



ARIZONA



Arizona has addressed eight of the 10 Blueprint policies to improve college readiness in the state. The state has put in place systems to address three of the four high school benchmarks. It is one of 12 states that has aligned high school graduation course requirements with college admission course requirements in all core subjects except foreign language. Six other states have aligned for all core work.

It has addressed three of the four college anchor policies. The state has developed a comprehensive set of policies that ensure credit transfers across public colleges and universities. The policies include the transfer of lower-division core courses and guaranteed transfer of an associate degree.

In addition, Arizona has a system in place addressing both anchor policies. It is one of 32 states with a clear definition of what it means to be college and career ready and has established a P-20 data system.

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

STRENGTHS

Arizona is one of only six states that requires districts to offer eligible high school students enrollment in community college courses and prohibits community colleges from turning students away because they are enrolling while in high school. As a result, Arizona is one of 25 states that requires all of its school districts to offer one or more advanced opportunities such as Advanced Placement (AP), dual enrollment or International Baccalaureate to allow students opportunities to earn college credit before high school graduation.

Arizona also is a good model for bringing accountability to its higher education system. It is one of 19 states that has developed a comprehensive system by setting attainment goals and including attainment or completion goals in its master plan. In addition, the state has adopted a performance-based funding model that incorporates measures of student and institutional success.

CONSIDERATIONS

Arizona should consider adding indicators of college and career readiness to its system of determining school performance. Indicators commonly used by states include dual enrollment, AP or IB participation rates, ACT/SAT scores, college remediation rates, industry certifications earned and college enrollment rates.

The state also should look into developing statewide or systemwide uniform remedial education policies for students unprepared for college-level coursework. Twenty-nine states have statewide or systemwide policies for placement into remedial or college-level classes. These states identify one or more assessments that institutions can use to direct students into the appropriate courses.

RESOURCES AND STATE EXAMPLES

Developmental Strategies for College Readiness and Success, Education Commission of the States, <http://www.ecs.org/docs/DevEdStrategies.pdf>.

Kentucky – School performance rooted in college and career readiness

The commonwealth passed S.B. 1 in 2009, creating the **Unbridled Learning: College/Career-Ready for All** program. The program emphasizes accountability with a focus on the end goal — college completion. It details what students should learn, what will be tested, how subjects will be tested, when tests are given and lays out how the elements are incorporated into public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

Ohio – Consistent remedial and placement policies

Ohio law **H.B. 153 (FY 2012-13 Operating Budget); Section 3345.061 (F)** required the Board of Regents to establish uniform statewide standards in math, reading, science and writing that students must meet to be considered in remediation-free status. Previously, institutions selected their own placement assessments and set standards to determine readiness for credit-bearing courses.

A College Readiness Advisory Council report spells out the academic standards for each subject required for college-level coursework. The report also establishes minimum cut-score thresholds on the ACT, SAT and Accuplacer exams to indicate that students are able to enroll in credit-bearing courses. If a student scores below the thresholds, institutions may use other measures to determine course placement, including high school GPA, writing assessment and a review of previous college work. Ohio also places a limit on state subsidies to most four-year institutions for providing remedial services.