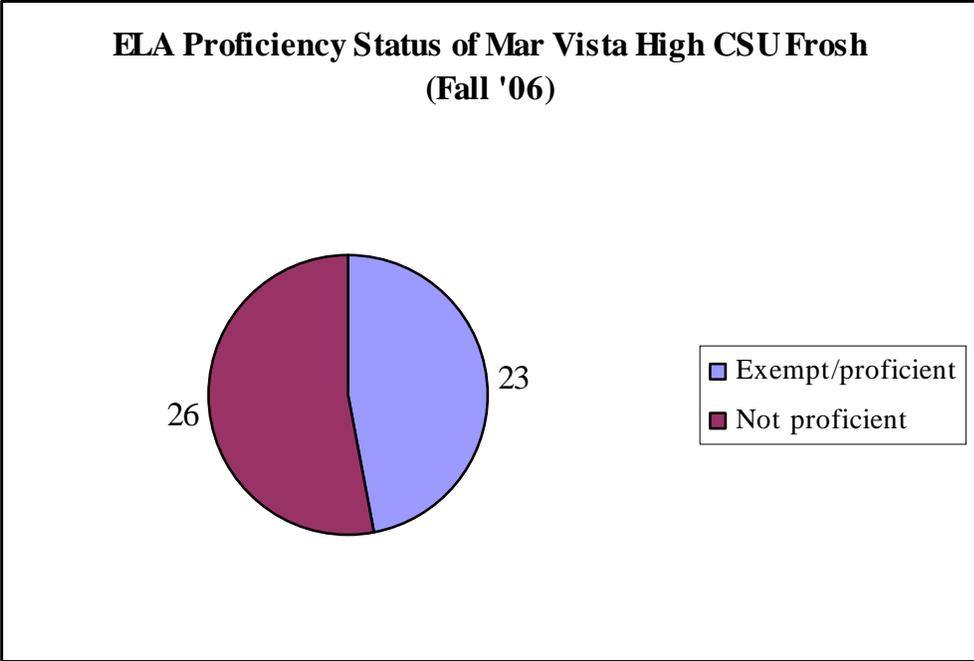
CAPP Schools send varying numbers of graduates on to the CSU as freshmen.



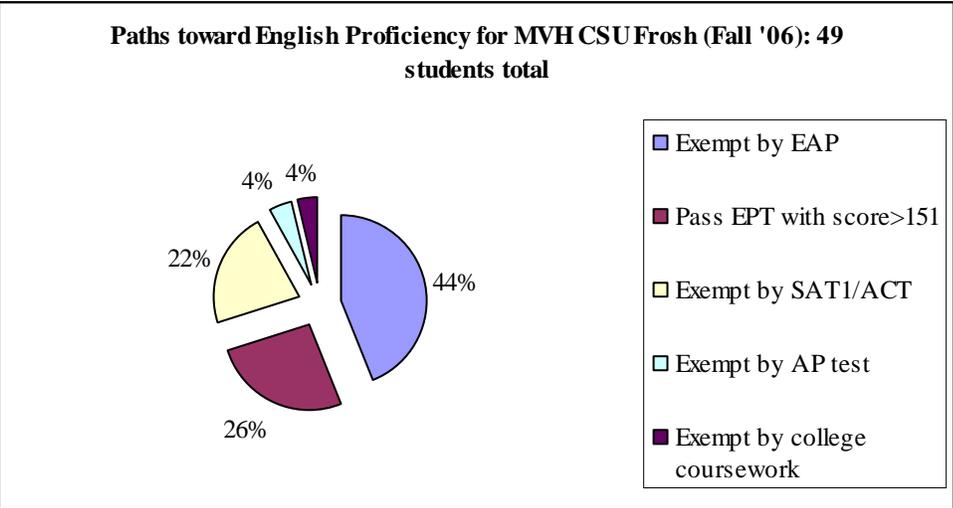
The two charts below show that CAPP schools are working to send more “proficient” students to the CSU.



Most graduates from participating schools face remediation upon entry into the CSU. CAPP school Mar Vista High is representative of most schools participating in the project.

