

Overview of the Center for Educational Policy Research and the Educational Policy Improvement Center

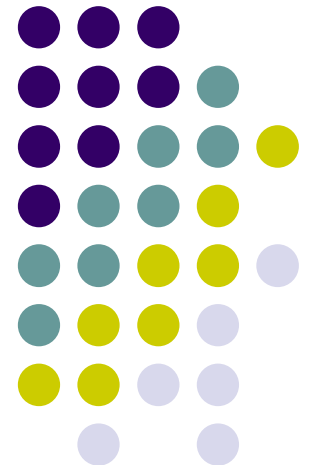
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CEPR-EPIC Partnership

- The Center for Educational Policy Research (CEPR) works in close partnership with the Educational Policy Improvement Center (EPIC), a 501(c)3 not-for-profit corporation, to conduct studies and undertake a wide range of projects and to develop new intellectual property
- The two arms are able to better address a wider range of client needs and to develop and test new methods and tools for studying educational policy issues and solving education-related problems



Goals of CEPR/EPIC

- CEPR/EPIC seek to help policy makers and policy implementers alike do a better job of using educational policy as a tool to improve schooling and student learning
- CEPR/EPIC work with federal agencies, state education departments, non-governmental organizations, private foundations, and school districts to support research on a range of issues in the following areas
 - High school-to-college articulation
 - Adequacy funding
 - Large-scale assessment models
 - Other policy initiatives designed to improve student success



Signature Capabilities

- CEPR/EPIC signature areas include:
 - Developing standards for college success and enhancing the validity of such standards
 - Improving articulation between high school and college
 - Developing alternative large-scale assessment models
- Methodological strengths include:
 - Criterion-based judgment processes
 - Validity studies
 - Document analysis
 - Delphi processes (convergent consensus)
 - Online ratings methods
 - Adequacy funding analyses
 - Mixed-method analyses



Overview of Completed Projects

- Standards for Success
- Chalkboard Project
- College of Education Curriculum Analysis
- College Board Validity Study- Math, Science
- College Board AP Best Practices Study- Year 1
 - Biology, Chemistry, Physics, European History, US History, World History)
- Washington Alternative Assessments
- Washington Adequacy Funding Study
- Washington Higher Education Coordinating Board
- Alignment and Challenge Audits



Highlights of Completed Projects: Standards for Success

(completed October 2003)

- 3-year \$2.4 million project for the Association of American Universities
- Led to the development of the Knowledge and Skills for University Success
 - College success standards that were sent to every high school in the nation
- These standards now licensed to the College Board for use in PSAT, SAT, AP



Highlights of Completed Projects: Chalkboard

(completed September 2004)

- Conduct literature reviews to identify best educational practices to frame recommendations and civic engagement process for a group of five Oregon foundations working together
- Develop policy analyses of accountability and governance models and make recommendations for changes in Oregon
- Work in conjunction with economics consulting firm ECONorthwest to produce final report



Highlights of Completed Projects: College of Education Curriculum Analysis

(completed June 2005)

- Collect information on all courses in UO College of Education
- Develop outcome statements for all COE programs
- Analyze courses against outcomes
- Develop recommendations for ways in which COE can achieve efficiencies and design innovative programs for student learning



Highlights of Completed Projects:

College Board Validity Study in Science

(completed March 2006)

- One-year study of entry-level college courses in science
 - Total of 1,000 science courses from 350 postsecondary institutions
 - Faculty rating of key knowledge and skills, expectation level, and student preparation
 - Analysis of over 1,000 documents from these courses (e.g., syllabi, tests, texts)
 - In-depth case study of 6 campuses
- Study sought to align College Board exams and materials more closely with college standards and expectations



Highlights of Completed Projects: College Board AP Best Practices Study

(completed June, 2006)

- First year of a study of AP courses in seven subject areas to inform the redesign of these courses
 - Goal is to improve the alignment of AP with college courses and identify models for better AP teaching in high school
- Analysis of “best practices” college courses
 - Multi-part design to develop criteria, then rate courses
 - Instrument Development Panel
 - Faculty rating of course content
 - Document analysis of course syllabi, tests, assignments by external raters to validate faculty ratings, discover best practice models
 - Course Validation Panel
- Sample consists of over 150 campuses and over 1200 nominated courses



