



# DISTRICT OF COLUMBIA



The District of Columbia has addressed four of the six applicable Blueprint policies to improve college readiness in the district.

The district has met two of the four high school anchor policies. It has adopted rigorous, academic college and career readiness standards and is part of the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium. It has districtwide high school graduation requirements but does not have uniform college admission requirements.

The district has implemented both of the bridge anchor policies with a P-20 data pipeline to provide student-level data to the people who need to make decisions about students' education.

POLICY REVIEW	DISTRICT OF COLUMBIA	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, PARCC</b>	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>NO</b>	24 states use CCR to determine performance
<b>5. ADMISSION STANDARDS</b> Statewide or systemwide	<b>N/A</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>N/A</b>	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>N/A</b>	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>N/A</b>	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>4 out of 6</b>	

## STRENGTHS

The District of Columbia is to be commended for adopting regulations in 2012 that establish a districtwide dual enrollment program. The regulations have several strong features, including that a participating student may not be charged tuition. In practice, dual enrollment tuition in the district is primarily paid by the postsecondary institutions. In cases where the postsecondary institution does not cover tuition costs, tuition is paid for by the District of Columbia Dual Enrollment Fund, administered by the Office of the State Superintendent of Education. While students and their families in many other states are responsible for paying for textbooks, fees and other course costs, the District of Columbia Dual Enrollment Fund likewise covers these costs, and offers a Metro Card to cover unmet transportation costs.

The District of Columbia has a robust P-20 data pipeline to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents. These systems mean states have the ability to use data on individual students — such as attendance patterns, discipline records and course grades — to ensure that all students are ready for success after graduation.

## CONSIDERATIONS

The district should consider adopting a statewide definition of college and career readiness that is recognized by high schools as they graduate students, and by colleges as they admit students and place them in remedial or credit-bearing courses. A definition could provide a backbone for the state to align its high school and higher education benchmark to help secondary and even elementary teachers outline the knowledge and skills students will need to demonstrate college and career readiness before leaving high school.

The district also should consider adding indicators of college and career readiness to its system of determining school performance. Indicators commonly used by states include dual enrollment, Advanced Placement or International Baccalaureate participation rates, ACT/SAT scores, college remediation rates, industry certifications earned and college enrollment rates.

## RESOURCES AND STATE EXAMPLES

College and Career Readiness Initiative, *Joint Agreement on Virginia's College and Career Ready Mathematics and English Performance Expectations*, Virginia Department of Education, [http://www.doe.virginia.gov/instruction/college\\_career\\_readiness/expectations/joint\\_agreement.pdf](http://www.doe.virginia.gov/instruction/college_career_readiness/expectations/joint_agreement.pdf).

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

### Tennessee – Statewide CCR definition

Tennessee defines college and career readiness as “the knowledge and skills needed for entry-level work and college freshmen coursework [and] success whether pursuing a career or a college education.” The state quantitatively puts this definition to use through cut scores for both the ACT and future assessments as standards for college acceptance and course placement.

Statewide, the Tennessee Board of Regents and University of Tennessee leverage the definition to align the K-12 Common Core State Standards to credit-bearing, entry-level courses in English and math. Tennessee's CCR definition can be found at: <http://www.state.tn.us/thec/Divisions/AcademicAffairs/coretocollege/2014/Core%20to%20College%20Interim%20Grant%20Report.pdf>.

### Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed S.B. 1, 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.