

Title	Council Committee Updates
Staff lead:	Rachelle Sharpe, Marc Webster, Randy Spaulding
Position	
Email:	marcw@wsac.wa.gov
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Synopsis:	Each of the three Council Committee leads will discuss the takeaways from the March meetings. The Committee for Student Support discussed how best to advance advocacy for proven programs in student support. The Committee for Funding and Affordability discussed the narrative of the draft Affordability Framework and further adjustments to the Affordability Interactive Model. The Committee on Academic Affairs and Policy reviewed college admissions standards, as changes to those standards may come before the Council at a future meeting.
Guiding questions:	Do the activities discussed advance educational attainment? Can we see a clear line between the 2013 Roadmap, the work of the committees, and our advocacy in the next legislative session?
Possible council action:	<input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Approve/Adopt <input type="checkbox"/> Other: _____
Documents and attachments:	<input checked="" type="checkbox"/> Brief/Report <input checked="" type="checkbox"/> PowerPoint <input type="checkbox"/> Third-party materials <input type="checkbox"/> Other



WASHINGTON STUDENT
ACHIEVEMENT COUNCIL
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Council Committees

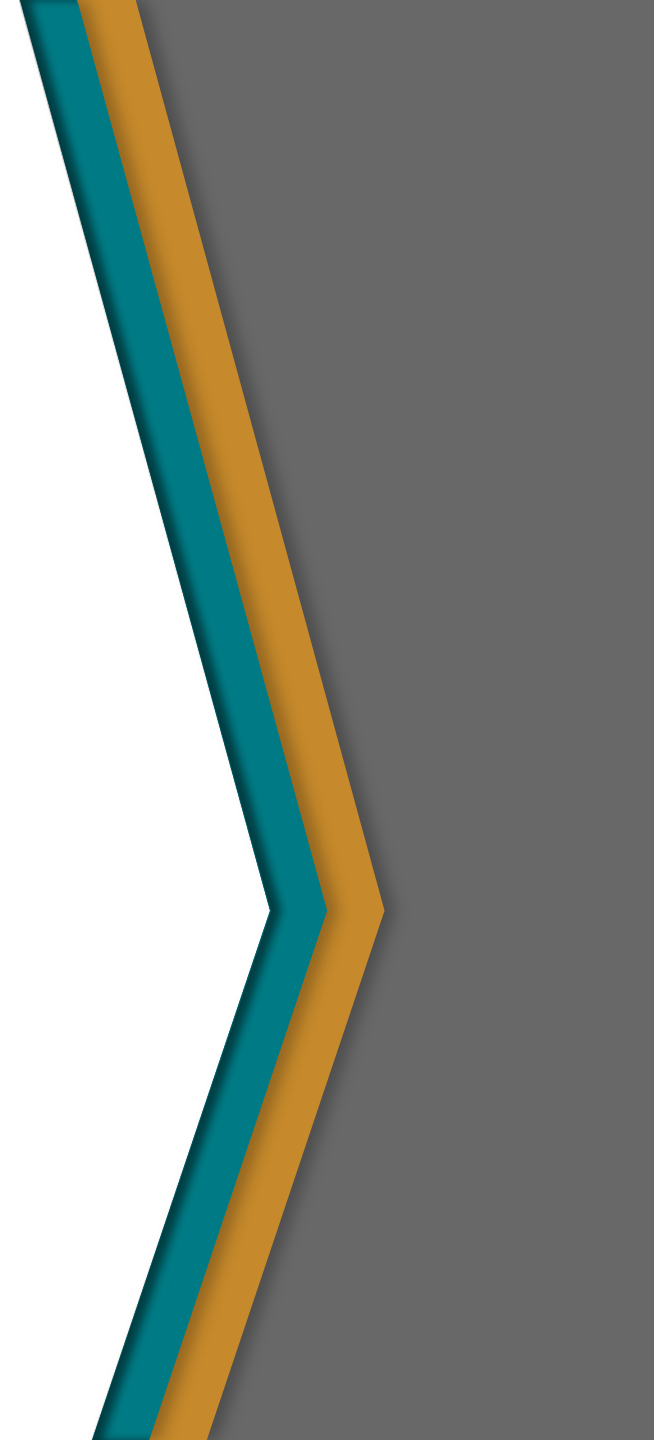
2015 Work Plans

Washington Student Achievement Council Meeting

April 8, 2015

Committee for Student Success

Rachelle Sharpe, Senior Director for Student Financial Aid & Support





Roadmap and Strategic Action Plan CSS Items

- Increase support for all current and prospective students.
- Increase awareness of postsecondary opportunities.
- Encourage adults to earn a postsecondary credential.

2015-17 Request

- **College Bound Scholars Support (K-12)**
Expand GEAR UP to support College Bound students.
- **Support for Underrepresented Students (postsecondary)**
Target support services to improve retention of underrepresented students.
- **Collective Impact Coalitions (community-based)**
Provide incentives to communities to work collectively to improve educational attainment.



