

Ten-Year Roadmap Issue Briefing

Challenge Area

Student Readiness: High School to Postsecondary Alignment

Planning Activity:

Determine the actions needed to fully align high school graduation and college admission requirements and identify what will be needed to sustain ongoing alignment.

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May 2013

Executive Summary

The Washington Student Achievement Council has identified **student readiness for postsecondary opportunity and success** as one of five critical challenge areas to be addressed in the Ten-Year Roadmap. This issue brief discusses issues of high school to postsecondary alignment to be explored by the Council. The information in the brief is based on national and statewide research and data, and includes input from a wide range of stakeholders participating in the Roadmap development workgroups.

Preparation levels and success are not distributed evenly across the population. Underrepresented minority students and low income students are less likely to successfully complete high school or to graduate and go on to postsecondary education and training. As Washington's population becomes more diverse, achievement gaps will worsen unless the state makes substantial progress in closing preparation gaps.

In addition, too many students who make it to college require additional preparation before they are ready to take credit-bearing courses. This happens in part because Washington, like other states, has a gap between the curriculum required for high school graduation and the skills and knowledge required for postsecondary success.

To begin to address this gap, every state has now adopted K-12 learning standards that are aligned with the academic requirements for career and college success. Washington is further addressing the gap by phasing in changes to high school graduation and college admission requirements, working toward an aligned student assessment system, and modifying the school accountability system to recognize student achievement and growth.

This issue brief examines the degree to which curriculum requirements for high school graduation align with expectations for success in postsecondary coursework; as well as the potential impact of planned changes in graduation requirements, increased funding of basic education, and implementation of Common Core State Standards (CCSS). The brief also explores what work needs to be done to ensure that improvements in assessment, curriculum, and learning environments can be implemented to improve student transitions from secondary to postsecondary education and training. Finally, the brief looks specifically at what needs to be done in 12th grade to better prepare students for postsecondary career and college success.

The background and policy options discussed in this brief were developed with the assistance of a workgroup composed of experts from K-12 and postsecondary education. The brief will be presented to the Council at their May 23, 2013 meeting. The workgroup will reconvene to further develop the options based on feedback from the Council and stakeholders and recommend policy options at the July 17 meeting of the Council.

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Context of the Ten-Year Roadmap

Increasing educational attainment is vital to the well-being of Washington residents and to the health of our state's economy. To this end, the Washington Student Achievement Council is working to propose goals and strategies for increasing educational attainment through a Ten-Year Roadmap and a two-year Strategic Action Plan.

The Council's Strategic Action Plan, adopted in November 2012, identifies five critical challenges to be addressed in the Roadmap. The five challenge areas are:

1. **Student Readiness** (with four planning activities: Early Learning; Outreach and Support; Alignment; Remedial Postsecondary Education)
2. **Affordability**
3. **Institutional Capacity and Student Success** (with two planning activities: Meeting Increased Demand; Assessment of Student Skills and Knowledge)
4. **Capturing the Potential of Technology**
5. **Stable and Accountable Funding**

To inform the Council's work of creating the first Roadmap, workgroups comprising lead Washington Student Achievement Council Members, Council staff, and external workgroup members were formed to research, discuss, and develop issue briefings and policy recommendations for each of these five critical challenge areas.

The Challenge Areas are complex and interrelated. While the Roadmap will recommend actions for each of the Challenge Areas, these recommendations will be integrated into a cohesive plan.

Challenge Area: Student Readiness – High School to Postsecondary Alignment

This brief provides information on one specific challenge area: high school to postsecondary alignment. This information is intended to assist Council members in their work of developing the 10-Year Roadmap to raise educational attainment in Washington.

Introduction

In order to raise the educational attainment of Washington residents, we need to move the needle on critical issues that impact student access and success. Unfortunately, too many students fail to complete high school and, as discussed in a separate briefing paper on remedial education,¹ too many students who do complete high school are not yet ready for college-level coursework in math and English.

A key problem found in Washington, and in other states, is that a gap exists between the high school curriculum and graduation requirements and the skills and knowledge required for postsecondary success. No systemic mechanism is currently in place to facilitate alignment of expectations and requirements across sectors, but a great deal of work is in progress to address this problem.

Preparation levels and success are not distributed evenly across the population. High school dropout rates are high for low-income and underrepresented minority students (see Appendix A).² Achievement gaps persist through postsecondary education. Postsecondary continuation rates are low for underrepresented minorities and low-income populations (see Appendix B).³

As Washington's population becomes more diverse, the state may see fewer students prepared to succeed in college unless we make substantial progress in closing the achievement gap. Of those who do make it to college, many students do not have the level of preparation necessary for successful college-level work. Nearly three-fifths of students entering community college within three years of high school graduation require at least one remedial course.⁴ This contributes to a higher cost of attendance per individual, lower degree attainment rates, and more strain on college capacity, all of which impact both the student and the institution.

While some students are able to successfully navigate these pre-college courses and complete their intended course of study, many others stop out or drop out, often before they ever get to college-level courses. This brief focuses on alignment of course requirements and curriculum in high school and college so that more students can successfully transition into postsecondary education.

The purpose of this brief is to 1) set the context for this work as it relates to the Ten-Year Roadmap, 2) identify policy issues and questions to be explored in the challenge area of student readiness and high school to postsecondary alignment, 3) provide an introduction to relevant research, 4) describe what the workgroup has learned so far, and 5) introduce policy options for further consideration by the Council.

