

# BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



## MISSOURI



Missouri has addressed eight of the 10 Blueprint policies to improve college readiness in the state. The state has in place all the high school policies except the alignment of high school graduation requirements with college admission course requirements.

Its policies address three of the four higher education anchor benchmarks. It is one of 21 states with statewide remedial policies and one of 19 states with a comprehensive accountability strategy. For example, Missouri has set college attainment goals and adopted a performance-based funding model.

Missouri also has in place both bridge policies, including the creation of a P-20 data system and adoption of a statewide college and career readiness definition.

POLICY REVIEW	MISSOURI	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> , End-of-course	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> , policies exist but not aligned	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; Class rank; Index	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>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>YES</b> Yes Yes Yes, Remedial course completion; Retention; 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
<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>8 out of 10</b>	

## STRENGTHS

Missouri has taken extra steps to add indicators of college and career readiness as measures of school performance and in school report cards. This practice should help to align the measures with state education goals, such as increasing college enrollment.

The state's P-20 data system allows state agencies to share student-level data. As a result, Missouri is providing policymakers, education leaders and communities with the information they need to answer the tough questions about what's working and what's not to improve student results over time.

Missouri also is one of 13 states that has statewide standards on minimum requirements for admission to four-year colleges. Standards include assessments, class rank and an index score.

## CONSIDERATIONS

Missouri should consider taking the necessary steps to align the course requirements for high school graduation with college admission course requirements. It is one of eight states that has policies for both graduation and admission that do not mirror each other. This means alignment in both subject and units are required, such as successfully completing four credits or semesters of math to complete high school graduation requirements and fulfill college admissions policies.

In addition to considering course alignment, Missouri should consider incorporating competency-based options to show proficiency in course requirements at both the high school and college levels. Six states have completely aligned core subjects with statewide admissions course requirements and 12 others have aligned all subjects except for foreign language.

## RESOURCES AND STATE EXAMPLES

*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 coursework. 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 scores on standardized assessments such as ACT or SAT or on end-of-course exams such as Advanced Placement (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.