

Student Readiness: High School to Postsecondary Alignment



Washington Student Achievement Council

May 23, 2013

High School to Postsecondary Alignment Policy Issue

A gap exists between the high school curriculum and graduation requirements and the skills and knowledge required for postsecondary success.

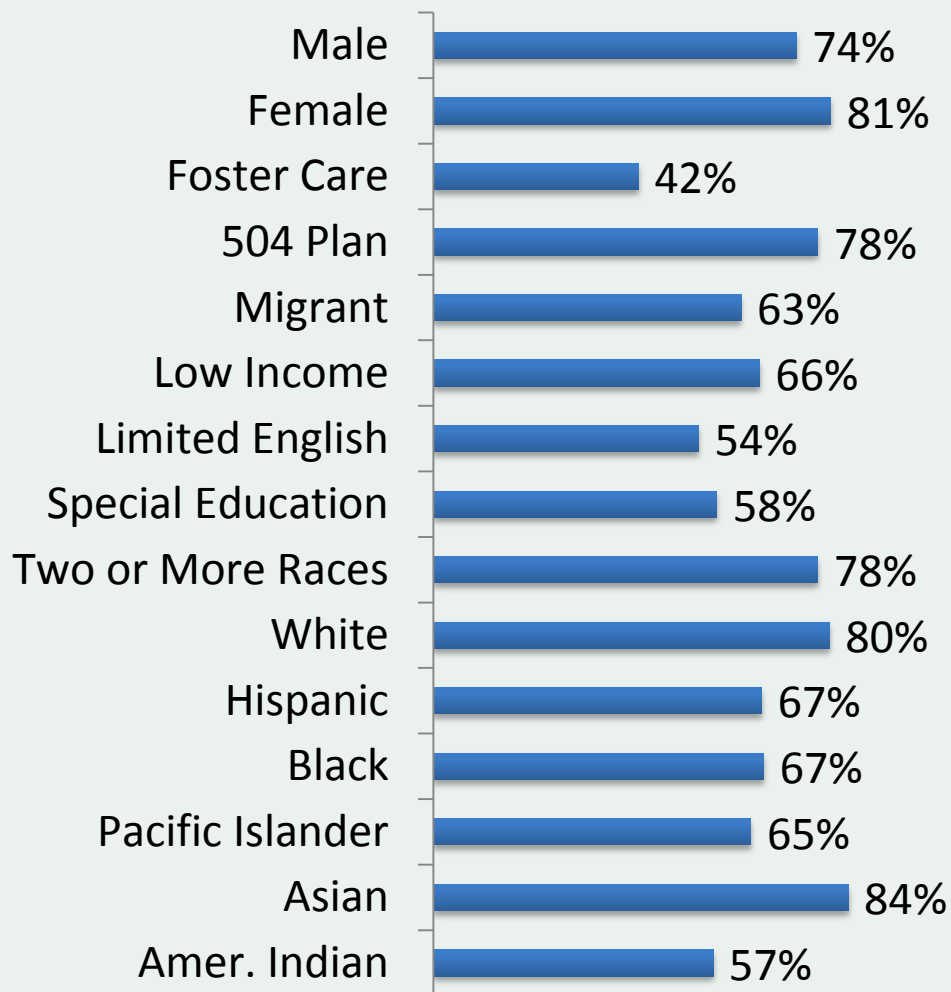
No systemic mechanism is currently in place to facilitate alignment of expectations and requirements across sectors, but a great deal of work is in progress to address this problem.



Background

- Preparation levels and success are not distributed evenly across the population.
- Achievement gaps persist through postsecondary education.
- Washington's population is becoming more diverse.