What is Working Well?

Despite the daunting challenges noted above, there are some indicators of progress and success in the system. For example, the number of students taking ACT and SAT college entrance exams in Washington is increasing, and scores are above the national average and continue to improve over time.^{5,6}

Our early outreach and awareness programs in Washington are also demonstrating a great deal of success:

- Eighty-four percent of GEAR UP students enrolled in college the year of high school graduation, versus 59 percent of free and reduced priced lunch eligible students who did not participate in GEAR UP.⁷
- College Bound Scholarship sign-ups have increased from 57 percent of eligible students to 79 percent in just a few short years. The number of these students continuing to college, especially at baccalaureate institutions, is exceeding expectations.⁸

An increasing number of students are taking advantage of dual-credit or dual-enrollment programs. The most prevalent of these in Washington are Running Start, Tech Prep, and Advanced Placement (AP). The College Board's estimate of "AP Possibilities" suggests that our state could substantially increase the number of credits earned through AP if it were more widely available to students.⁹

Tech Prep holds great potential to increase the number of high school students earning college credit. One-third of high school students take at least one Tech Prep course; however, few of them receive college credit due to a cumbersome system of articulation. Since federal funding for the program was eliminated in June 2011, this problem has been exacerbated by the elimination of Tech Prep coordinators. As a result we have seen a five percent decline in Tech Prep enrollments in high school and a 22 percent drop in the portion of Tech Prep students receiving college credit for Tech Prep courses taken in high school. The number of students receiving Tech Prep credits declined from 36,306 in 2010-11 to 26,898 in the 2011-12 academic year.¹⁰

What We Have Learned So Far

Academic rigor in high school is the most important predictor of college completion, according to the US Department of Education.¹¹ Mathematics is of particular significance, "with the tipping point of momentum toward a bachelor's degree now firmly above Algebra 2." Completion of college-level mathematics is also an important predictor of bachelor's and terminal associate degree completion. However, mathematics is only one of a number of "gateway courses" in college that predict success. Students who take American literature are six times more likely to complete than those who do not. The odds are 4-to-1 for general chemistry, and more than 3-to-1 for precalculus, micro or macroeconomics, introduction to philosophy, and world civilization.¹²

Achieve, a bipartisan group supporting standards-based education reform efforts, has intensified the focus on high school curriculum through the American Diploma Project (ADP).¹³ Washington is one of 35 states participating in the ADP Network. Participating states have committed to the following four actions:

- Align high school standards and assessments with the knowledge and skills required for the demands of college and careers.

- Establish graduation requirements that require all high school graduates to complete a college- and career-ready curriculum so that earning a diploma assures a student is prepared for postsecondary education.
- Develop statewide high school assessment systems anchored to college- and career-ready expectations.
- Create comprehensive accountability and reporting systems that promote college and career readiness for all students.

According to Achieve, “Being college and career ready means that a high school graduate has the academic knowledge and skills in literacy and mathematics needed to qualify for and succeed in entry-level, credit-bearing postsecondary coursework or postsecondary job training, regardless of whether that training comes from a community college, university, technical/vocational program, apprenticeship, or significant on-the-job training.”¹⁴

We are making great progress on the college and career readiness agenda. All 50 states have adopted standards in English language arts and mathematics that are aligned with expectations of employers and colleges. Forty-six of these states are implementing the Common Core State Standards (CCSS) and the others have developed their own aligned standards.¹⁵

Washington has taken steps to address each of the four actions outlined by the ADP with the adoption of the CCSS, changes to high school graduation and college admission requirements, planned transition to the Smarter Balance Assessment system, and changes in the Achievement and Accountability Index.

Questions to be Explored

The following policy questions were developed in response to the high school to college alignment concerns identified in the 2012 Strategic Action Plan. The questions were further refined through discussions and input from Council members and members of the high school to college alignment workgroup:

1. To what degree are curriculum requirements for high school graduation aligned with expectations for success in postsecondary coursework?
2. Will alignment be improved with implementation of planned changes in graduation requirements, increased funding of basic education, and implementation of Common Core State Standards (CCSS)?
3. How can improvements in assessment, curriculum, and learning environments improve student transitions from secondary to postsecondary education and training?
4. How can the state ensure students are engaged in a rigorous and meaningful experience in 12th grade, including more intentional use of dual-credit programs that prepare them for postsecondary career and college success?

To what degree are curriculum requirements for high school graduation aligned with the expectations for success in postsecondary coursework?

Current Graduation Requirements and Phase-in of New Requirements

The State Board of Education is in the process of phasing in revised high school graduation requirements. The *Career and College Ready Graduation Requirements* (see Appendix C) are designed to prepare students for postsecondary education, gainful employment, and citizenship. Key requirement changes related to college readiness include:

- A third year of math (Algebra 2 or equivalent) beginning with the class of 2013.
- A fourth year of English beginning with the class of 2016.
- A third year of science, including a second lab course to be implemented contingent on funding.

The framework also includes a default pathway, intended for most students, that will keep all postsecondary options open, including entry into a public or private four-year institution, a two-year institution, or an apprenticeship program. For students who wish to take courses in high school to prepare for entry into a specific postsecondary opportunity, the framework is flexible enough to accommodate any program of study. This may include earning a professional or technical certificate or degree through a skills center, or pursuing entry into the most competitive postsecondary programs. The framework accommodates alternative programs of study (including technical certification) based on an individual student's High School and Beyond Plan.

