



## WASHINGTON

Washington has addressed seven of the 10 Blueprint policies to improve college readiness in the state. The state has implemented systems to meet three of the four high school benchmarks. It has aligned high school graduation requirements and has adopted college and career readiness standards and the Smarter Balanced Assessment Consortium (SBAC).

It has policies to address two of four college benchmarks with statewide, uniform policies on admission to four-year colleges and an accountability system for higher education. Washington's community and technical college system has an overarching remedial education policy but does not use common assessments or cut scores for course placement. However, the system encourages campuses to use multiple measures for course placement. Washington has addressed both bridge policies with a clear definition of what constitutes college and career readiness.

POLICY REVIEW	WASHINGTON	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> , SBAC; State-developed/ contracted; 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>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>NO</b>	24 states use CCR to determine performance
<b>5. ADMISSION STANDARDS</b> Statewide or systemwide	<b>YES</b> Statewide GPA; 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>NO</b> Systemwide	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> Partial 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>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>7 out of 10</b>	

## STRENGTHS

Washington is one of the models for developing a comprehensive higher education accountability system. Education leaders have developed goals to increase college attainment to address workforce needs. The goals are the basis for a strategic action plan for the state. In addition, it has implemented a financing model that ties funding for higher education to how well the institutions are progressing toward the goals.

Washington also is one of 18 states that has aligned high school graduation policies with college admission policies in all core subjects, except foreign language. The alignment creates transparency between high schools and higher education institutions about college readiness standards and is a tool to increase the number of high school graduates enrolling in postsecondary school.

## CONSIDERATIONS

Washington should consider adding measures of college and career readiness to its system of calculating school performance. The indicators used for K-12 accountability vary by state. Some states consider college-going rates, ACT/SAT results or college remediation rates as indicators of college and career readiness. Others measure dual enrollment course credits earned, Advanced Placement scores or the number of industry certifications earned.

The state also should look at strengthening its statewide transfer policies to more fully implement the transfer of core lower-division courses (as 35 states do) and the guaranteed transfer of an associate degree (36 states). Washington already has a Common course numbering system and allows course credit to be awarded through assessment.

## RESOURCES AND STATE EXAMPLES

### Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed S.B. 1, 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.

### Florida – Comprehensive transfer policies

Florida has long been considered a leader in transfer policy. In addition to the four necessary statewide transfer policies listed in the Blueprint database, recent legislation — **H.B. 7135** (2012) — further supports transfer and completion by focusing on students and ensuring institutional compliance. It requires that students entering an associate degree program must, within the first completed 30 credits, indicate a baccalaureate degree program of interest at a four-year institution. The institution must notify the student of the prerequisites for that program.