CSS Principles

- Support proposals should be data-driven.
- Services should be well-coordinated.
- Strategies to address opportunity gaps should be intentional.

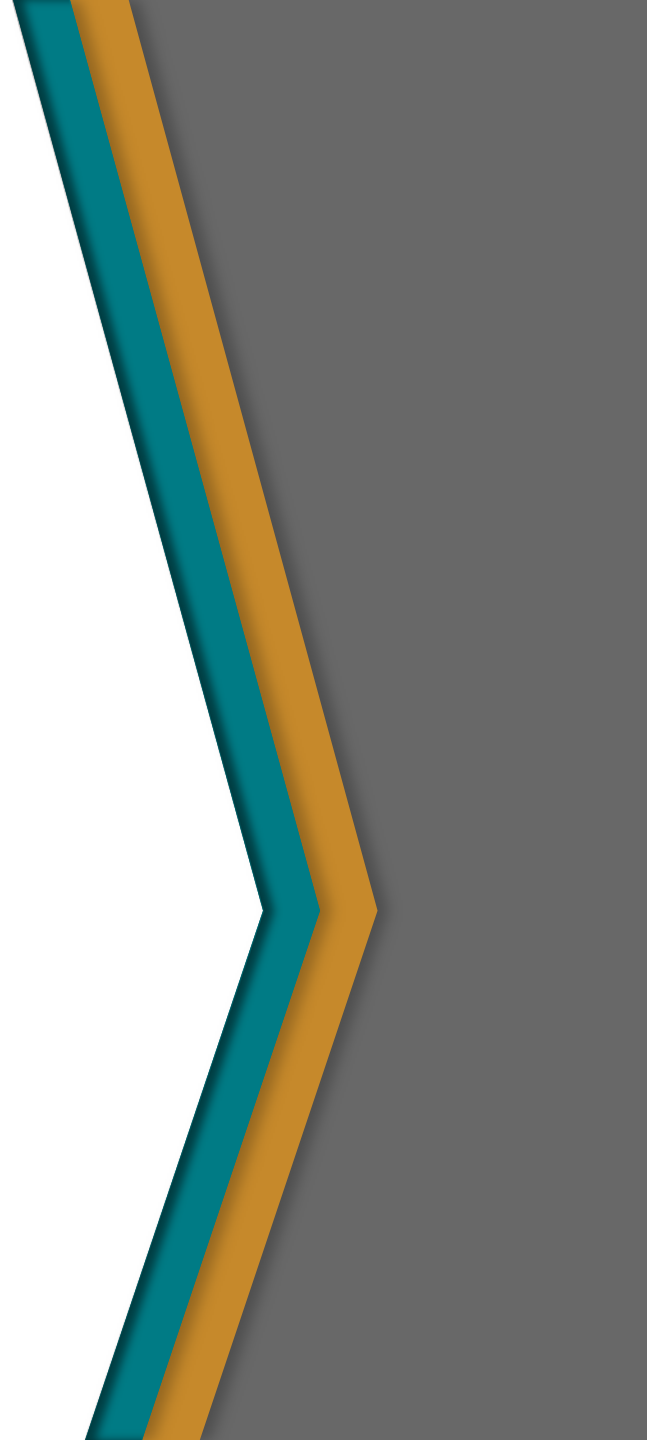


2015 CSS Work Plan

- Develop communication strategies to share information with schools, nonprofit organizations, students, and parents.
- Leverage use of the Ready, Set, Grad website and ensure information is relevant and current.
- Create mechanisms to link activities to the High School and Beyond plan wherever possible.
- Engage in the work of Reach Higher, developing college- and career-readiness initiatives in K-12.
- Offer training and professional development that address student support across the educational spectrum.
- Develop methods to ensure all student support strategies are intentional about addressing the opportunity gaps in academic achievement.

Committee for Funding and Affordability

Marc Webster, Senior Fiscal Policy Advisor





March 2015 CFA Meeting: Draft Framework

Vision: Under optimal conditions, every Washington resident who desires and is able to attend postsecondary education should have the ability to cover educational costs.

Purpose:

- Coordinating funding provided for appropriations, tuition, and financial aid.
- Describing the impact of funding and policy decisions.
- Accounting for the role of the federal government, institutions, state and private funders.
- Developing parameters to define reasonable levels of debt, work, and savings.



Draft CFA Principles

- Affordability is viewed from the perspective of students and families.
- The State ensures affordable access to high-quality instruction through coordinated funding to public institutions, tuition policy, and financial aid policy.
- All students and their families are responsible for sharing in the cost for their education.
- The financing methods used differ by income level of students and families.
- The full cost of attendance is considered in addressing affordability.



Draft CFA Principles, continued

- Policies support stable and predictable public tuition growth.
- Sufficient funding to institutions improves student success.
- Institutions play a critical role in addressing affordability.
- Each public educational pathway is affordable for students.
- A reasonable amount of student work supports student success.
- Families receive early information about the importance of savings and financing options.