Minimum College Admission Requirements

The Washington Student Achievement Council (Council) has the responsibility to establish minimum admission standards for the public four-year institutions. In November 2010, the Council's predecessor agency (the Higher Education Coordinating Board, or HECB) adopted revised minimum requirements for freshman admission (Resolution 10-29). The primary goal of the 2010 revision was to foster alignment between high school graduation requirements and four-year public college admission requirements. In establishing these requirements the HECB sought to balance the need for a realistic threshold that would prepare students for success in college with the recognition that these are minimum standards and the bar should not be set so high that large numbers of students are excluded. Key changes to the minimum college admission standards:

- Add a third credit in science that would be phased in concurrent with a change in the high school graduation requirements.
- Allow for use of competency-based assessments to meet admission requirements and eliminate the specification of a time-based curriculum in high school. This change included a delegation of authority to Council staff to work with the State Board of Education and institutions to determine which assessments could be used to meet the intent of the policy.
- Reaffirm or modify current policies to ease administrative burden, clarify intent, and ensure alignment with changes to the high school graduation requirements, including current testing requirements.¹⁶

With the exception of the third science credit, these revised standards are now in place. The HECB instructed staff to work with the State Board of Education to implement the third science credit concurrent with the phase-in of the graduation requirement. However, the change in the high school science requirement has funding implications and will not be implemented until funding is assured.

As a result of the changes to high school graduation requirements and college admission standards, by 2016 most students will graduate high school with the coursework required to enter a public four-year college in Washington. This course of study will also prepare them for a broad range of other postsecondary options.

The default advising pathway and emphasis on a High School and Beyond Plan are critical elements in ensuring the effectiveness of the changes. The graduation requirements are flexible to allow for a variety of career pathways; however, without proper planning, that flexibility could lead students to unintentionally foreclose a range of postsecondary options. For example, students who choose a pathway that does not meet the minimum admission standards would not be able to directly enter a four-year public institution. In addition, those students would likely not be considered for admission to most private four-year schools and may also find themselves ineligible to compete in NCAA-sanctioned athletic programs.

In addition to changes in the minimum admission requirements, the Legislature has taken action to ensure multiple pathways from high school to college or workforce training are available to students. In 2011, the governor signed the Launch Year Act (ESSB 1808), which encourages students to complete a year of college-level coursework while still in high school through a variety of dual-credit options, including Running Start, Running Start for the Trades, Tech Prep, Advanced Placement, International Baccalaureate, College in the High School, and Project Lead the Way.

Will alignment be improved with implementation of planned changes in graduation requirements, increased funding of basic education, and implementation of Common Core State Standards?

Previous and Ongoing Alignment Efforts

Revised and greatly strengthened college readiness standards in English, math, and science were approved by the HECB in 2005 and 2006. These definitions were aligned to the current state standards at the time they were adopted and are generally consistent with Common Core State Standards (CCSS). The state is now in the process of validating the CCSS through the Core to College project led by the State Board for Community and Technical Colleges (SBCTC), with an approach similar to the approach used for the Transition Math Project (TMP) and the college readiness projects.

A key issue highlighted through this college readiness work was that, although expectations for courses may have been aligned, completion requirements were not. For example, at the time the college readiness definitions were adopted, the minimum high school graduation requirement in math was two years, while the expectation for college (and the assumption in the alignment discussion in TMP) was three years of math, through Algebra 2 (or equivalent). Similar issues existed in science and English. As described above, the State Board of Education and HECB worked closely to better align the course requirements, and new graduation

requirements that address math and English are being phased in. As a result, the minimum graduation requirements will be in much better alignment with the minimum college admission requirements by 2016 (see Appendix C).

Content Knowledge vs. College and Career Ready

While much of the content developed in the TMP and college readiness projects will be replaced with implementation of the CCSS, some key elements of the work will continue to be important as we move forward. For example, the process used to engage faculty in high schools and two- and four-year colleges continues to be employed in our current work in the Core to College project.¹⁷ In addition, one of the key findings of both the TMP and the college readiness projects was the importance of college-ready skills and habits. The projects found that intellectual curiosity is at the heart of college readiness. Students succeed when they motivate themselves to persevere through difficult tasks and effectively navigate cultural and ethical norms.

In addition to developing content knowledge in essential subjects, college-ready students have developed the skills and habits to:

- Demonstrate intellectual engagement.
- Take responsibility for their own learning.
- Persevere through the learning process.
- Pay attention to detail.
- Demonstrate ethical behavior.
- Communicate effectively across a variety of audiences and purposes.¹⁸

Common Core State Standards

In 2009 Washington joined the Common Core Standards Initiative, a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers to develop common, rigorous learning expectations.

The standards were developed by education experts from 45 states. These K-12 learning standards go deeply into key concepts in math and English language arts. The standards require a practical, real-life application of knowledge that will prepare students for success in college, work, and life.

Common Core provides:

- Consistent learning expectations for all students.
- Clear standards that focus on understanding over memorization.
- Emphasis on the critical topics students need to succeed after high school.
- Faster testing results with a better more focused online assessment system.

Washington's Transition and Implementation

The CCSS are being rolled out to state teachers beginning in the 2012-13 school year. During 2011-12, the Office of the Superintendent of Public Instruction (OSPI) and statewide educational partners, including the nine Educational Service Districts, began key transitional activities that included forming advisory groups and developing regional support structures and materials. Implementation will conclude in 2014-15 with introduction of a new assessment system to measure student achievement of the standards.