4 Year Graduation Rates

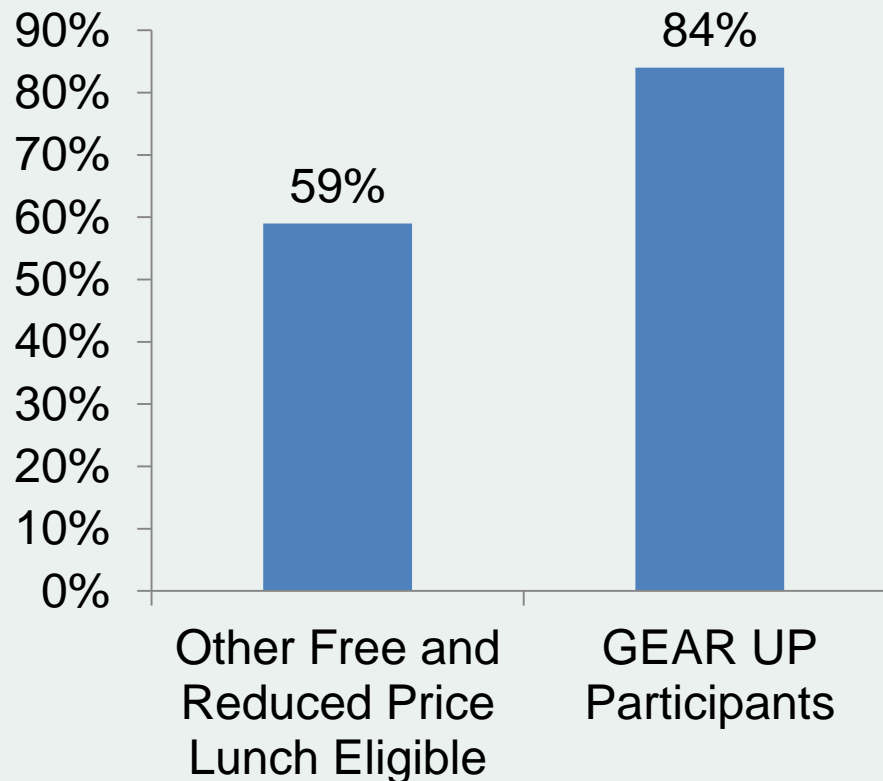


Source: OSPI Graduation and Dropout Statistics Annual Report 2011-12.

What's Working Well?

- GEAR UP
- College Bound Scholarship
- Dual Credit
- Advanced Placement
- College in the High School
- Running Start
- Tech Prep

College Enrollment Rate



Source: Mann, Candiya. 2012. "Making the Dream a Reality Positive Outcomes in College Enrollment, Persistence, and Employment of GEAR UP Alumni."

The High School to College Alignment Workgroup

- Created to help Council members address this Roadmap challenge area.
- Scott Brittain, Ray Lawton lead Council members.
- Comprised of representatives from key agencies, institutions and organizations that support Washington's K-12 and postsecondary education system.
- This report outlines the issues addressed by the workgroup.

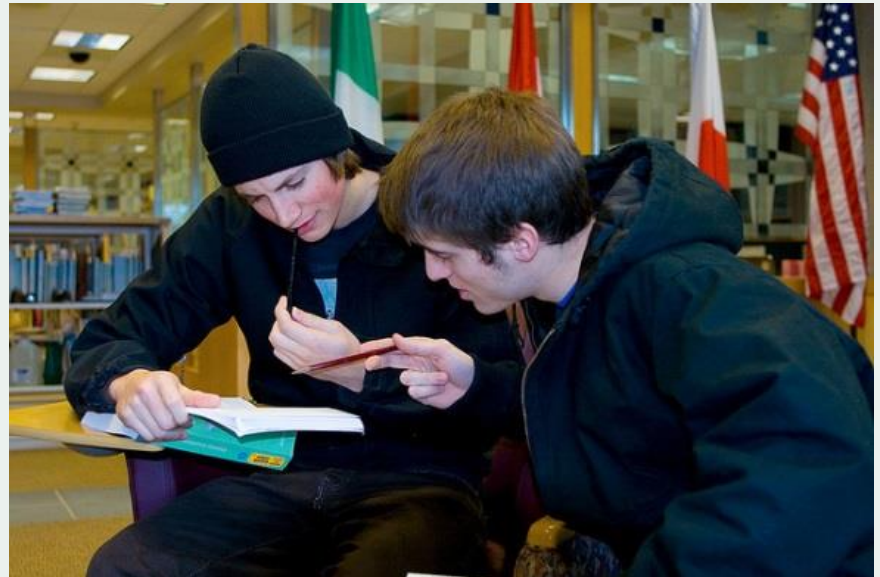
Questions explored by the Workgroup

- Are curriculum requirements for high school graduation aligned with expectations for success in postsecondary coursework?
- 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)?



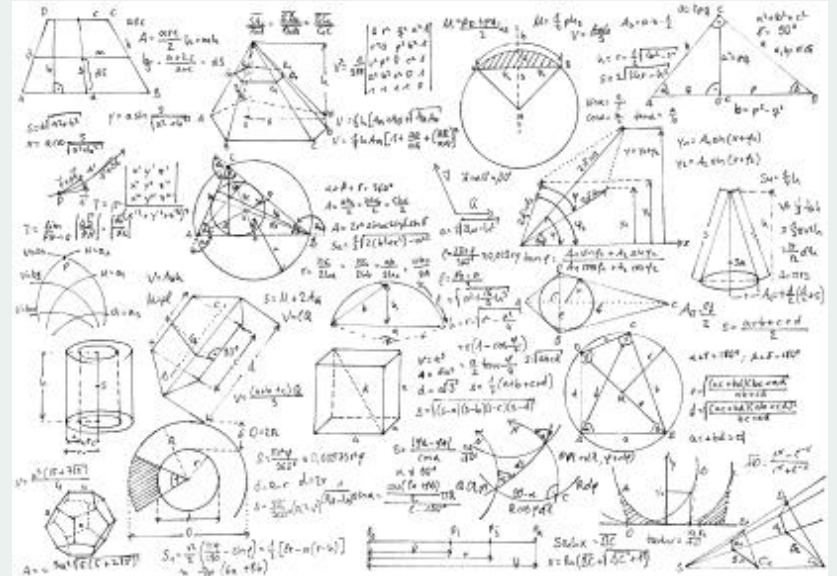
Questions explored by the Workgroup

- How can improvements in assessment, curriculum, and learning environments improve student transitions from secondary to postsecondary education and training?
- How can the state ensure students are engaged in a rigorous and meaningful experience in 12th grade?



