



DELAWARE



Delaware has addressed four of the 10 Blueprint policies to improve college readiness in the state. The state developed systems for two of the four high school anchor benchmarks and has put in place college and career readiness standards and an assessment system to support high school students' progress.

Delaware has not addressed the four college anchor policies, but is making progress on one of the policies. It is one of 18 states that has a systemwide remedial policy, which was adopted by the community colleges and targets students at risk of not completing their remedial courses. The community colleges also use common assessments and cut scores for course placement (through practice, not formal policy).

Delaware also has put into place programs for both bridge policies — a P-20 data pipeline that transfers student data to inform decisions at the state and district level and a statewide definition of college and career readiness.

POLICY REVIEW	DELAWARE	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC; SAT; Other	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	NO 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
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO Systemwide	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	NO No No No Partial	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	NO 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
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	4 out of 10	

STRENGTHS

Delaware has both college and career readiness standards and assessments to challenge high school students. The state is part of the Smarter Balanced Assessment Consortium testing system. One of the benefits of assessments is that they allow educators to develop interventions for students in English language arts and math to catch them up before they leave high school.

The state also has in place a P-20 data pipeline that is able to provide student-level data to the people who need to make decisions about students' education — such as principals, teachers and parents. Robust P-20 data systems can support both state and local leaders in analyzing the performance and effectiveness of a number of policies and programs.

CONSIDERATIONS

Delaware should consider developing statewide alignment of high school graduation requirements with college admission requirements. Six states have full alignment of the requirements, and 12 states have alignment in all core subjects except foreign language.

As jobs increasingly require postsecondary education, states are strengthening policies to improve the transition from high school graduation to college admission. Aligning high school graduation with college admission is an important tool because it potentially can increase the number of graduates going to college.

The alignment allows educators to intervene in the 11th and 12th grades if students are not on track to meet college admission requirements. It also can lead to increasing Advanced Placement (AP), dual enrollment and International Baccalaureate classes. Delaware is one of the states that does not require districts to offer one or more of these programs.

RESOURCES AND STATE EXAMPLES

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

When Success is the Only Option: Designing Competency-Based Pathways for Next Generation Learning,
<http://net.educause.edu/ir/library/pdf/csd6174.pdf>.

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)**.

CADRs provide high school students with a guideline of what colleges will, at a minimum, require for students to be admitted to four-year public institutions. The CADRs are an example of high school and higher education collaborating to create greater access to a college education. Aligning the two sets of requirements helps students develop an academic plan early in their high school careers.

South Dakota – Using multiple measures

South Dakota's high school graduation requirements and statewide higher education admission policies provide prime examples of competency-based proficiency for course requirements. A provision in the high school graduation requirements policy (**S.D. Admin. R. 24:43:11:09**) provides course equivalency exam exceptions for students in lieu of course requirements.

Similarly, the statewide higher education admission policy provides alternate opportunities to meet the minimum course requirements beyond seat time. Within each subject area, students can receive credit by achieving a specific benchmark on standardized assessments such as ACT or SAT or on end-of-course exams such as AP tests.