



Achieve, Inc.

American Diploma Project Network

*American Diploma Project:
State Policies that Promote College &
Career Readiness for All Students*

Achieve-NCSL Meeting

August 5, 2007

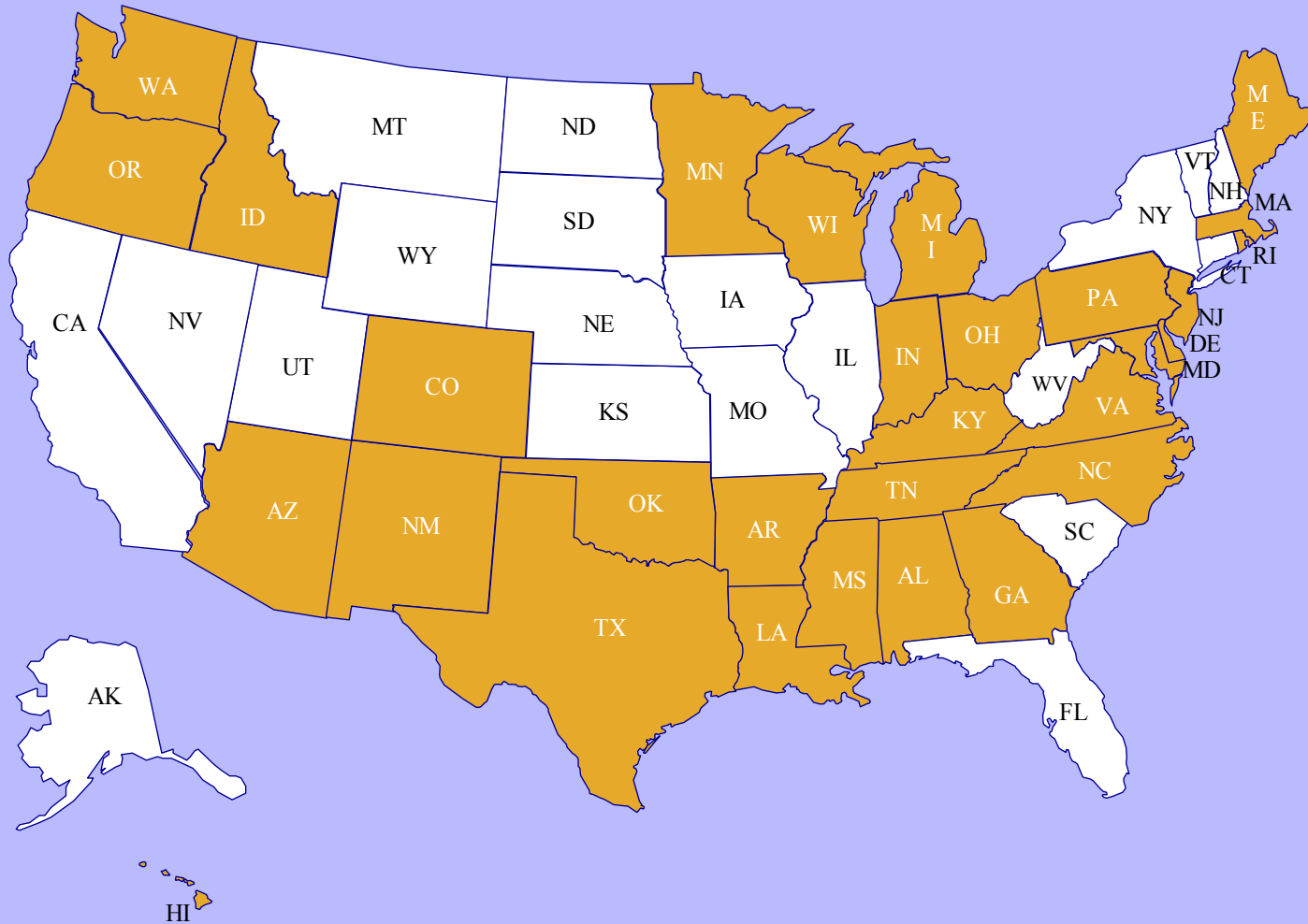
Achieve, Inc.