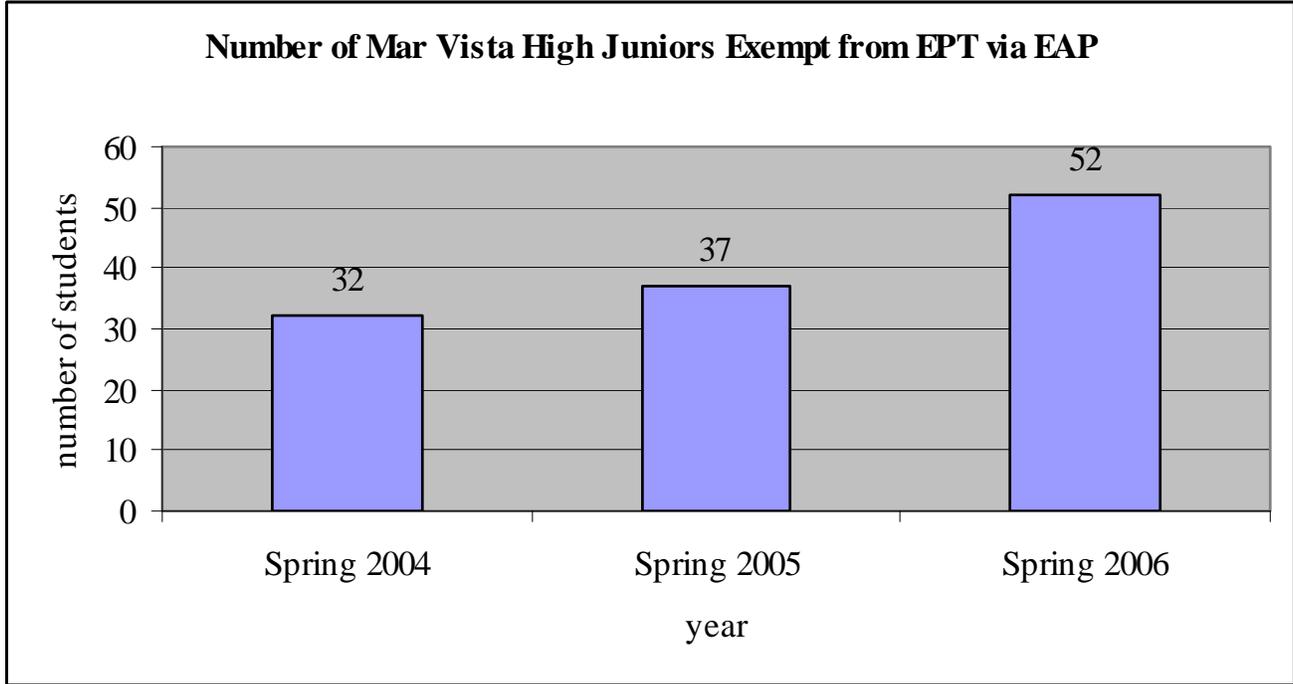


The EAP is the most effective means of helping students underrepresented within the CSU system earn exemption from the EPT.

