



VIRGINIA



Virginia has addressed six of the 10 Blueprint policies to improve college readiness in the commonwealth.

It has programs in place for three of the four high school benchmarks. It is one of the states that has incorporated indicators of college and career readiness into its school accountability report cards provided to parents and the public.

The commonwealth has developed policies to address one of four college anchor benchmarks. It is one of 18 states that has adopted systemwide remedial policies. Virginia has also adopted both bridge policies with a P-20 data system 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.

POLICY REVIEW	VIRGINIA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP, IB, dual enrollment, or Cambridge course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , End-of-course	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	YES	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	YES Systemwide 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 Yes Partial Yes 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 Yes, 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
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	6 out of 10	

STRENGTHS

Virginia is a model for developing rigorous standards with an aligned assessment system. In February 2011, high school and college institutions adopted the commonwealth's **College and Career Ready Mathematics and English Performance Expectations** that students need to attain to advance to credit-bearing college courses or technical training after high school.

Once these expectations had been set for all students, Virginia began developing capstone course content for students wanting to attend college. This was intended for students who had attained minimum proficiency in English language arts or had completed the required mathematics courses but were not college ready.

The commonwealth took the approach of giving schools and teachers the flexibility to address the needs of their math students. English capstone courses are problem-based units, and the curriculum is determined at the local level.

Virginia also is one of 18 states that has developed systemwide standards for remedial education to address the high number of students entering college who fall short of higher education standards. The policies apply to uniform testing to determine proper course placement for remedial students.

CONSIDERATIONS

Virginia should develop statewide or systemwide requirements for admission to its four-year colleges. So far, 28 states have adopted uniform requirements. Nearly all of the states require certain high school coursework as part of their admissions' criteria. However, an increasing number include other minimum indicators such as assessment scores, GPA or an index score that combines all of the requirements.

If Virginia decides to implement a statewide or systemwide admission policy that includes minimum course requirements, it could use this opportunity to align that policy with the statewide high school graduation course requirements. Six states have aligned all core courses and 12 others have aligned all except foreign language. Alignment is a good tool to increase transparency and the number of students attending college.

RESOURCES AND STATE EXAMPLES

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.

Utah – Differentiated admissions

The Utah System of Higher Education policy **R461-3** outlines admission, access and articulation requirements. The minimum admission requirements include high school coursework, assessments such as ACT or SAT and high school GPA. Utah's policy is unique in separating public institutions into metropolitan/regional universities and teaching/research universities.

Metropolitan/regional universities are expected to provide access consistent with the minimum admission requirements. Teaching/research universities are expected to require more rigorous preparation to meet classroom standards in the institutions.