



NEBRASKA



Nebraska has addressed three of the 10 Blueprint policies to improve college readiness in the state.

The state has implemented one of the four high school anchor policies and partially addressed two other policies. 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.

Nebraska has policies in place for one of the four college anchor benchmarks. It is one of 28 states with a statewide or systemwide admission policy and has addressed one of the two bridge anchor policies with its P-20 data pipeline. In addition, the state has partially adopted two of the transfer policies: transfer of lower-division core courses and guaranteed transfer of an associate degree.

POLICY REVIEW	NEBRASKA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	PARTIAL No	48 states + D.C. 25 states
2. ASSESSMENTS	TBD	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 (single system) Assessments; High school coursework; Class rank	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO Statewide	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 Partial No Partial 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
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	NO	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	3 out of 10	

STRENGTHS

Nebraska is making good progress in adopting robust college and career readiness standards. It recently revised and adopted English language standards and is in the process of revising and readopting math standards.

The state also has a robust 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. The data collection is compatible among education systems and can be shared by state agencies. It can be used as an early warning system for students who fall behind. In addition, the data provides information for feedback reports to high schools on how its graduates have done in college and other postsecondary work.

CONSIDERATIONS

Nebraska should consider including indicators of college and career readiness to its set of metrics used to determine school performance. Twenty-three states have included the measurements in the reports provided to parents and the public. Common indicators used by the states include participation in college prep programs such as dual enrollment and Advanced Placement programs, ACT/SAT test scores, college remediation rates, industry certifications earned and college enrollment rates. It is a tool to make the community more aware what is needed to succeed in college.

The state also should look at developing a clear definition of what constitutes college and career readiness to help drive policies and programs to improve students' skills when they enter the workforce. Thirty-two states have adopted definitions. A definition can provide a backbone for the state to align its high school and college benchmarks. The most common elements include academic knowledge, skills and assessment scores. Some of the definitions were as short as one sentence, while others were pages long.

RESOURCES AND STATE EXAMPLES

The Core to College publication, *Developing and Using a Definition of College and Career Readiness*, provides links to college readiness definitions from Colorado, Florida, Georgia, Kentucky, Massachusetts, Minnesota and Texas: http://www.education-first.com/files/College_and_Career_Readiness_Guide.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.

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 CCR 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>.