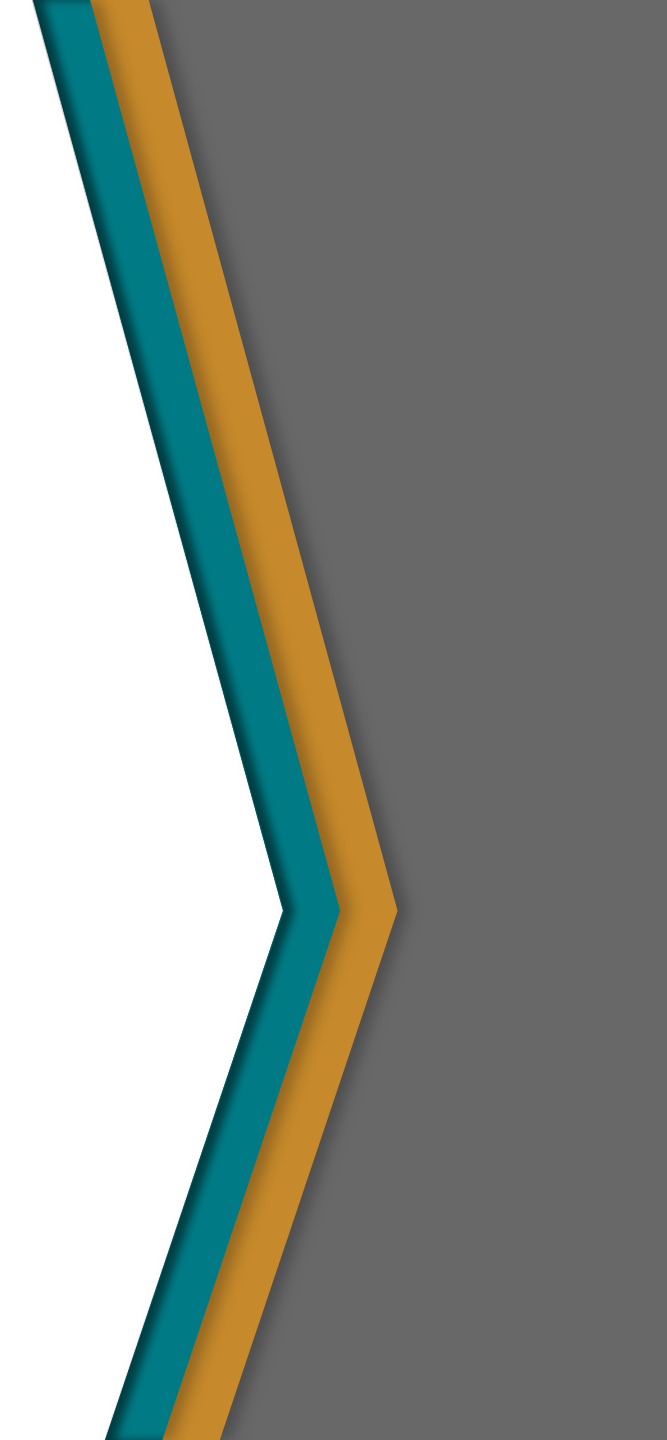


CFA 2015 Work Plan

- Develop thresholds.
 - How much work is reasonable?
 - At what level of debt does an education become unaffordable?
- Measure affordability using a variety of suggested methods.
- Capture the variety of influencing factors.
- Establish objectives to ensure affordability for all students is an integral part of state budgeting.
- Consider State Need Grant program design.
- Hold a larger group meeting with policymakers in September.

Committee for Academic Affairs and Policy

Randy Spaulding, Director of Academic Affairs and Policy





March 2015 CAAP Meeting

- Policy Briefs
 - High school completion
 - Postsecondary transitions
 - Postsecondary completion
- Minimum College Admission Standards



2015 Review of Minimum College Admission Standards

- Council authority to establish minimum college admission standards (RCW 28B.77.020).
- Alignment of high school graduation requirements and college admission standards.
- Implementation of the Smarter Balanced assessments.
- Design, development, and implementation of transition courses (Bridge to College mathematics/English).



Washington Public Baccalaureate Admission Standards

Freshmen Admission Policy

- Applies to all applicants to public four-year colleges who enter directly from high school or who enter college with fewer than 40 credits of college-level coursework or equivalent.
- Includes all dual-credit students, regardless of credits earned prior to high school graduation.

Transfer Admission Policy

- Students who have earned 40 college-level credits are exempt from the state minimum freshmen admission requirements and should inquire with institutions for requirements for transfer admission.

Graduate Admission Policy

- Students seeking regular admission to graduate programs or to their first professional degree programs.



Minimum College Admission Standards

Freshmen entering Washington's public baccalaureate institutions are required to have:

- **College Academic Distribution Requirements (CADRs):** required high school courses.
- **2.0** minimum Grade Point Average (GPA).
- **Official SAT/ACT** test scores sent directly to the college or university.