- Created by the nation's governors and business leaders in 1996 following a National Education Summit.
- A bipartisan, nonprofit organization that helps states raise academic standards, improve assessments, and strengthen accountability to prepare all young people for postsecondary education, work and citizenship.
- Co-sponsored the 2005 National Education Summit on High Schools with NGA

Achieve's work:

- Help states **benchmark** their standards, assessments and accountability systems against the best in the country and the world
- Build **partnerships** that allow states to work together to improve teaching and learning and raise student achievement
- Provide sustained **public leadership** and **advocacy** for the movement to raise standards and improve student performance

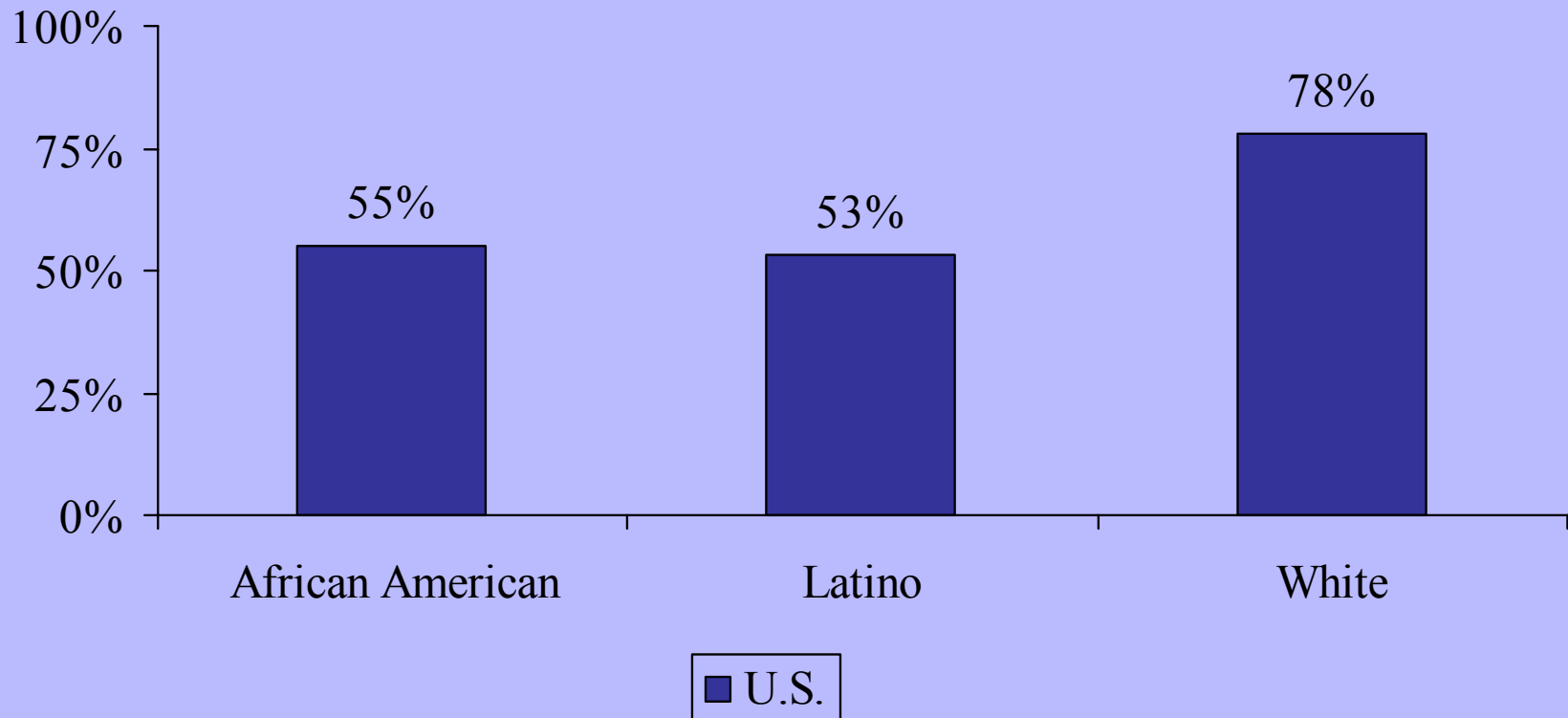
American Diploma Project Network States



Why are states taking
aggressive action to
improve high schools?