Phase in of “Career and College Ready Graduation Requirements”

- 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



Flexibility in the Career- and College-Ready Requirements

Student choice and electives

- 7 flexible credits in the 24-credit framework
- 3rd credit of math
- CTE credit equivalency—two for one

Struggling students

- 2-credits may be waived locally within the 24-credit framework

District implementation

- Extensions to implement 2016 requirements
- Instructional hours removed from definition of credit
- Washington State History

Minimum College Admission Requirements

- 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.
- 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.

College and Career Readiness

- 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



Common Core

- 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



www.youtube.com/watch?v=5s0rRk9sER0

Improve student transitions

- **Embrace** the Common Core State Standards and Smarter Balanced assessment.
- **Ensure** students, parents, teachers, and school and district leaders know what students need to close achievement gaps and successfully meet standards.
- **Prepare** Educators for the 21st Century.
- **Provide** resources to improve advising and support for middle and high school students to complete and continually update their High School and Beyond Plan.
- **Provide** curricular materials and support for implementation of Common Core State Standards.
- **Develop** metrics to track student progress through K-12 and into college.

Rigorous and meaningful experience in 12th grade

- Encourage high school students to challenge themselves – Launch Year
- Ease administrative burden on students and schools in the award of dual credit
- Ensure students are ready for college-level courses by the end of the 12th grade



Implementing new readiness standards: challenges and opportunities

Jane Wellman

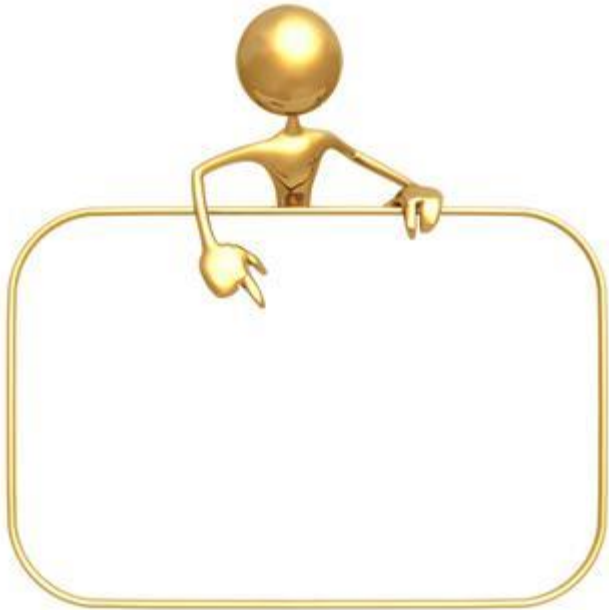
Senior Advisor

Smarter Balanced Assessment Consortium

Washington Student Achievement Council

May 23, 2013

Framework for remarks....



- National perspective from work across states in both PARCC and SBAC states
- Partnered with other state-based organizations to build networks to identify emerging practices and provide support
- Focus is on ways to build strong collaborations between K-12 and postsecondary - working within the realities of existing governance structures

Implementing the Common Core in Postsecondary Education

Areas of activity across states....

Define and Assess College Readiness

Coming to an agreement about the skills and competencies needed to begin college/career level work
Building assessments to measure performance

Facilitate the Transition between K-12 and collegiate work

Senior year bridge courses with postsecondary involvement in their development
Providing dual enrollment opportunities for prepared students

Reform teacher training in the state

Work together to redesign pre-service programs, licensure and certification requirements and professional development for practicing teachers

Communication to multiple stakeholders

Sustaining political support
Building understanding

Headlines

- Building real postsecondary **knowledge and ownership will take time**
- The **decision-making environment is murky**
- **Policy implementation is a bigger challenge** than policy development
- Postsecondary is focusing on the assessments; this may be fueling a **“wait and see” approach on some key decisions**
- **Capacity to implement is thin** in places



Questions & Discussion



Contact:
Randy Spaulding
Director of Academic Affairs and Policy
360-753-7823
randys@wsac.wa.gov

Career- and College-Ready Graduation Requirements

Credits in red denote a change from the previous year

Subject	Class of 2013	Class of 2016 ⁽¹⁾	24-credit (yet to be adopted)
English	3	4	4
Mathematics	3	3	3
Science	2 (1 lab)	2 (1 lab)	3 (2 labs)
Social Studies	2.5	3	3
Arts	1	1	2
Health and Fitness	2	2	2
Occupational Education	1	1	1
World Language	0	0	2
Career Concentration	0	0	2
Electives	5.5	4	2
Total	20	20	24 ⁽²⁾

(1) Some districts have 2-year extension for implementing additional credits.

(2) Up to 2 credits may be waived by local administrators for students who have attempted 24 credits.