Core to College

The SBCTC has taken a lead role in developing a new partnership to win CCSS buy-in from the nearly 300 school districts the standards will impact, as well as increased support from higher education partners. The SBCTC also intends to explore ways to smooth the high school to college transition. Other partners include the Council, OSPI, and the Council of Presidents (COP).

Funded through the *Core to College: Preparing Students for College Readiness and Success* grant program,¹⁹ the partnership aims to foster long-term collaborations between state higher education and K-12 entities to improve student achievement and college readiness, and ultimately increase rates of postsecondary enrollment and graduation.

One key to success will be using the CCSS and assessments to establish a statewide common definition of college readiness to signal a student's preparedness for credit-bearing college courses. Having such a baseline will inform processes to transition students successfully from high school to postsecondary environments.

Assessments Aligned with the Standards

The SMARTER Balanced Assessment Consortium (SBAC) is currently developing online exams expected to be used in Washington, 22 other states, and the US Virgin Islands. SBAC is a federally funded state-led consortium developing assessments aligned to the CCSS in English language arts and mathematics.

As Washington State transitions to CCSS, the state's assessments will change.

- In 2012-13 and 2013-14, the current state tests will remain the same:
 - Students in grades 3-8 take the Measurements of Student Progress (MSP).
 - 10th-grade students take the High School Proficiency Exam and End-of-Course exams for federal and state accountability and as graduation requirements.
- The new Smarter Balanced tests will replace the math, reading, and writing portions of the MSP in 2014-15.
- The high school Smarter Balanced tests will be administered in 11th grade.

OSPI requested legislation this year that would have made changes to testing requirements in high school so that the state could take advantage of the test bank and testing infrastructure developed by the SBAC while reducing the number of tests required for high school graduation.²⁰ While the legislation did not pass during regular session, it has budget implications, and these changes may be addressed during special session.

Next Generation Science Standards

The Next Generation Science Standards are being developed through another state-led effort supported by Achieve. Washington has been deeply involved in the development of these internationally benchmarked science education standards, and we anticipate the final standards will be released soon and implementation will begin within the next year.

Alignment of Teacher Professional Development Activities

A natural outgrowth of the move to common standards and a common assessment system would be a better integrated and more consistent approach to professional development. While professional development funding is complicated by multiple funding streams that are targeted to specific purposes, some streams overlap, providing opportunities for collaboration.

The Council has partnered with OSPI on two separate projects that will hopefully become a model for continued cooperation on professional development. The projects focus on implementation of the CCSS with an ultimate goal of improved high school to college transitions, with a resulting increase in the rate of students going from high school to college.

GEAR UP: In the first of these projects, the state GEAR UP program is collaborating with OSPI to build school district capacity to support implementation of CCSS in high-needs school districts.

Through this project, GEAR UP has partnered with OSPI to provide information, training, and workshops to between three and five high-need school districts (50 percent or more of their students qualify for free or reduced price lunches) in each of the nine Educational Service Districts in Washington.

Federal Title II: The second project combines funding from the Council's Title IIA educator professional development program and the OSPI's Title IIB Mathematics and Science Partnership program. The agencies are jointly administering a professional development grant program focused on, for 6th through 12th grades, implementation of Next Generation Science Standards and the CCSS in mathematics and English language arts and literacy.

The Whole School Success Partnership, led by Western Washington University, provides professional development in middle and high school math, science, and English language arts and literacy. The project focuses on impacting the culture of the whole school. The Riverpoint Advanced Mathematics Partnership—Algebra, led by Eastern Washington University (EWU), focuses on first-year Algebra (primarily in 9th grade). Both projects involved the schools and districts they would serve in development and planning and have articulated a thoughtful approach to integration with other professional development activities occurring in those schools and districts. In addition, both projects are linking the key professional development aspects of their work to the state's new Teacher and Principal Evaluation System. The projects are designed to serve three high-need districts and six other districts, impacting 126 teachers, 31 administrators, and 7,422 students. Total funding for these two projects is about \$1.7 million over three years.

In addition, the Council has issued a request for proposals to provide professional development to K-12 educators with the ultimate goal of increasing student academic achievement in core subject areas. Total funding is about \$1.2 million for projects in regions not served by the current partnerships.

Projects funded under the program will focus on providing professional learning to K-12 educators to support implementation of the CCSS for math or English language arts and literacy. The professional development is designed to help teachers and highly qualified paraprofessionals deepen their subject matter knowledge and use state academic content standards to teach more effectively, and to help principals enhance instructional leadership skills.

Impacts of Fully Funding Basic Education

The definition of basic education adopted by the Legislature in 2009 includes an expectation that students have the opportunity to complete 24 credits to meet high school graduation requirements. Implementation of this requirement will require additional instructional hours, and the Legislature may need to consider options during the special session to ensure that districts have the resources they need to move forward on the 24-credit graduation requirement as part of enhanced funding for basic education.²¹

How can improvements in assessment, curriculum, and learning environments improve student transitions from secondary to postsecondary education and training?

