Remedial Education Reform
Bruce Vandal, Education Commission of the States
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Riding the Storm Out

• Implementation of the Common Core Standards Assessments in Spring, 2015
• Estimates that only 33 – 50% of students will be assessed as college ready.
• Current college remediation system is ineffective.
• Without a clear strategy in states for the initial storm, the political will for the Common Core Standards may vanish.
Traditional Remedial Sequence

Assessment
- Take single standardized exam

Placement
- Cut score determines placement in one or more levels of remedial education

Enrollment
- Students take 1 or more courses consecutively before enrolling in gateway courses

Completion
- Success is defined as completion of remedial course
Strategy 1
Implement an early assessment and intervention strategy for high school students
Early Intervention Models

• Provide college placement assessments in 11th grade.
• Implement an early intervention strategy or students who are below college ready
  ➢ Transitional courses (Florida, California, SREB)
  ➢ Deliver remedial courses at high schools through concurrent enrollment.
  ➢ Utilize competency based, technologically assisted strategies.
  ➢ Require 4th year math.
• Create agreements guaranteeing college access for those college ready.
Strategy 2

Develop clear curricular pathways from high school to college gateway courses, particularly in mathematics.
Curricular Pathways are Key

Art
English
Humanities

Psychology
Political Science

Science
Technology
Engineering
Math

College Math

Statistics

Algebra
Calculus
Creating Pathways

- Develop curriculum teams of high school faculty, developmental faculty, gateway course faculty and academic program faculty.
- Identify competencies required for broad programs of study.
- Align common core standards, developmental curriculum, gateway course content.
- Develop course offerings beginning in high school, connected to common core and aligned to curricular pathways.
- Example: CAL-PASS system and Institute for Evidence Based Change.
Principles of Remedial Reform

Strategy 3
Incorporate high school GPA into college placement
Probability of Gatekeeper Success
## Placement Exams vs. HS GPA

### Proportion of Variation Explained

<table>
<thead>
<tr>
<th>Subject</th>
<th>Placement Test Only</th>
<th>HS GPA Only</th>
<th>Placement Test &amp; HS GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>B or higher in CL-Math</td>
<td>.12</td>
<td>.10</td>
<td>.17</td>
</tr>
<tr>
<td>C or higher in CL-Math</td>
<td>.07</td>
<td>.08</td>
<td>.11</td>
</tr>
<tr>
<td>Passed CL (D- or higher) Math</td>
<td>.04</td>
<td>.06</td>
<td>.07</td>
</tr>
<tr>
<td>Grades in first CL-Math</td>
<td>.13</td>
<td>.12</td>
<td>.18</td>
</tr>
<tr>
<td>B or higher in CL-English</td>
<td>.02</td>
<td>.04</td>
<td>.05</td>
</tr>
<tr>
<td>C or higher in CL-English</td>
<td>.01</td>
<td>.04</td>
<td>.05</td>
</tr>
<tr>
<td>Passed CL (D- or higher) Eng</td>
<td>&lt;.01</td>
<td>.03</td>
<td>.04</td>
</tr>
<tr>
<td>Grades in first CL-English</td>
<td>.02</td>
<td>.06</td>
<td>.07</td>
</tr>
</tbody>
</table>

Scott-Clayton, 2012

Getting Past Go: Using policy to improve developmental education and increase college success
A Ready for College Strategy

Strategy 4
Provide academic support as a co-requisite with the gateway course
## Austin Peay’s Structured Assistance Results

<table>
<thead>
<tr>
<th></th>
<th>Traditional-DSPM 0800</th>
<th>Traditional – DSPM 0850</th>
<th>Traditional College Ready</th>
<th>Redesign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Thought and Practice</td>
<td>11.6%</td>
<td>43.5%</td>
<td>85%</td>
<td>76.3%</td>
</tr>
<tr>
<td>Fundamentals of Statistics</td>
<td>7.5%</td>
<td>28.8%</td>
<td>56.2%</td>
<td>61.2%</td>
</tr>
</tbody>
</table>
Strategy 5
Provide students with significant learning challenges routes into certificates or accelerated programs of study
**Integrated Learning Outcomes**

1. Compile Resources
2. Create Integrated Learning Outcomes
3. Match Available Standards to Integrated Learning Outcomes
4. Assess, Review and Revise Integrated Learning Outcomes

**Integrated Teaching**

1. Both instructors work as a collaborative team to design and deliver the program.
2. They are both present in the classroom
3. The adult basic education instructor ensures that basic skills are within the context of the workforce education content and gauge student progress.
4. The workforce education instructor focuses on the delivery of the workforce content.
Washington’s I-BEST Results

I-BEST students were more likely to:
• continue into credit-bearing courses
• earn credits toward a credential
• earn a certificate
• improve their basic skills.
• *Probability of credential 50% greater for I-BEST Students*
## Los Medanos Path2Stats Course

<table>
<thead>
<tr>
<th>Student placement in math sequence</th>
<th>Path2Stats: % of students successfully completing Statistics</th>
<th>% of students who successfully complete college-level math course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer-level</td>
<td>100% (3 of 3)</td>
<td></td>
</tr>
<tr>
<td>Intermediate Algebra</td>
<td>90% (18 of 20)</td>
<td>29% (93 of 320)</td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>85% (22 of 26)</td>
<td>17% (49 of 292)</td>
</tr>
<tr>
<td>Pre-algebra or Arithmetic</td>
<td>31% (11 of 35)</td>
<td>5% (8 of 155)</td>
</tr>
</tbody>
</table>

*Getting Past Go* Using policy to improve developmental education and increase college success
Accelerated Remedial Sequence

**Assessment**
- Assess no later than 11th grade
- Use of multiple tools to include HS curriculum, HS GPA and diagnostic academic assessment

**Placement**
- Provide HS students early intervention options
- Maps student progress through a program of study

**Enrollment**
- Co-Enrollment in Remedial and College-Level Course
- Single semester remedial option
- Contextualized instruction in program of study

**Completion**
- Success is defined as completion of gateway course
- Enrollment in a program of study
- Earning a credential

Using policy to improve developmental education and increase college success
For More Information

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