High school graduation rates too low

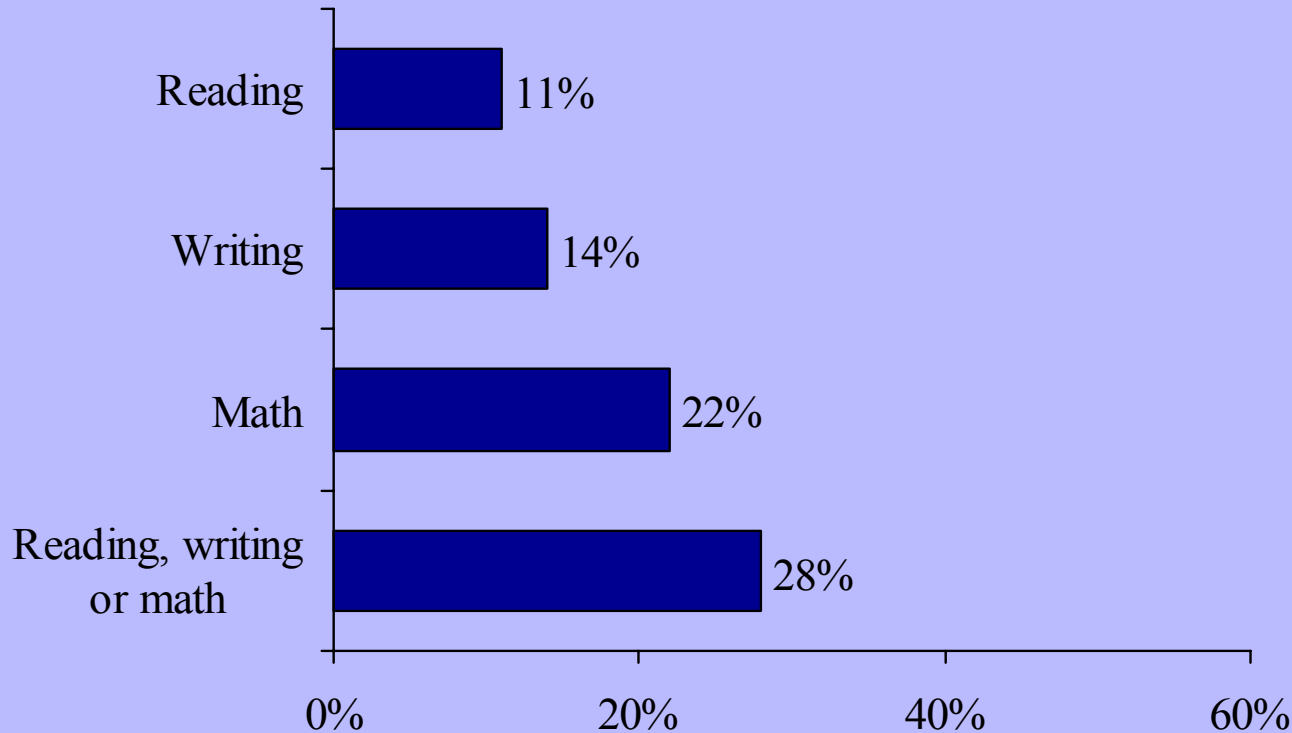
Freshmen Graduating On Time with a Regular Diploma
(2003)



Source: Manhattan Institute, April 2006, Leaving Boys Behind: Public High School Graduation Rates. * Top States represents the median of the top five states for each transition point.