Washington College Academic Distribution Requirements

English

4

4 credits. Including 3 credits of college preparatory composition or literature.

Considerations: Add transition English language arts course? Allow state-mandated test to meet first two credits?

Mathematics

3

3 credits. Through Algebra II or Integrated III. Must include senior year quantitative course or higher level completed prior to senior year. AP computer science can count as senior course.

Considerations: Add transition mathematics course? Allow state-mandated test to meet first two credits?



Washington College Academic Distribution Requirements

Science

2

2 credits. Laboratory science. 1 algebra-based and 1 in biology, chemistry, or physics.

Considerations: Add 1 credit of science to match revised high school graduation requirements?

Arts

1

1 credit. Fine, visual, or performing arts. Or 1 additional credit in other CADR academic subject.

Considerations: Continue to allow substitution of other CADR for arts?



Washington College Academic Distribution Requirements

No proposed or possible changes being considered at this time:

Social Science

3

3 credits. History or other social science.

World Languages

2

2 credits. Must be earned in the same world language, Native American language, or American Sign Language.



Exceptions to the Minimum Admission Standards

SAT or ACT: No more than 5% of new freshmen enrolled annually at each institution may receive waivers from this requirement.

Considerations: Revise waiver threshold, modify test requirement, or allow for test-optional policy.

Up to 15% of freshmen offered admission may be admitted using an alternative standard. This 15% includes the 5% exemption from SAT/ACT.)



Questions?

Committee for Student Success	Committee for Funding & Affordability	Committee for Academic Affairs & Policy
<p>Ray Lawton Susana Reyes Paul Bell (Student) Vi Boyer (ICW) Cody Eccles (COP) Nova Gattman (WTECB) Joe Holliday (SBCTC) Dan Newell (OSPI)</p>	<p>Maud Daudon Karen Lee Marty Brown Paul Francis Akua Asare-Konadu (Student) JoLynn Berge (OSPI) Cody Eccles (COP) Nova Gattman (WTECB) Denise Graham (SBCTC) Tom Fitzsimmons (ICW)</p>	<p>Gil Mendoza Jeff Charbonneau Rai Naumann Mumtaz Akua Asare-Konadu (Student) Violet Boyer (ICW) Linda Drake (SBE) Nova Gattman (WTECB) Dixie Grunenfelder (OSPI) Jane Sherman (COP) Aviance Tate (Student) Jan Yoshiwara (SBCTC)</p>
<p>Rachelle Sharpe</p>	<p>Marc Webster</p>	<p>Randy Spaulding</p>

College Bound Scholar Support (K-12)

WSAC (and its predecessor agency) has decades of experience and proven success as the state’s administrator of federal college access and support programs. GEAR UP currently serves 27 high-poverty districts supporting over 8,000 students.¹ Program services—including tutoring, mentoring, career exploration, campus visits, and individualized assistance—have been proven critical to supporting student success. **This proposal would expand GEAR UP student support services to College Bound students.**

The proposal of **\$3.5 million** would provide funding directly to high-need districts through a competitive grant process. Over 90 percent of the funding would go to high-poverty school districts to provide tutoring, campus visits, career exploration, test preparation, and other activities using proven effective methods. Less than 10 percent of the total funding would be used at WSAC to provide professional development to school staff and college access providers, expand outreach and communication to students, create a secure web-based portal for school staff to monitor student progress, and respond to inquiries from students, families, and schools.

Student Support Activity	Service Delivery
Fund high-poverty districts to support College Bound and other low-income students	<ul style="list-style-type: none"> • WSAC will develop and evaluate competitive applications from districts demonstrating high need, large College Bound Scholarship (CBS) enrollments, lack of college access service partnerships, and a willingness to leverage district resources to enhance overall service delivery. • Districts will provide tutoring, campus visits, career exploration, test preparation, and other activities using proven effective GEAR UP templates and methods.
Enhance student and family information	<ul style="list-style-type: none"> • WSAC will develop and disseminate grade-level specific planning and preparation activities. • WSAC will develop a communication campaign to reach all CBS students using multiple media and formats and develop an intentional parent-engagement strategy. • WSAC will conduct the statewide 12th Year Campaign to support college admissions and financial aid (FAFSA) applications.
Provide training and professional development to districts and non-profit organizations	<ul style="list-style-type: none"> • WSAC will collaborate with OSPI, College Success Foundation, Washington School Counselors Association, and others to leverage and coordinate the Career Guidance curriculum and Ready, Set, Grad website to ensure teachers, counselors, administrators, and non-profit providers receive frequent and up-to-date information related to college readiness. • WSAC will develop professional development content and training. • WSAC will promote low-income students’ enrollment and success in dual-credit programs and leverage the High School and Beyond plans with students in middle and high school directly linked to grade-level action plans.
Launch tools that enhance student access and success	<ul style="list-style-type: none"> • WSAC will improve responsiveness to school, student, and parent inquiries with FAQs and referrals to web-based resources. • WSAC will enhance the secure web-based portal “toolboxes” for middle and high schools to monitor and track College Bound students. • Share data and information while protecting student privacy with non-profit partners, schools, and researchers to support students and evaluate services.

