



## ALABAMA



Alabama has addressed six of the 10 anchor policies to improve college readiness in the state. It has implemented programs for three of the four high school benchmarks and is one of 24 states that has included indicators of college and career readiness in the school accountability report cards provided to parents.

The state has implemented policies to address one of the four college benchmarks. It is one of 18 states with systemwide remedial policies.

Alabama has met both bridge anchor policies. It has developed a statewide P-20 data pipeline that shares information among state agencies and feedback reports to its high schools on their graduates' postsecondary performance.

POLICY REVIEW	ALABAMA	NATIONAL
<b>1. CCR STANDARDS</b> AP, IB and/or dual credit required	<b>YES</b> No	48 states + D.C. 25 states
<b>2. ASSESSMENTS</b>	<b>YES</b> , ACT; End-of-course; Other	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
<b>3. GRADUATION REQUIREMENTS</b> H.S. course requirements match statewide college admissions	<b>NO</b> statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
<b>4. K-12 ACCOUNTABILITY</b> CCR is indicator in system	<b>YES</b>	24 states use CCR to determine performance
<b>5. ADMISSION STANDARDS</b> Statewide or systemwide	<b>NO</b>	28 – common admission standards 15 – systemwide 13 – statewide
<b>6. REMEDIAL AND PLACEMENT POLICIES</b> Statewide or systemwide remedial policies Statewide or systemwide placement policies	<b>YES</b> Systemwide Systemwide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
<b>7. TRANSFER (3 OUT OF 4 POLICIES)</b> Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	<b>NO</b> Yes No Yes No	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
<b>8. HIGHER-ED ACCOUNTABILITY (ALL 3)</b> Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	<b>NO</b> No No No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
<b>9. STATEWIDE CCR DEFINITION</b>	<b>YES</b>	32 states + D.C. have CCR definition
<b>10. P-20 DATA</b> High school feedback report annually	<b>YES</b> Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
<b>TOTAL</b>	<b>6 out of 10</b>	

## STRENGTHS

Alabama is a model for its comprehensive system of college and career readiness assessments in grades 8 through 12. This system places Alabama as one of nine states in which all eighth graders take ACT Explore, one of nine states in which all 10th graders take ACT Plan and one of 12 states in which all 11th graders take the ACT. Alabama is just one of four states in which all students take the WorkKeys assessments during high school. By administering the ACT QualityCore end-of-course assessments, Alabama also is working to ensure high school students are tested on their mastery of college-ready English language arts and math expectations.

Alabama has adopted uniform remedial and course placement policies for its two-year system to address the needs of students who are unprepared for college-level classes. The policies identify common assessments and minimum cut scores that institutions can use to direct students into the appropriate courses. The policies also help communicate a clear message about college readiness and can encourage high school students to improve their academic credentials before arriving on campus.

## CONSIDERATIONS

Alabama should consider developing statewide or systemwide requirements for admission to its four-year colleges. So far, 28 states have adopted uniform requirements. Nearly all of the states require certain high school coursework as part of their admissions criteria. However, an increasing number include other minimum indicators such as assessment scores, GPA or an index score that combines all of the requirements. If Alabama decides to implement a statewide or systemwide admission policy that includes minimum course requirements, it could use this opportunity to align that policy with the statewide high school graduation course requirements. Six states have aligned all core courses and 12 others have aligned all courses except foreign language. Alignment is a good tool to increase transparency and the number of students attending college.

## RESOURCES AND STATE EXAMPLES

*Recovery: Job Growth and Education Requirements Through 2020*, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6>.

*Competency-Based Education*, The Council for Adult and Experiential Learning (CAEL), <http://www.cael.org/what-we-do/competency-based-education>.

### Colorado – Statewide admission policy

Colorado has adopted admission standards, effective in fall 2019, that no longer include high school coursework. The new policy emphasizes college readiness as measured by multiple indicators. The new admission guidelines replace high school coursework with course rigor, which is fostering collaboration between secondary and postsecondary faculty on academic expectations for students. This policy aligns more clearly with the state's high school graduation requirements and remedial education policy. With the adoption of these new guidelines, Colorado is incorporating alignment between high schools and postsecondary institutions.

### Washington – Collaboration of high school and college systems

The State Board of Education and the Washington Student Achievement Council met in 2010 to align the high school graduation requirements and the statewide admission requirements. They established the **College Academic Distribution Requirements** (CADRs). The CADRs provide high school students with a blueprint of what colleges will, at a minimum, require for students to be admitted to four-year public institutions. Aligning the two sets of requirements helps students develop an academic plan early in their high school careers.