College remediation rates too high

Percentage of U.S. first-year students in two-year and four-year institutions requiring remediation

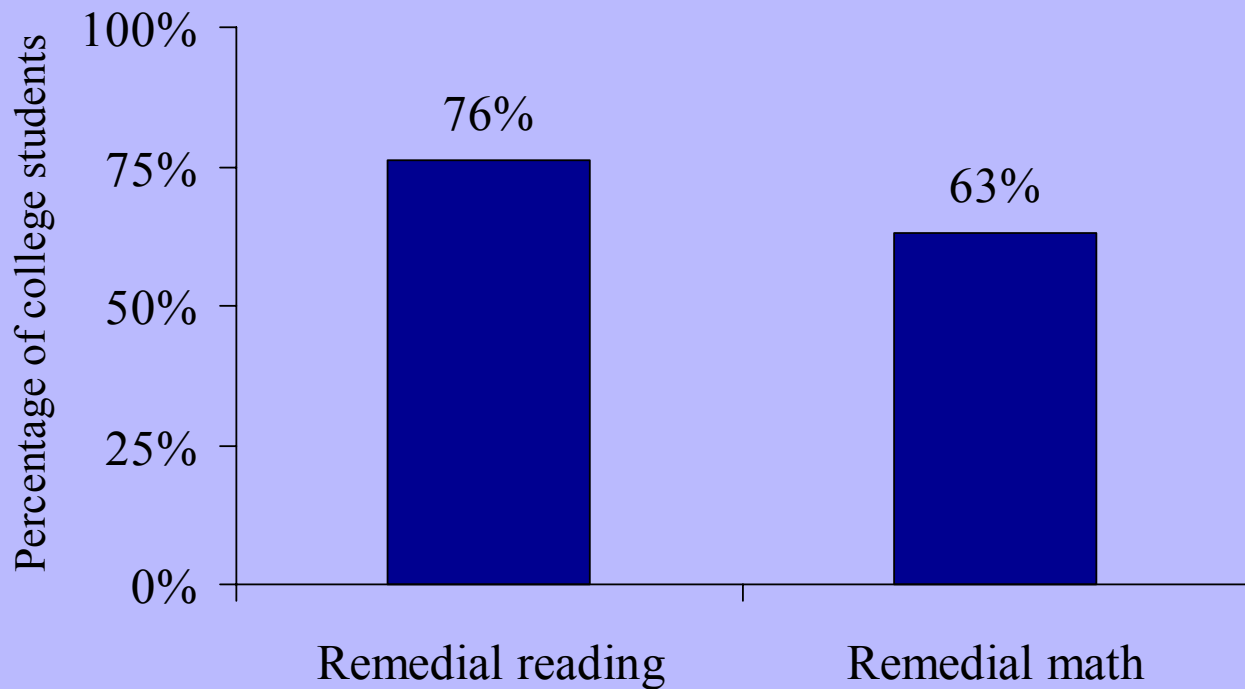


■ Nearly three in 10 first-year students are placed immediately into a remedial college course.

Source: National Center for Education Statistics, *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000, 2003*.