¹ Gaining Early Awareness and Readiness for Undergraduate Programs. WSAC received a \$4.5 million, six-year federal grant in 2011 totaling \$27 million in federal support. With the required cost-sharing, the total investment is \$54 million.

Support for Underrepresented Students (Postsecondary)

WSAC has held several statewide workshops to share best practices in student retention and postsecondary completion strategies. WSAC’s mission is to support student transitions and act as a catalyst for all sectors to increase their efforts to improve student transitions. WSAC is uniquely positioned to target funding to areas of need and share practices that are proven effective across K-12 and postsecondary, and between two-year and four-year postsecondary sectors. The Passport to College program is an example of coordinated service delivery to support students who are alumni of foster care.

Nearly **\$1 million** would be provided through grants of \$100,000 each **to expand the reach of federal on-campus support services to improve retention and academic success of underrepresented students.**² Just over \$50,000 would support a fraction of a staff person at WSAC to manage the project.

Student Support Activity	Service Delivery
Provide funding to selected institutions	<ul style="list-style-type: none"> • WSAC will develop and evaluate proposals to ensure funding is targeted to campuses with high need offering innovative solutions that supplement existing services.
Provide statewide conferences	<ul style="list-style-type: none"> • WSAC will convene a statewide conference addressing the unique student support needs of underrepresented students, including foster youth, first-generation college-goers, veterans, students with disabilities, etc. • WSAC will share best practices and innovative solutions with all institutions, including those receiving support funding.
Expand statewide communication and outreach	<ul style="list-style-type: none"> • WSAC will launch texting services through the Ready, Set, Grad website. • WSAC will communicate the benefits of higher education and the opportunities for entry into higher education to specific adult populations.

² There are 22 federal TRiO Student Support Service programs at postsecondary institutions providing intensive individualized support to low-income and first-generation college students.

Collective Impact Coalitions (Community)

Several examples of regional networks in Washington have fostered increased educational attainment through the collective impact of community partnerships.³ WSAC's mission to support student transitions and engage all sectors positions the agency well to coordinate services, target funding to areas of need, and share practices that are proven effective.

This proposal would provide just over **\$500,000** in funding **to provide incentives to communities to work collectively to improve educational attainment.**

Student Support Activity	Service Delivery
Provide funding to selected communities	<ul style="list-style-type: none">• WSAC will develop a competitive grant application that selects communities with cross-sector leadership and commitment, and a desire to develop a long-term educational attainment strategy. The dollars incentivize specific partnerships and strategies that have shown success in other areas and that can be adapted for the region's specific needs.
Promote statewide sharing of collective impact strategies	<ul style="list-style-type: none">• WSAC will evaluate each community's strategy and identify critical components and differences in approaches.• WSAC will share templates, information and educational attainment data with community leaders, including those without statewide funding.

³ Examples include the Community Center for Education Results (South King County), the Tacoma College Support Network, the Northwest Alliance for College Access (Whatcom County), and the Rural Alliance (Eastern WA).

Introduction

Authority to Establish Admission Policy

The Washington Student Achievement Council (WSAC) has responsibility for “Setting minimum college admission standards for four-year institutions of higher education, including a requirement that coursework in American sign language or an American Indian language satisfies any requirement for instruction in a language other than English that the council or the institutions may establish as a general undergraduate admissions requirement.”

(RCW 27B.77.020).

In addition, “any middle school, junior high school, or high school using educational pathways shall ensure that all participating students will continue to have access to the courses and instruction necessary to meet admission requirements at baccalaureate institutions.”

(RCW 28A.600.160).

On November 17, 2010 (Resolution 10-29), the Higher Education Coordinating Board (HECB) adopted revised minimum requirements for freshmen admission and reaffirmed alternative admission and minimum admission for graduate and professional programs.

The primary goal of the 2010 revisions was to foster alignment between high school graduation requirements and four-year public college admission requirements and integrate all admissions pathways into a single policy. To foster alignment between high school graduation requirements and four-year public college admission requirements, the HECB and the State Board of Education adopted changes to their respective requirements that would:

- Add a third credit in science, concurrent with a change in the high school graduation requirements.
- Place emphasis on competencies rather than defined “seat time,” and allow for use of competency-based assessments to meet admission requirements and eliminate the specification of a time-based curriculum in high school.
- Reaffirm or modify current policies to ease administrative burden, clarify intent, and ensure alignment with changes to the graduation requirements, including current testing requirements.

Council staff have begun conversations with sector partners to determine whether further revisions to the admissions standards are required at this time.

Admissions Standards Policy

Effective Date: Entering Freshmen Class of 2012 except where otherwise noted.