- a) **Embrace the Common Core State Standards and Smarter Balanced assessment.** Work to transform K-12 to focus on preparing students for postsecondary education and training by facilitating an examination of the goals and missions of high schools across the state. The Common Core State Standards (CCSS) establish clear expectations for student performance. These will be the new standards for K-12 curriculum and accountability. It is critical that higher education personnel understand the standards and work with the developers of the assessment system to ensure the expectations are aligned and that students deemed “college ready” by the assessment are in fact ready for credit-bearing coursework at postsecondary institutions.
- b) **Ensure students, parents, teachers, and school and district leaders know what students need to close achievement gaps and successfully meet standards.** The revised Washington Achievement Index will provide better information about school performance, taking into account student achievement data, student growth over time, extended graduation rates, and the percentage of students demonstrating readiness on indicators of workforce- or college-preparedness. The Index is intended to provide a fair and consistent measurement which highlights closing achievement gaps. It is used to recognize high-performing schools, as well as schools in need of additional support.
- c) **Prepare Educators for the 21st Century.**
 - Continue to collaborate with OSPI to align and support professional development activities for in-service teachers and administrators to support implementation of the CCSS and college and career readiness.

- Collaborate with the Professional Educator Standards Board to develop a better understanding of educator needs in Washington. Support policies and system growth necessary to ensure sufficient numbers of educators are prepared to meet regional needs as well as needs for specific specializations.
 - Collaborate with the Professional Educator Standards Board, Washington Association of Colleges for Teacher Education, and institutional education departments to ensure that preparation programs for pre-service teachers and administrators support implementation of the CCSS and college and career readiness.
- d) **Provide resources to improve advising and support for middle and high school students to complete and continually update their High School and Beyond Plan.** The High School and Beyond Plan is a critical part of the new graduation requirements. Through their plan, students will choose programs of study that meet their education and career goals and, if needed, access flexibility in graduation requirements. There are nine recommended elements of the plan that are designed to increase the relevance of education and career planning for individual students and to make the requirement more consistent across districts. To develop and update the plan requires focused advising and support beginning in 7th grade. Additional advising and support resources will be necessary to ensure that students have the information they need to make informed choices in high school that will prepare them for success when they continue their studies or enter the workforce.
- e) **Provide curricular materials and support for implementation of Common Core State Standards.**
- Support development of the Smarter Balance Assessment Consortium Digital Library, a shared online repository of instructional materials, assignments, and assessments aligned with the CCSS.
 - Create learning communities among teaching professionals and other forums and systems to share resources.
- f) **Develop metrics to track student progress through K-12 and into college.**
- The Community Center for Education Results (CCER) has developed metrics as part of its Road Map Project that track progress from “cradle to college and career” for students in south King county. CCER brought a broad range of community groups together around these indicators and hopes to close the achievement gap by 2020.

How can the state ensure students are engaged in a rigorous and meaningful experience in 12th grade, including more intentional use of dual-credit programs that prepare them for postsecondary career and college success?

Better leveraging of 12th grade to propel student success. All students should be challenged to perform at their best.

- Launch Year: Encourage many more students to challenge themselves with college-level courses while still enrolled in high school. Washington offers a variety of dual-credit options, including Advanced Placement, Running Start, Tech Prep, and others.

- Ease administrative burden on students and schools in the award of dual credit. A critical issue identified by the workgroup is the need for automatic transcription of Tech Prep coursework to create parity with the model used for College in the High School, to ensure students receive the credit they deserve for successful completion of college-level work.
- Provide targeted and rigorous coursework in 12th grade to ensure students are ready for college-level courses by the end of the 12th grade. For example, the California State University (CSU) System, in concert with high schools, has developed a 12th grade English language arts curriculum to prepare students for college-level work. Students who pass the course are able to enroll in credit-bearing college coursework without further placement testing or remediation.

Conclusion

Washington is making steady progress in the alignment of K-12 and postsecondary requirements and expectations. However, a great deal of work remains to be done to ensure current efforts are successful and to continue to improve transitions for students moving from high school into postsecondary education. The background and policy options discussed in this brief were developed with the assistance of a workgroup composed of experts from K-12 and postsecondary education. The brief will be presented to the Council at its May 23, 2013 meeting. The workgroup will reconvene to further develop the options based on feedback from the Council and stakeholders and recommend policy options at the July 17 meeting of the Council.

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Acknowledgements

The Council would like to thank the following people for their contributions to the Student Readiness: High School to Postsecondary Alignment workgroup:

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Vi Boyer - *Independent Colleges of Washington*
Alan Burke - *Office of Superintendent of Public Instruction*
Linda Drake - *State Board of Education*
Justin Montermini - *Workforce Training and Education Coordinating Board*
Bill Moore - *Washington State Board for Community and Technical Colleges*
Shawn Peterson - *University of Washington, Bothell Student*
Jane Sherman - *Council of Presidents*
Jennifer Wallace – *Professional Educator Standards Board*
Gena Wikstrom - *Northwest Career Colleges Federation*
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Appendix A

Table 1 summarizes headcounts and percentages of public school students who started 9th grade in 2006 and dropped out of high school by 2011.²²

Figure 1

Student Group	Cumulative Dropout Headcount 2006-11	Cumulative Dropout Rate
All Students	14,817	18%
American Indian	776	35%
Asian	768	12%
Pacific Islander	110	29%
Black	1,105	26%
Hispanic	2,866	28%
White	8,890	16%
Multi-racial	302	23%
Low Income	9,715	28%
Limited English	1,669	37%
Migrant	640	30%
Special Education	2,458	28%
Section 504 Plan	188	12%
Female	6,244	16%
Male	8,573	21%