Most U.S. college students who take remedial courses fail to earn degrees

Percentage not earning degree by type of remedial coursework

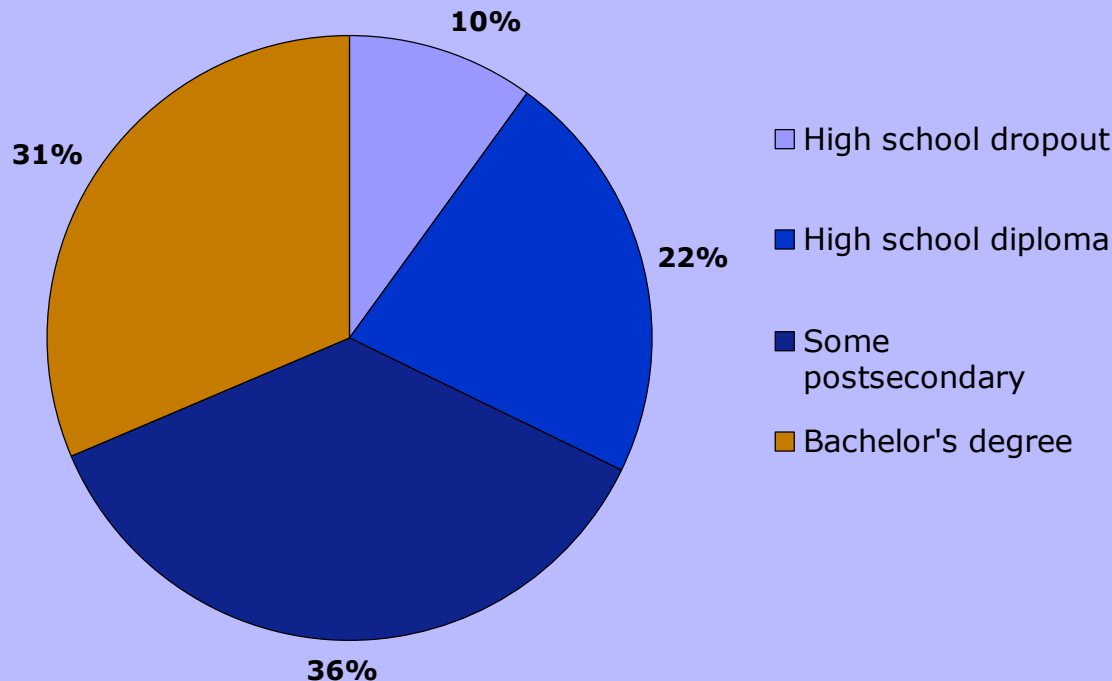


■ Many college students who need remediation, especially in reading and math, do not earn either an associate's or a bachelor's degree.

Source: National Center for Education Statistics, *The Condition of Education*, 2004: % of 1992 12th graders who entered postsecondary education.