Contents

Freshmen Admission Policy

- 1.1 Freshmen Admission Policy
- 1.2 Alternative Freshman Admission Policy

Transfer Admission Policy

- 2.1 Transfer Admission Policy

Graduate Admission Policy

- 3.1 Graduate Admission Requirements
- 3.2 Alternative Standards for Admission to Graduate and Professional Schools
- 3.3 Regular Admission of Graduate and Professional School Students with Significant Professional Experience

Implementation

Except where noted, these revised policies take effect for students entering college summer or fall term 2012.

1.1 Freshmen Admission Policy

Freshmen admission requirements apply to all applicants to the public four-year colleges who enter directly from high school and/or students who enter college with fewer than 40 credits of college level coursework or equivalent.

Running Start and other dual-credit earning students, including those who have earned more than 40 quarter hours of college-level credit, who enter a public baccalaureate institution directly from high school must meet minimum college admission standards (i.e., CADR, minimum GPA, submittal of SAT/ACT test scores, etc.).

Rigorous Coursework Each Year in High School

Admission to many of the state's institutions is competitive. The best preparation for success in college is a rigorous high school curriculum. Students are strongly encouraged to earn three credits of CADR courses each year of high school, including their senior year.

Comprehensive Review of Applications for Admission

Currently, each of the public baccalaureate institutions employs a comprehensive or holistic review process for at least a portion of their applicants. The board encourages institutions to utilize comprehensive and holistic review as a means of ensuring student access. In particular, the board encourages institutions to consider traditionally underserved populations who otherwise might not appear prepared using standardized criteria. In cases where students do not meet the minimum college admission standards, the policy provides for alternative admission policies which may be more appropriate for certain students.

Course Requirements: College Academic Distribution Requirement (CADR)

CADR reflect the minimum number of credits required in six subject areas that students must earn to be eligible for routine admission consideration by four-year public baccalaureate institutions. For a more detailed description of CADR courses and how they can be met in high school as well as in college, please see Appendix B.

Changes to course requirements

- Contingent upon legislative approval and funding, the requirement in science will increase to 3 credits beginning for the class entering postsecondary education in summer or fall of 2016 (see Appendix A).

Courses may be assessed based upon competency rather than "seat time"

- In meeting the CADR requirements, the minimum admission standards reference "credits" rather than "years of coursework" to better recognize alternative scheduling and competency-based assessment of student learning.

- The policy also allows for dual purpose courses. A dual purpose course is a single course that meets one academic requirement and one other requirement in high school (e.g., principles of technology may count as a lab science and Occupational Education). This approach is described as “2 for 1” in the State Board of Education high school graduation requirements. As described below, dual purpose courses must be indicated with the “B” designation on the high school transcript.¹
- Students may meet high school requirements with courses taken in middle school, provided the courses are part of a sequence which is successfully continued in high school, or the course is included on the high school transcript as a high school level course.
- Students may meet the World Language requirement through passage of a district approved competency assessment consistent with the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in order to ensure consistency across languages. The State Board of Education provides a sample policy for districts and recommended assessment tools:
<http://www.sbe.wa.gov/documents/FAQ%20World%20Language%20Proficiency.pdf>.
Assessment procedures for other subject areas will be established in the future.
- Achieving proficiency on the state mandated high school reading assessment is equivalent to the first two CADR credits of English. Achieving proficiency on state mandated high school math assessment is equivalent to the first two CADR credits of math (algebra I and geometry, or integrated math I and II).²

Transcript Designations

Washington Administrative Code (WAC) 392-415-070 requires that standardized high school transcripts include a “B” designation for courses that meet or satisfy HECB core course requirements.

Because the term “core course” may have different meanings depending upon context, the term “College Academic Distribution Requirements” (CADR) is used to describe courses that meet the HECB minimum requirements and, therefore, should carry the “B” designation on the transcript.

It is the responsibility of each school district to determine which of its high school courses meet CADR guidelines and to ensure that the “B” designations are made on students’ transcripts.

SAT or ACT Scores Required

Official SAT or ACT test scores must be sent directly to the college or university to which a student is applying. Students who cannot afford the test should check with their high school to inquire about a fee waiver. Both College Board (SAT) and ACT provide for fee waivers.

¹ The senior year quantitative course may be met by taking courses that do not carry the B designation. At this time there is not a way to flag these on the transcript. OSPI is working on revisions to the transcript that will allow schools to indicate which courses meet the quantitative requirement.

² CADR equivalency may be met through passing scores on WASL, HSPE, or State Mandated End of Course Exams.

Students unable to provide standardized ACT or SAT test scores may petition the institution for a waiver from the requirement. No more than five percent of the new freshmen enrolled annually at each institution may receive waivers from this requirement.

Minimum Grade Point Average

Students must attain a minimum, non-weighted cumulative grade point average of 2.0 on a 4.0 scale. Graduates of institutions not using a grading system would be exempt from the GPA minimum requirement but would have to submit equivalent measures of performance as determined by the college or university.

