

# BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



## KENTUCKY



Kentucky has addressed nine of the 10 Blueprint policies to improve college readiness in the commonwealth. For high school anchor policies, it has developed standards and programs in all four areas, and it is one of 25 states that requires high schools to offer Advanced Placement (AP) courses, International Baccalaureate (IB) programs or dual enrollment options. It is one of 32 states that has a clear definition of college and career readiness. Kentucky has put in place programs to address three of the four of the college Blueprint policies and both bridge policies. It is one of 13 states that has statewide criteria for admission to institutions of higher learning, such as GPA, ACT/SAT scores and class ranks. It also has clear guidelines for remedial education and course placement; one of 27 states with such statewide policies.

POLICY REVIEW	KENTUCKY	NATIONAL
<b>1. CCR STANDARDS</b> AP, IB and/or dual credit required	<b>YES</b> Yes - AP, IB, dual enrollment or dual credit course offerings mandatory	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>YES</b> , except foreign language	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>YES</b> Statewide Assessments; High school coursework	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> Statewide Statewide	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>YES</b> Yes Partial 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
<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> Yes Yes 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>9 out of 10</b>	

## STRENGTHS

Kentucky has emerged as a national leader for its comprehensive approach to implementing the Common Core State Standards. The groundwork was laid by S.B. 1, enacted in 2009, which called for the Kentucky Department of Education to collaborate with the Council on Postsecondary Education to revise content benchmarks in core subjects that are aligned with college standards in reading and math.

The efforts led to a Unified Strategy for College and Career Readiness that outlined four goals and described actions, outcomes, completion dates, individuals responsible and impact measures to meet them.

Senate Bill 1 also established **Unbridled Learning: College/Career-Ready for All**, which details, among other things, what students should learn, what will be tested and what should comprise the public school accountability system. It was developed with the end goal in mind — basing an accountability system on college and career readiness. That sends a strong message to students, schools and communities.

## CONSIDERATIONS

Kentucky is one of 12 states that has partially aligned requirements for high school graduation and college admission. Statewide higher education admission policies mandate the completion of language courses in these states, but high school graduation policies do not. Instead, world language courses are typically just one option high school students may choose to fulfill their graduation requirements outside the academic core.

Common standards will allow educators to pursue early intervention help for students not meeting college standards or develop alternative ways to show mastery in languages.

## 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>.

### South Dakota – Using multiple measures

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

Similarly, the statewide higher education admission policy provides alternate opportunities to meet the minimum course requirements beyond seat time. Students can receive credit by achieving set scores on standardized assessments such as ACT or SAT or on end-of-course exams such as AP tests.

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

The State Board of Education in 2010 aligned high school graduation and college admission requirements through the establishment of **College Academic Distribution Requirements** (CADRs). They provide high school students with guidelines on what colleges require for admission into four-year higher education institutions. This is a good example of the high school and college systems collaborating to create greater access to postsecondary education.