Appendix B

Table 2 summarizes headcounts and percentages of 2004-05 public high school graduates who did not enroll in a postsecondary program at a two- or four-year institution within five years of graduating.²³

Figure 2

Student Group	Cumulative Postsecondary Non-Enrollment Headcount 2005-10	Cumulative Non-Enrollment Rate
All Students	17,980	30%
Am. Indian/Alaska Native	558	45%
Asian/Pacific Islander	1,156	23%
Black	843	32%
Hispanic	2,213	46%
White	13,128	28%
Multi/Unknown Race	82	43%
Low Income	6,270	45%
Non-Low Income	11,710	25%
Female	8,485	27%
Male	9,495	32%

Appendix C

Washington State Graduation Requirements for Classes of 2012, 2013 and 2016 24-credit Career and College Ready Requirements, and College Academic Distribution Requirements (CADRs)

Credits in **bold red** meet the CADRs, established by the Washington Student Achievement Council.

Subject	Class of 2012	Class of 2013	Class of 2016	24-Credit Requirements (Approved but not in rule) ^{3, 4}	CADRs ^{1, 2}
English	3	3	4	4	4
Math	2	3	3	3	3
Science	2	2 (including 1 lab)	2 (including 1 lab)	3 (including 2 labs)	2 (including 2 labs)
Social Studies	2.5	2.5	3	3	3
Occupational Education	1	1	1	1	not specified
Health and Fitness	2	2	2	2	not specified
Arts	1	1	1	2	1
World Language	0	0	0	2	2
Career Concentration	0	0	0	2	not specified
Electives	5.5	5.5	4	2	not specified
Total	19	20	20	24	not specified

¹ College Admission Requirements include a senior year quantitative course that is not addressed in the high school graduation requirements.

² CADR science requirement will change to three credits with two lab courses when the high school graduation requirement changes to three credits.

³ Flexible requirements – 1 arts credit, world language credit, career concentration credit, and electives may be substituted according to a student's High School and Beyond Plan.

⁴ Up to 2 credits can be waived locally for students who have attempted 24 credits.

Source: Washington State Board of Education documents accessed April 22, 2013 at <http://www.sbe.wa.gov/graduation.php>. College Academic Distribution Requirements accessed April 22, 2013 at <http://www.wsac.wa.gov/PreparingForCollege/AdmissionsAndTransfer/MinimumStandards>.

Appendix D

Glossary of Groups, Initiatives, and Resources

Groups, initiatives, and resources	Description
Achieve	Achieve is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments, and strengthen accountability to prepare all young people for postsecondary education, work, and citizenship. http://achieve.org/
Achievement and Accountability Index (also Achievement Index)	For the past several years, the State Board of Education (SBE) has partnered with OSPI to produce the current Achievement Index, which recognizes successful schools for Washington Achievement Awards. In July 2012 work to revise the index began. The revised index will include student growth data in addition to achievement data, allowing it to serve as the single unifying accountability measure for both state and federal accountability as part of the ESEA Flexibility request. http://sbe.wa.gov/accountability.php
ACT	ACT is a nonprofit organization responsible for the ACT test—the college admissions and placement test taken by more than 1.6 million high school graduates every year. In addition, ACT provides more than a hundred other assessment, research, information, and program management services for education and workforce development. They serve people in elementary and secondary schools, colleges, professional associations, businesses, and government agencies—nationally and internationally. http://act.org/
American Diploma Project (ADP)	The American Diploma Project was created in 1996 by the National Governor's Association and business leaders to help states raise academic standards in order to better prepare young people for postsecondary education, work and citizenship. http://www.achieve.org/adp-network
AP – Advanced Placement	Advanced Placement courses are college-level classes in a wide variety of subjects that are taken while still in high school. AP is administered by the College Board and serves a community of approximately 130,000 AP teachers and administered more than 3.2 million AP Exams in the 2012 academic year. https://apstudent.collegeboard.org/home
College Board	The College Board was created in 1900 to expand access to higher education. Formed by colleges, the purpose was to simplify the application process for students and college admission offices. It is a nonprofit membership association representing more than 6,000 colleges, universities and schools. The College Board serves more than 7 million students, 23,000 high schools and approximately 3,800 colleges annually. Programs include PSAT, SAT, AP, NMSQT and CLEP. http://www.collegeboard.org/
College Bound	The College Bound Scholarship program encourages low-income, middle school students to choose a path that will lead to educational success after high school. The program promises tuition (at public institution rates) and a small book allowance for income-eligible students who sign up in the 7th or 8th grade. http://www.wsac.wa.gov/PreparingForCollege/CollegeBound