1.2 Alternative Freshmen Admission Policy

There are two approaches that may be used to admit students who may not meet the current freshmen admission standards. The first, open to all students, provides for waiver of some high school course requirements. The second, designed for students who have been out of high school longer (entering students who are age 25 or older) allows students to be admitted without consideration of specific high school course requirements. Up to 15 percent of freshmen offered admission at each of the six public baccalaureate institutions may be admitted using an alternative standard.³

Option 1: Alternative Admission Standards

Undergraduate students must meet the following standards:

1. Submit a score on the SAT or ACT unless a waiver has been granted by the receiving baccalaureate institution;
2. Submit a transcript showing achievement of a 2.0 high school grade point average or a passing score on the General Educational Development (GED) certificate test;
3. Complete high school course requirements as prescribed, with no more than three CADR credits waived; and
4. Present evidence of success outside the classroom and strong motivation to succeed in college.

Option 2: Admission of freshmen 25 years or older.

An applicant 25 years of age or older who is seeking initial entry at the freshman level may be offered regular admission if the student meets standards appropriate to the applicant's age and personal experience. These applicants must meet at least two of the following requirements:

1. Submit satisfactory scores on the SAT, ACT, or other university-administered tests;
2. Submit a transcript showing the achievement of a 2.5 high school grade point average or a passing score on the General Education Development (GED) certificate test;
3. Write an essay demonstrating entry-level critical thinking and communication skills; or
4. Present evidence of success outside the classroom and strong motivation to succeed in college.

³ Students receiving the SAT or ACT Score Requirement Waiver are included in this 15 percent total.

2.1 Transfer Admission Policy

Students who have earned 40 college level credits are exempt from the state minimum freshmen admission requirements and should inquire with institutions for requirements for transfer admission. However, Running Start and other dual-credit earning students, including those who have earned more than 40 quarter hours of credit who enter a public baccalaureate institution directly from high school, must meet minimum college admission standards as outlined in section 1.1.

The state provides a number of tools to smooth the transfer process including the Direct Transfer Agreement (DTA), Associate of Science Transfer (AST), and Major Related Pathways (MRP). For more information on transfer, please visit the transfer web site at: (<http://www.hecb.wa.gov/go/transfer>).

3.1 Graduate Admission Requirements

Adopted September 8, 1998, Resolution 98-30; reaffirmed November 17, 2010, Resolution 10-29

Students seeking regular admission to graduate programs or to their first professional degree programs are required to have a minimum grade point average of 3.0 in the last 90 graded quarter hours or the last 60 semester hours. Graduates of The Evergreen State College or other institutions or programs not using a grading system would be exempt from the GPA minimum requirement, but would have to submit equivalent measures of performance.

Applicants with earned graduate or professional degrees from appropriately accredited institutions are judged by their academic accomplishments to show evidence of student preparedness generally equivalent to these minimum admissions requirements.

3.2 Alternative Standards for Admission to Graduate and Professional Schools

Institutions may admit up to 10 percent of an entering class of a graduate or professional school under alternative standards. This exemption must be applied on an institution-wide basis. Each institution will develop alternative standards that could vary by program. Alternative standards are submitted to the Higher Education Coordinating Board for approval. Application of alternative standards must be documented by the institution for the purpose of future review and audit.

3.3 Regular Admission of Graduate and Professional School Students with Significant Professional Experience

Students with at least ten years of increasingly responsible professional experience in the field for which they are applying could be offered regular admission to a graduate or professional program. These applicants would have to meet at least three of the following requirements:

1. Submit a transcript showing the achievement of a 3.0 grade point average for the last 90 quarter hours or 60 semester hours;
2. Submit satisfactory scores on the GRE, GMAT, or other approved test;
3. Write an essay demonstrating critical thinking skills;
4. Write a Statement of Intent demonstrating a level of knowledge and intellectual maturity appropriate to the proposed field of graduate study; or
5. Present evidence of professional success in a field relevant to the proposed area of study.

Appendix: Implementation Timeline for Changes to the Minimum College Admission Requirements

Subject Area	Credits	Freshmen Entering College
English	4	Current
Mathematics	3 Algebra I, Geometry, & Algebra II, or Integrated Math I, II, & III, or higher level math.	Current
Senior Year Math-Based Quantitative Course	Additional math or an algebra-based science course required ⁴	Current
Science	2 2 lab science: 1 algebra-based and 1 in biology, chemistry, or physics	A third credit of Science will be required when the State Board of Education formally adopts into rule a 3-credit science graduation requirement. The third credit would not need to be lab-based.
Social Sciences	3	Current
World Languages	2	Current
Arts	1 ⁵ Fine, visual, or performing arts	Current
Policy Changes		
Remove Requirement for 3 CADR's per year		No Impact ⁶
Allow Dual Purpose Courses		Freshmen entering Summer or Fall 2012
High School Level Courses in Middle School Accepted if on High School Transcript		Freshmen entering Summer or Fall 2012
Approved Competency Assessment to meet requirements		Freshmen entering Summer or Fall 2012
"State Mandated Test" to meet first two credits in Math and English (replaces WASL)		Freshmen entering Summer or Fall 2012
Third credit of Science pending SBE adoption as graduation requirement		A third credit of Science will be required when the State Board of Education formally adopts into rule a 3-credit science graduation requirement. The third credit would not need to be lab-based.