A high school diploma is not the last educational stop required

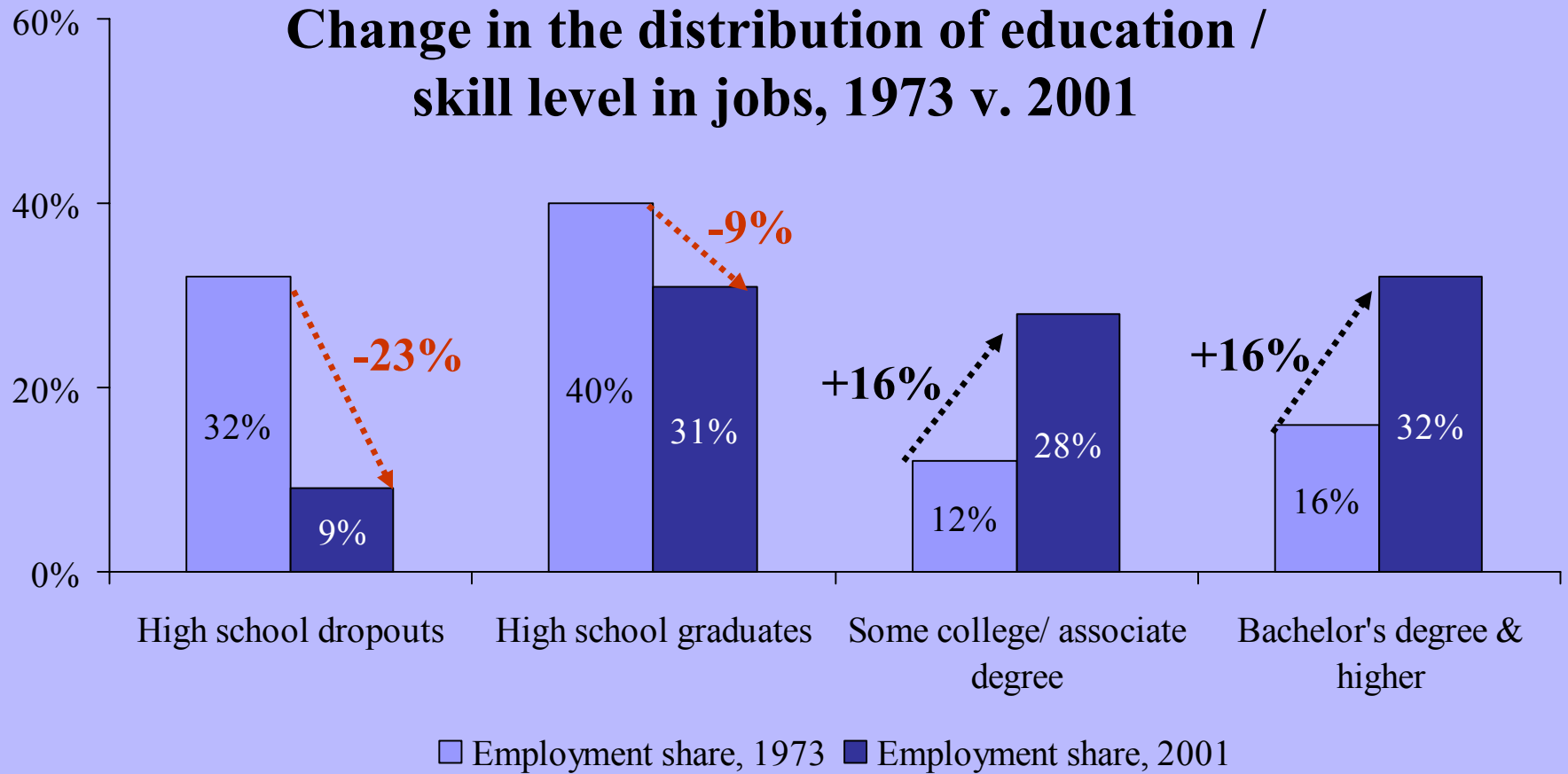
Share of new jobs, 2000–10



Jobs that require at least some postsecondary education will make up more than two-thirds of new jobs.

Source: Carnevale, Anthony P. and Donna M. Desrochers, *Standards for What? The Economic Roots of K–16 Reform*, Educational Testing Service, 2003.