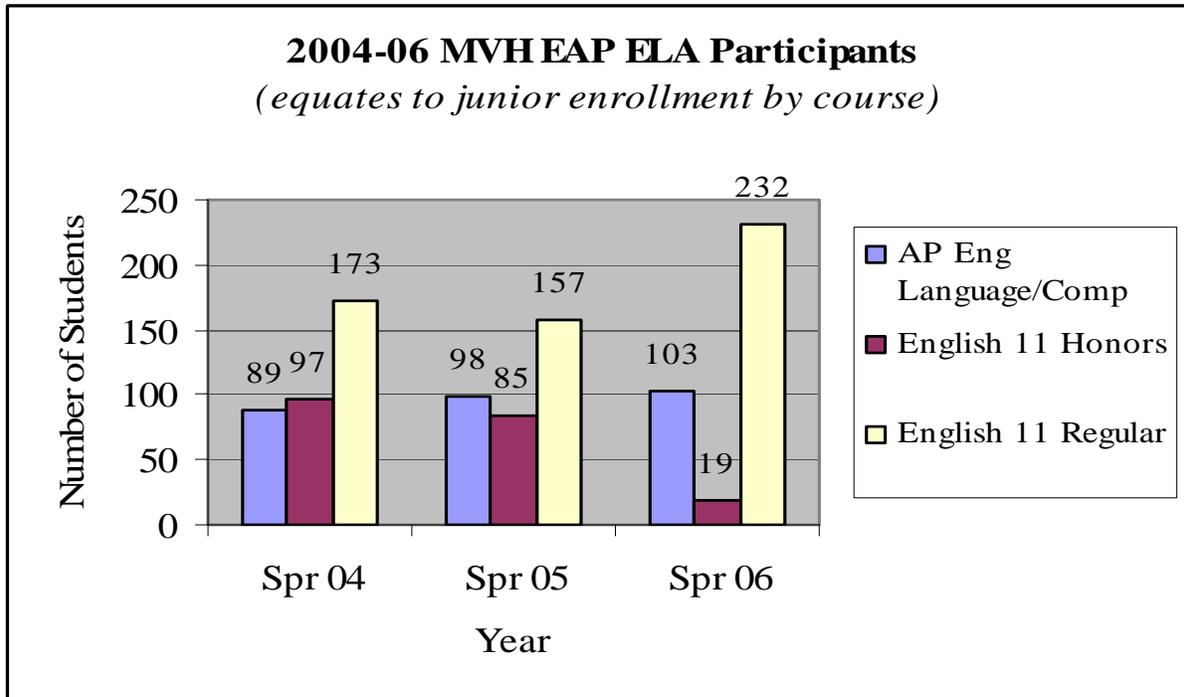


Mar Vista High School EAP Data 2004-06

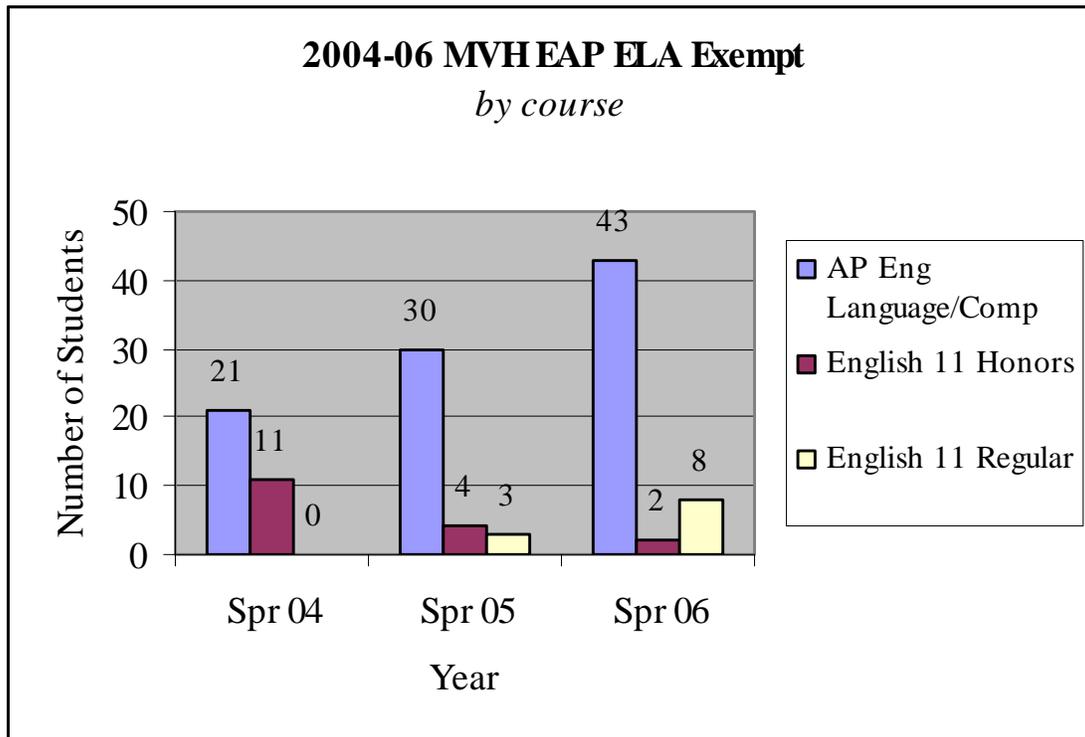
The number of Mar Vista High juniors who achieved exemption from the EPT via the EAP increased significantly after the school's first year of participation in the CAPP project.