Groups, initiatives, and resources	Description
College in the High School (CHS)	College in the High School (CHS) programs provide college level academic courses in high schools to serve qualified high school students. CHS programs are established through a contract between a high school and a college or university. CHS courses are taught by teachers meeting faculty appointment criteria established by the appropriate college/university department. College/university courses administered through CHS are listed in the college/university's catalogue of courses and approved through the regular course approval process of the respective college/university. http://www.sbctc.ctc.edu/college/e-collegeinhighschool.aspx
Common Core State Standards (CCSS)	The Common Core State Standards Initiative is a state-led effort that established a single set of clear educational standards for kindergarten through 12th grade in English language arts and mathematics that states voluntarily adopt. The standards are designed to ensure that students graduating from high school are prepared to enter credit bearing entry courses in two or four year college programs or enter the workforce. The nation's governors and education commissioners, through their representative organizations the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) led the development of the Common Core State Standards and continue to lead the initiative. Forty-five states (including Washington), the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards. http://www.corestandards.org/
Council of Presidents (COP)	The Council of Presidents (COP) is a voluntary Washington state association comprised of the Presidents of the six public baccalaureate degree granting college and universities. COP provides a forum for the Presidents and other institutional leaders to share common interests about higher education in Washington. COP fosters coordination and collaboration among the public baccalaureate institutions as well as with other educational partners, both in Washington and nationally. http://councilofpresidents.org/
Core to College	Core to College: Preparing Students for College Readiness and Success, aims to foster long-term collaborations between state higher education and K-12 entities that will improve student college readiness and increase rates of enrollment and graduation, using the Common Core State Standards (CCSS) and assessments to establish a statewide common definition of college readiness to signal a student's preparedness for credit-bearing college courses. https://sites.google.com/site/wacoretocollege/

Groups, initiatives, and resources	Description
GEAR-UP	GEAR UP stands for G aining E arly A wareness and R eadiness for U ndergraduate P rograms. With programs in 73 school districts around the state of Washington, the program focuses on students from underserved schools, helping them to prepare for college and gain access to financial aid. GEAR UP is a partnership of the Washington Student Achievement Council, the University of Washington, College Success Foundation, Office of Superintendent of Public Instruction, Washington State Employee Credit Union, and a number of national, state and local organizations. http://www.gearup.wa.gov/
High School and Beyond Plan	The High School and Beyond Plan gets all students thinking about their future and how to get the most out of high school, so that they're ready to pursue their adult lives, no matter what direction they plan to take. Ideally, students write their plan in 8th or 9th grade and then continue to revise it throughout high school to accommodate changing interests or goals. http://www.k12.wa.us/graduationrequirements/Requirement-HighSchoolBeyond.aspx
International Baccalaureate (IB)	The International Baccalaureate® (IB) is a non-profit educational foundation founded in 1968. It offers four programs for students aged 3 to 19 that help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. Programs span the years from kindergarten to pre-university. The Diploma Program is for students aged 16 to 19 and is a demanding two-year curriculum leading to final examinations and a qualification that is welcomed by leading universities around the world for college credit. http://www.ibo.org/
NCAA	Founded more than one hundred years ago as a way to protect student-athletes, the NCAA continues to implement that principle with increased emphasis on both athletics and academic excellence. The NCAA is made up of three membership classifications that are known as Divisions I, II and III. Each division creates its own rules governing personnel, amateurism, recruiting, eligibility, benefits, financial aid, and playing and practice seasons – consistent with the overall governing principles of the Association. The NCAA sets eligibility criteria that align with minimum college admission standards. http://ncaa.org/
Office of the Superintendent of Public Instruction (OSPI)	The Office of Superintendent of Public Instruction (OSPI) is the primary agency charged with overseeing K-12 public education in Washington state. Led by State School Superintendent Randy Dorn, OSPI works with the state's 295 school districts to administer basic education programs and implement education reform on behalf of more than one million public school students. http://www.k12.wa.us/
Postsecondary Education	Post-secondary education refers to all education that follows high school. Apprenticeships, undergraduate, postgraduate and career and technical schools make up the various types of post-secondary education.

Groups, initiatives, and resources	Description
Professional Educator Standards Board (PESB)	<p>The Professional Educator Standards Board (PESB) establishes policies and requirements for the preparation and certification of education professionals, ensuring that they:</p> <ul style="list-style-type: none"> • Are competent in the professional knowledge and practice for which they are certified. • Have a foundation of skills, knowledge, and attitudes necessary to help students with diverse needs, abilities, cultural experiences, and learning styles meet or exceed the state learning goals. • Are committed to research-based practice and career-long professional development. <p>The PESB also serves as an advisory body to the Superintendent of Public Instruction on issues related to educator recruitment, hiring, mentoring and support, professional growth, retention, evaluation, and revocation and suspension of licensure.</p> <p>https://sites.google.com/a/pesb.wa.gov/home/</p>
Project Lead the Way	<p>Project Lead The Way (PLTW) is the leading provider of rigorous and innovative STEM (science, technology, engineering and math) education curricular programs used in schools. As a 501(c)(3) charitable organization, PLTW exists to prepare students for the global economy through its world-class curriculum, high-quality professional development, and an engaged network of educators, students, universities, and professionals. PLTW's comprehensive curriculum has been designed by PLTW teachers, university educators, engineering and biomedical professionals, and school administrators to promote critical thinking, creativity, innovation, and real-world problem solving skills in students. http://www.pltw.org/</p>
Running Start	<p>Running Start is intended to provide students a program option consisting of attendance at certain institutions of higher education and the simultaneous earning of high school and college/university credit. Running Start was initiated by the Legislature as a component of the 1990 parent and student Learning by Choice Law. Students in grades 11 and 12 are allowed to take college courses at Washington's community and technical colleges, and at Central Washington University, Eastern Washington University, Washington State University, and Northwest Indian College. Running Start Students and their families do not pay tuition, but they do pay college fees and buy their own books, as well as provide their own transportation. Students receive both high school and college credit for these classes and therefore accelerate their progress through the education system.</p> <p>http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/RunningStart.aspx .</p>
Running Start for the Trades	<p>Running Start for the Trades (RSTT) is expanding opportunities for 11th and 12th grade students to enter state and federal apprenticeship programs. Students take courses that prepare them for full-time apprenticeships following graduation, or for a two-year college program that leads directly to an apprenticeship. http://www.k12.wa.us/CareerTechEd/WhyCTE.aspx#7</p>

