SREB READINESS COURSES: Transitioning to College and Careers
Math Ready: Ready for college-level math and Literacy Ready: Ready for college-level reading/writing

Field-test Guidelines and Requirements
July 1, 2014

Background Information
SREB has been working for two decades in the arena of implementing high school courses to help students transition into postsecondary study. One result today: SREB’s Readiness Courses (transitional courses), which assist a target group of students who are assessed no later than the junior year as not yet reaching the state’s college- and career-readiness level with traditional core classes. The two courses — Math Ready and Literacy Ready — are specifically designed to prepare these students before high school graduation to be successful in college-level classes. SREB convened a team of five states in 2011 to begin development of this work, calling on lead high school teachers, higher education faculty and state education leaders to work together to build these courses. National and regional standards and content experts helped lead these writing teams for nearly two years. In 2012, nine additional states joined the partnership, providing external reviews of the draft courses, with the help of PARCC.

In spring 2013, SREB began piloting the courses in seven states across the country for the next year and a half. Together with the results of the external reviews, feedback from the pilot sites and feedback from further national experts, SREB has published the first edition of the SREB Readiness Courses. The courses are available to download at SREB.org/Ready, or by scanning the QR code above, free of charge to any state, school or teacher. Currently, the curriculum is also available in an online format, built by a team of educators with assistance from Apple Inc. The courses went live on a new SREB iTunes page in June 2014, accessible at iTunes.com/SREB.

Call for Participation
SREB will be conducting a coordinated field-test and evaluation study during the 2014-15 school year. We are currently enlisting schools to participate in this

To sign up to participate in the SREB Field Test of the Readiness Courses, please fill out the online form:
https://docs.google.com/forms/d/1FEhTwz9_V7JGe74ZBQpKP_RGvGD7jY2NaWeRJ8A7po/viewform?usp=send_form.
study. The following outlines some background about the courses as well as the field-test and evaluation guidelines. Our goal is to work with 100 schools that will be implementing the SREB Readiness Courses — Literacy Ready and/or Math Ready. The 2014-15 SRC classes in the field-test schools will provide curricula for incoming high school seniors who score at a designated “unready for college” level on the Compass, ACCUPLACER, SAT and/or ACT exam in their junior year and who plan to pursue postsecondary studies.

**Purpose**

The purpose of this field-test year is for SREB to collect and internally analyze the first large implementation year of the courses in various forms to determine the effectiveness of the courses in the classroom, the effectiveness of the teacher training, and to help in improving the curricula, training, and technical support before the start of the 2015-16 school year. With the results of the field test, SREB will publish Version 2 of the SREB Readiness Courses on our website, and will offer improved training nationwide in the summer of 2015. Your assistance and feedback throughout this process is integral in our work.

Following this field-test year, we hope to work with an external evaluation team in the future to conduct a formal analysis of the success of the courses, training, and technical support.

**Evaluation Questions**

The 2014-15 SREB Readiness Course evaluation will focus on four primary questions:

1. What is the fidelity of SRC implementation for each partner school? (Indicators of SRC fidelity will be developed.)
2. What is the level of SRC student success for each partner school? (Success will be defined by student achievement and entrance to college without enrollment in remedial courses.)
3. What is the level of teacher satisfaction with SRC for each participating school?
4. What is the level of school leadership support for the implementation of the Readiness Courses?

**Evaluation Plan**

The unit of analysis for this evaluation will be the participating schools. The following chart provides the evaluation questions, the evaluation tools, administration dates and analyses methods. The state department of education, district leader or school principal will provide SREB with the participating student data from the readiness test of choice
— SAT, ACT, Compass, ACCUPLACER, or Common Core assessment — to be administered to participating students before and after completion of the course.

**SREB Readiness Courses Project Evaluation Chart**

(Set for schools teacher year-long courses. Those teaching semester courses on a block will need to adjust dates to fit schedule.)

<table>
<thead>
<tr>
<th>Evaluation Questions</th>
<th>Evaluation Tools</th>
<th>Administration Dates</th>
<th>Analysis Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the fidelity of Readiness Course implementation for each partner school?</td>
<td>a. teacher survey of Readiness Course experiences</td>
<td>spring semester 2015</td>
<td>a. an average of teacher survey item results at the school level</td>
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<tr>
<td></td>
<td>b. student survey of Readiness Course experiences</td>
<td></td>
<td>b. average of student survey item results at the school level</td>
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<td></td>
<td>c. principal phone interview</td>
<td></td>
<td>c. grounded theory approach</td>
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<tr>
<td>2. What is the level of Readiness Course student success for each school?</td>
<td>a. students’ Compass results junior year (pre-test); students’ Compass results senior year (post-test)</td>
<td>spring semester 2014; spring semester 2015</td>
<td>a. difference in pre-and post-student scores by school; number of students testing at a proficient level</td>
</tr>
<tr>
<td></td>
<td>b. students’ ACT results junior (pre-test); students ACT results senior year (post-test)</td>
<td></td>
<td>b. difference in pre-and post-student scores by school; number of students testing at a proficient level</td>
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<tr>
<td></td>
<td>c. counselor/student survey of participating students’ post high school plans</td>
<td></td>
<td>c. count of college remediation course students/non remediation course students by</td>
</tr>
</tbody>
</table>
### Teacher and Student Survey Categories