Student participation in the 11th grade EAP increased significantly between 2004 and 2006. All juniors at MVH are encouraged to participate in the EAP, so this chart also describes student enrollment at the site. Three levels of English are offered to students. Some CAPP schools offer up to five “tracks” for students. Prior to participation in the project, the majority of CAPP schools did not expect all 11th graders to participate in the EAP.

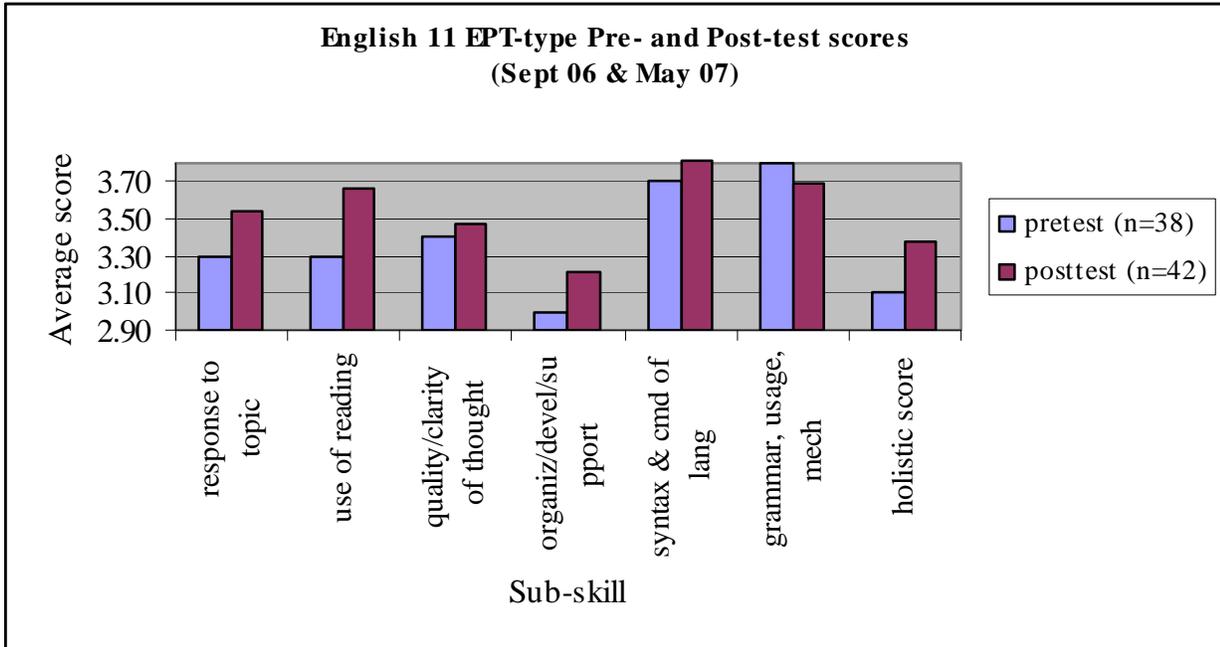


Student exemption from the EPT via 11th grade EAP at Mar Vista High varies by course. The “track” in which a student finds her/himself clearly affects her/his likelihood of achieving exemption from the EPT via the ELA. More students in both AP and “regular” English 11 earned exemption in 2006 than in previous years.



EPT-type Essay Pre- and Post-test Results (2006-07)

All CAPP project schools were required to administer common EPT-type pre- and post-tests. Schools were required to conduct item-analysis for the multiple-choice test and they were required to videotape whole-department, calibrated “scoring sessions” that yielded both holistic EPT scores (on the 6-point scale) as well as sub-skill results that allowed for comparison between pre- and post-test data. This chart illustrates the way one representative school compared results for a 10% sample of all 11th-grade students at the site.



Schools also compared results among courses offered at the site in terms of overall student performance as well as in each sub-skill. Interestingly, seniors performed worse than juniors and AP students were not included. Clearly, addressing student needs early in their high school experience is critical and the EAP – which must be open to all students – provides a major incentive to do this.