Groups, initiatives, and resources	Description
SAT	A college admissions test administered by the College Board. Nearly 3 million SAT exams were administered in the 2012 academic year. http://sat.collegeboard.org/home
Smarter Balanced Assessment Consortium (SBAC)	Smarter Balanced is a state-led consortium developing the “Smarter Balanced Assessment” aligned to the Common Core State Standards in English language arts/literacy and mathematics for grades 3-11. The assessment system is designed to help prepare all students to graduate high school college- and career-ready. Smarter Balanced is one of two multistate consortia awarded funding from the U.S. Department of Education in 2010 to develop an assessment system aligned to the Common Core State Standards (CCSS) by the 2014-15 school year. http://www.smarterbalanced.org/ .
State Board of Education (SBE)	The purpose of the Washington State Board of Education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the Basic Education Act goals of RCW 28A.150.210. http://sbe.wa.gov
Tech Prep	Tech Prep awards high school students dual credit for career and technical education (CTE) courses articulated to college programs. Tech Prep classes are open to students in grades 9 through 12 and offer tuition-free college credit as well as high school credit. http://www.techprepwa.org/
Transition Math Project (TMP)	The Transition Mathematics Project (TMP) in Washington was designed to help students successfully progress from high school math to college-level math. TMP identified the math skills and knowledge high school graduates need to complete college-level work, meet minimum admission requirements and avoid remediation upon enrolling in college. The standards were developed by teachers and faculty from high schools, community and technical colleges, and universities working together. The project was coordinated by the Office of the Superintendent of Public Instruction (OSPI), the State Board for Community and Technical Colleges (SBCTC), the Council of Presidents (COP), and the Higher Education Coordinating Board (now known as the Washington Student Achievement Council), with SBCTC serving as the lead agency. http://transitionmathproject.org/index.php
Washington Association of Colleges for Teacher Education	The Washington Association of Colleges for Teacher Education provides leadership on issues related to professional education, with primary focus on teacher education. WACTE promotes effective public policy regarding professional education, enhances and improves professional education programs at member institutions, and enhances the professional effectiveness of members. http://wacte.org/

Endnotes

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- ³ Education Research & Data Center. 2012. "Postsecondary Education Enrollment Patterns." <http://www.ercd.wa.gov/briefs/pdf/201201.pdf>.
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- ⁷ Mann, Candiya. 2012. "Making the Dream a Reality Positive Outcomes in College Enrollment, Persistence, and Employment of GEAR UP Alumni." <http://www.gearup.wa.gov/files/Making%20the%20Dream%20a%20Reality%202012.pdf>.
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- ⁹ Spaulding, Randy. 2011. "Advanced Placement and College Credit." www.wsac.wa.gov/sites/default/files/AP-FTE-PolicyBrief.pdf
- ¹⁰ WSAC Staff Calculation based on data provided in the OSPI Report Card <http://reportcard.ospi.k12.wa.us/DualCredit.aspx?> and the 2011-12 SBCTC Academic Year Report http://www.sbctc.ctc.edu/college/dl/entire_report_1112_12_21.pdf
- ¹¹ US Dept. of Ed College Completion Toolkit - <http://www.ed.gov/sites/default/files/cc-toolkit.pdf>
- ¹² Toolbox Revisited p xix
- ¹³ Achieve is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments, and strengthen accountability to prepare all young people for postsecondary education, work, and citizenship. <http://www.achieve.org>
- ¹⁴ Achieve.(2012) Closing the Expectations Gap: 50-State Progress Report on the Alignment of K-12 Policies and Practice with the Demands of College and Careers. Retrieved from <http://achieve.org/files/Achieve201250StateReport.pdf>
- ¹⁵ Achieve.(2012) Closing the Expectations Gap: 50-State Progress Report on the Alignment of K-12 Policies and Practice with the Demands of College and Careers. Retrieved from <http://achieve.org/files/Achieve201250StateReport.pdf>
- ¹⁶ November 2010 Modifications to HECB Minimum Admission Standards. <http://www.wsac.wa.gov/sites/default/files/TAB4-Combined.pdf>
- ¹⁷ <https://sites.google.com/site/wacoretocollege/>
- ¹⁸ Higher Education Coordinating Board 2007. English College Readiness Definitions. <http://collegereadinesswa.org/>
- ¹⁹ Funding for Core to College is provided by the Lumina Foundation, the William and Flora Hewlett Foundation and the Bill & Melinda Gates Foundation.
- ²⁰ House Bill 1450 – 2013-14 Regarding assessments in public schools
- ²¹ Substitute House Bill 2051 – 2013-14 Implementing basic education expenditures
- ²² The dropout statistics cited here represent the cumulative effect of dropouts reported each year from 2006-2011, for students who were in the ninth grade during 2006-07, plus transfers in minus transfers out. This cohort is the most recent cohort for which data is available that takes into account students who took more than four years to graduate.
- ²³ Education Research & Data Center. 2012. "Postsecondary Education Enrollment Patterns." <http://www.ercd.wa.gov/briefs/pdf/201201.pdf>.