The surveys are a critical component of the evaluation process. Teacher surveys will include such topics as professional background, instructional methods used in teaching the Readiness Course class, course rigor, student success in the course, course materials and supplemental materials, course training/preparedness to teach the course, course preparation, assigning homework, student assignments, working in teams, following the syllabus, principal support and guidance counselor support.

Student surveys will include topics such as student background, high school courses taken, completion of a concentration of career and technical courses, academic and technical courses taken, teachers’ primary instructional method, prepared for college work, course rigor, having needed knowledge and skills to be successful in high school, completing course assignments, teacher assisting students outside of class, guidance counselor assistance, participating in class, studying, homework assignments, graduating from high school, amount of homework assigned and working in teams.

| 3. What is the level of teacher satisfaction with Readiness Course for each participating school? | a. teacher survey | spring semester 2015 | a. percentage of teachers by school agreeing/disagreeing with the value/effectiveness of various Readiness Course components |
| 4. What is the level of school leadership support for the implementation of the Readiness Courses? | a. principal phone interview | b. teacher survey | spring semester 2015 | a. grounded theory approach |
| | | | | b. percentage of teachers by school agreeing/disagreeing with the value/effectiveness of various Readiness Course components |
Conditions for School Participation in the SREB Readiness Course Field-test

Conditions for school participation in the field test of one or both of the SREB Readiness Courses include fidelity of implementation component and significant to program success. These conditions include:

1. A school committing to teaching at least one of the SREB Readiness Courses — Math Ready and/or Literacy Ready — as a year-long course or semester course on a block schedule. Schools do not have to teach both courses in order to participate. A school that has teachers wishing to test the curricula out in existing classrooms are also encouraged to sign up and participate in the surveys and monthly supports. Testing data will still be collected if available but not used in the comparison of students taking the full course.

2. A school committing to using highly effective teachers to field test the modules — preferably teachers who have experience with teaching to college-readiness levels and a concern or passion for the group of students who are academically underprepared. Math teachers should have experience in teaching all math classes if possible. Literacy teachers will ideally team teach the course with an English, science and history teacher, each teaching their subject’s two units (e.g., a large class split into three groups rotating every 12 weeks (6 weeks if on block) to the next teacher). This is greatly preferred over an English teacher teaching all six units, however, it is not required. We still would like to follow the field-test with only an English teacher teaching all three disciplines to compare results.

3. Selected teachers are willing to learn and follow a new style of teaching, in both math and literacy, to expose students to a new way to learn disciplinary literacy and numeracy skills for true mastery and independent work. This will also require teachers to allow for increased group work, increased coaching but less hand-holding in the classroom.

4. Guaranteeing the participation of the sites’ principals in assisting teachers and helping evaluate Literacy Ready and Math Ready’s effectiveness and completing a Readiness Course survey at the end of the year.

5. Requiring participating teachers to attend either an in-state training offered in conjunction with SREB and the state department of education, or the SREB training Institute in Nashville, Tennessee, July 16-19, 2014.

6. Guaranteeing the participation of teachers in follow-up training sessions or review sessions within the year and follow-up training webinars offered by SREB staff and consultants for technical assistance with curriculum and teacher training.

7. Ensuring that school counselors are aware and educated about the course(s) and that they complete a Readiness Course survey at the end of the year.
8. Ensuring teachers electronically submit online weekly lesson surveys, a general teacher survey at the beginning and conclusion of the course, and administer a student survey at the conclusion of the course to identify the class experiences during the field-test. Surveys are done with Google forms. The first surveys are posted:

- Training Evaluation Form: SREB Readiness Courses
- Pre-Field Test Survey for Teachers: SREB Readiness Courses
- SREB Field-test Lesson Evaluation Form (weekly form for teachers)

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https://docs.google.com/forms/d/1FEhTvzw9_V7JGe74ZBQpKP_RGvGD7jY2NaWeRJ8A7po/viewform?usp=send_form.