Jobs in today's workforce require more education & training



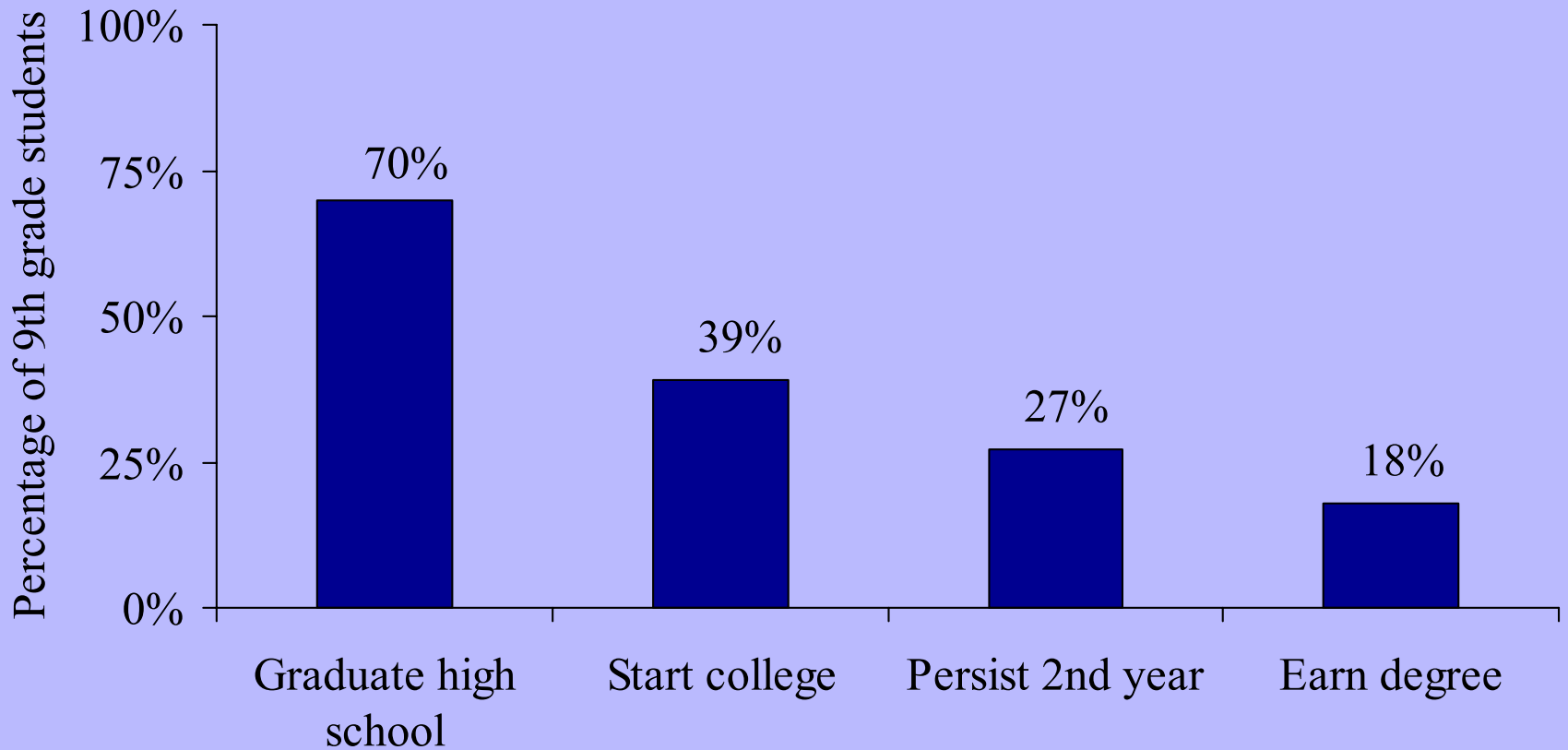
Source: Carnevale, Anthony P. and Donna M. Desrochers, *Standards for What? The Economic Roots of K-16 Reform*, Educational Testing Service, 2003.

How does earning power differ between H.S. & college graduates?

Educational Attainment and Median Earnings

Education	Annual	Lifetime
H.S. Drop-Out	\$22K	\$1.1 million
H.S. Diploma	\$31K	\$1.4 million
Associate Degree	\$38K	\$1.8 million
Bachelor's Degree	\$50K	\$2.5 million

Too many U.S. students drop out of the education pipeline



Source: Student Pipeline 2004, unpublished data from the National Center for Higher Education Management Systems, *October 2006*. Data are estimates of pipeline progress rather than actual cohort.

ADP Research

Phase 1: 2002 - 2005

- Partnership of Achieve, Education Trust, Fordham Foundation and National Alliance of Business
- Initial ADP research study conducted in Indiana, Kentucky, Massachusetts, Nevada and Texas.
- Involved wide variety of K-12, higher education and business representatives.
- Examined the work high school graduates do in the college classroom and on the job, and the preparation they needed to do the work.
- Identified “must-have” knowledge and skills graduates will need to be successful in college and the workplace.