⁴ Considered a dual-purpose course and may be satisfied by any math or algebra-based science in the senior year.

⁵ HECB would allow additional coursework in academic areas to be used to substitute for fine, visual, or performing arts.

⁶ The requirement was scheduled to take effect for the class of 2012. The revised policy changes the requirement to a recommendation.

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Washington Student Achievement Council
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STATE OF WASHINGTON

April 6, 2015

Dear High School Juniors:

This spring you will be participating in the new Smarter Balanced assessments in English language arts and mathematics. The Smarter Balanced assessments of the Washington Comprehensive Assessment Program (WCAP) will determine your Achievement Level and provide you with an indicator of your predicted readiness to take college-level English and mathematics courses when you begin college.

Knowing your Achievement Level (Levels 1 through 4) at the end of the eleventh grade gives you the opportunity to use your senior year to take the courses that will give you the best preparation for college and career success. You will receive your Achievement Level results on your Student Score Report during the summer. However, your school will have access to your Achievement Levels electronically within three to four weeks after the Smarter Balanced examinations take place.

A significant benefit for students who perform at Achievement Levels 3 or 4 on the Smarter Balanced tests is that you will be able to move directly into credit-bearing college-level courses (levels 100 and above) upon enrollment at any of the 34 community and technical colleges, any of the public baccalaureate institutions, and nine independent colleges in Washington. This means you'll be able to bypass traditional placement tests that are typically given when students enroll in college.

If you want to take advantage of direct placement into college-level courses, please provide a copy of your Smarter Balanced Student Score Report card once you're admitted to one of Washington's institution of higher education.

To learn more about college readiness, Common Core State Standards, and Smarter Balanced assessments visit <http://www.wsac.wa.gov/college-readiness>. If you have questions regarding the Smarter Balanced Achievement Levels, please talk with your English and mathematics teachers, high school counselor, or career center director.

Sincerely,

Handwritten signature of Randy I. Dorn in blue ink.

Randy I. Dorn
State Superintendent of Public Instruction
Office of Superintendent of Public Instruction

Handwritten signature of Gene Sharratt in blue ink.

Gene Sharratt
Executive Director
Washington Student Achievement Council

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Randy I. Dorn, State Superintendent
600 Washington Street SE | Olympia, WA 98504
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STATE OF WASHINGTON

Washington Student Achievement Council
Gene Sharratt, Executive Director
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April 6, 2015

Dear School District Superintendents and High School Principals:

In the next few months, the new statewide system for assessing public school student achievement in grades 3–8 and 11 will be fully implemented. The new Washington Comprehensive Assessment Program (WCAP) system will have a direct impact on college placement opportunities for students that take the Smarter Balanced exams in high school. Washington's public baccalaureate institutions and all 34 community and technical colleges, as well as the majority of independent colleges in Washington, have agreed to use 11th grade Smarter Balanced assessment scores of level 3 or 4 to place first-year college students who have been admitted into credit-bearing college math and English courses.

Our offices have written a letter addressed to 11th grade students encouraging them to do their best on the new Smarter Balanced exams and to release their examination results for college placement purposes. We are asking for your support to ensure that the letter is distributed to each 11th grade student and shared with your college and high school counselors, career center directors, and high school English language arts and mathematics teachers.

Students who plan to enroll in college are encouraged to release their results. Student who choose to release their results will be required to provide a copy of their Smarter Balanced Student Score Report to the specific college or university in order to receive the direct placement into college-level coursework.

The agreement applies to the high school graduating classes of 2016 through 2018 and will then be renewed or modified, based on the outcomes for students. Achievement levels identify a student's ability to perform college-level work in these subject areas and will provide valuable information on skills that can be developed while still enrolled in high school. To learn more about college readiness, Common Core State Standards, and Smarter Balanced assessments visit <http://www.wsac.wa.gov/college-readiness>.

Thank you for your continued support of the shared goals of each of our agencies to support increased student success and higher levels of educational attainment, build strong communities, individuals and families, and achieve greater global competitiveness and prosperity for the state and its economy, and to support every student to be ready for careers, college, and life.

Sincerely,

Handwritten signature of Randy I. Dorn in black ink.

Randy I. Dorn
State Superintendent of Public Instruction
Office of Superintendent of Public Instruction

Handwritten signature of Gene Sharratt in blue ink.

Gene Sharratt
Executive Director
Washington Student Achievement Council