Highlights of Completed Projects: Washington Alternative Assessments

(completed June 2006)

- Feasibility study and pilot implementation of alternative assessments for students who don't pass the Washington Assessment of Student Learning (WASL)
- Recruit and organize 20 WA high schools to pilot “collections of evidence,” classroom work judged externally to meet high school exit exam requirement
 - Over 200 collections submitted and scored
- Pilot “cohort grade comparison” method where grades combined with test scores can be used to meet exit exam requirement



Highlights of Completed Projects: Washington Higher Education Coordinating Board (completed January, 2007)

- Facilitate development of college readiness “definitions” in English and science to ensure better transitions from high school to college for all Washington colleges & universities
 - Analyze college readiness standards
 - Develop draft standards
 - Support development committees
 - Review drafts and make recommendations



Highlights of Completed Projects: Adequacy Funding Studies

(completed February, 2007)

- Previous studies
 - Oregon (completed 2002)
 - Washington (completed 2003)
 - Hawaii (completed 2004)
- Completed study
 - K-12 education in Washington
 - Study sponsored by WEA
 - Combines evidence-based, cost-function, and professional judgment methods to increase precision
 - Creates new “improving schools” method to validate baseline spending practices
- Currently conducting study of Pennsylvania



Highlights of Completed Projects: Alignment and Challenge Audits

- Analyze course syllabi for high schools to determine alignment with college readiness standards
- Syllabi can be generated through an online tool developed by CEPR, or teacher submits syllabus
- Syllabi then reviewed by higher ed faculty and compared to Standards for Success
- Reports given to high school or district
- Conducted for numerous districts and individual high schools



Overview of Current Projects

- College Board AP Course Audit
- College Board AP College Curriculum Study- Year 2
- FIPSE Aligned Courses and Senior Seminars
- College-readiness Performance Assessment System (C-PAS)
- College Readiness Protocol
- Texas college readiness standards
- South Carolina alignment process
- Alignment and Challenge Audits



Highlights of Current Projects: College Board AP Course Audit

- Analyze 110,000 AP courses nationally/internationally to certify them to use the AP logo on transcripts
- Collect and review syllabi from all courses
- Recruit/train 1150 reviewers
- Report results to high schools and transmit master file to all admissions offices in the nation



Highlights of Current Projects: FIPSE Aligned Courses

- Three-year project funded by the U.S. Department of Education, Fund for the Improvement of Post Secondary Education
- Goal is to develop fully aligned courses between exit level of high school and entry level of college
- Initial development team consists of faculty from 2 Oregon universities, 4 community colleges, 8 school districts
- Although conducted in Oregon, intent is to create models and course development processes that are nationally replicable

Highlights of Current Projects: College-readiness Performance Assessment System (C-PAS)



- Develop a system for gauging the development in high school students of key habits of mind necessary for college success
- Field testing in partnership with high schools in major urban centers in US
 - Urban Assembly Schools, College Board Schools, Cristo Rey Network, Early College High School Network

Highlights of Current Projects: College Readiness Protocol



- Develop an observational/analytic protocol to determine how well a high school entire program is preparing students to be ready for college
- Involves visits to 30 high schools nationally and extensive field testing
- Will help all high schools gauge how well they are preparing all students for college
- Funded by Gates Foundation

Highlights of Current Projects: South Carolina Course Alignment



- South Carolina
 - Three-year project to enhance alignment between high schools and colleges statewide
 - “Paired courses” model to create high school and college courses that are aligned in expectation and content
 - Statewide development and implementation over three years

Highlights of Current Projects: Texas College Readiness



- Conduct a process to develop college readiness standards for the state
- Three-year process that also involves extensive alignment activities between high schools and colleges statewide
- Senior assignments designed to introduce students to college expectations

Highlights of Current Projects: SyllabusMaker



- Because many high school syllabi do not contain sufficient course content to allow for accurate analysis of alignment, we developed an online tool that allows teachers to develop a comprehensive syllabus prior to submitting course documents
- By answering a few questions online, they can compose a syllabus, submit it for analysis, and also post it to the school website or print it for distribution to students
- We can then analyze the syllabus through the Alignment and Challenge Audit process

Center for Educational Policy Research



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