Key Finding: Expectations are the same for both college and “good jobs”

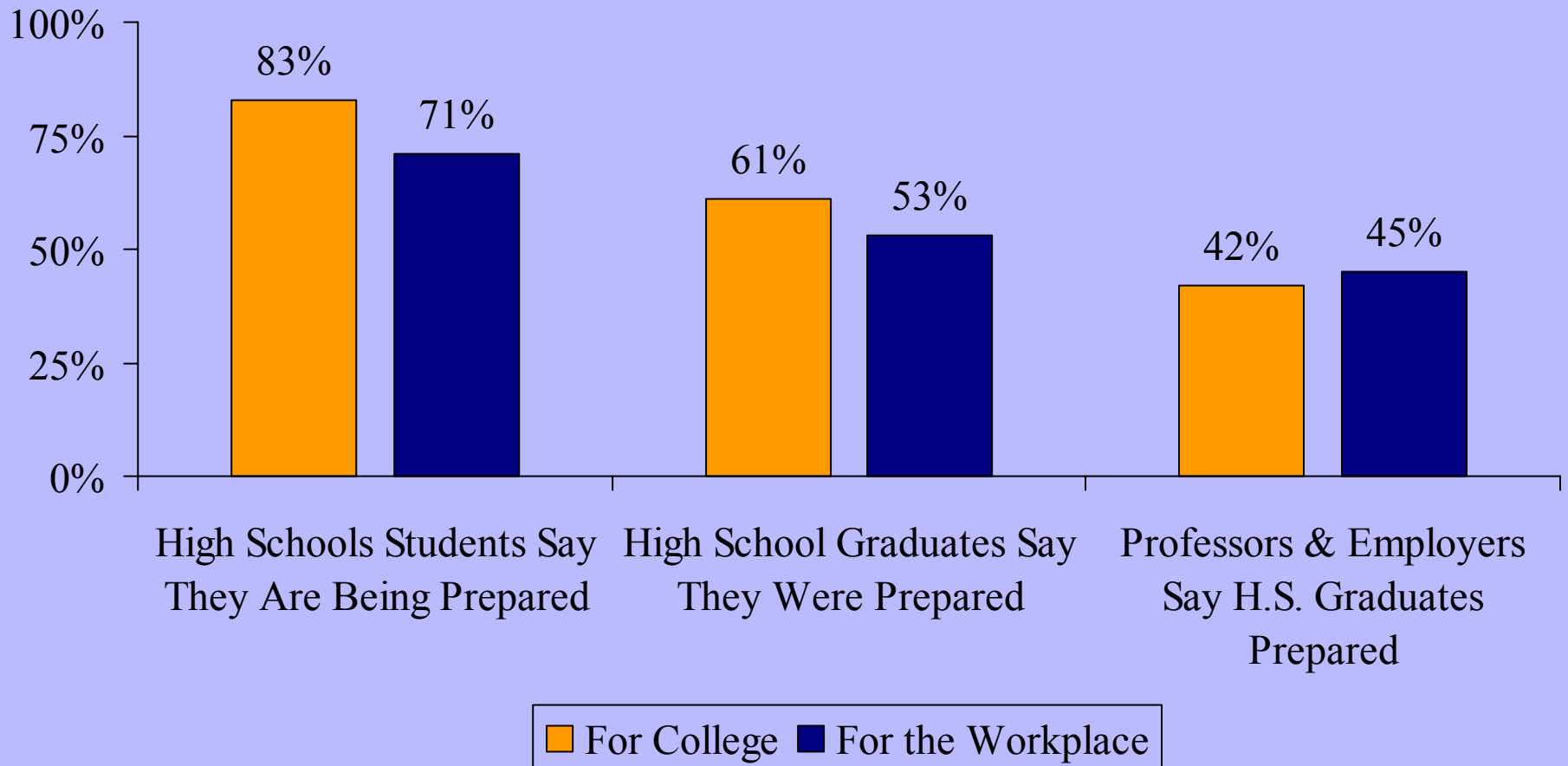
- ADP found a high degree of convergence.
- The knowledge and skills that high school graduates will need to be successful in college are the same as those they will need to be successful in a job that:
 - pays enough to support a family well above the poverty level,
 - provides benefits, and
 - offers clear pathways for career advancement through further education and training.

Key Finding #2: Expectations Gap between High School & Postsecondary

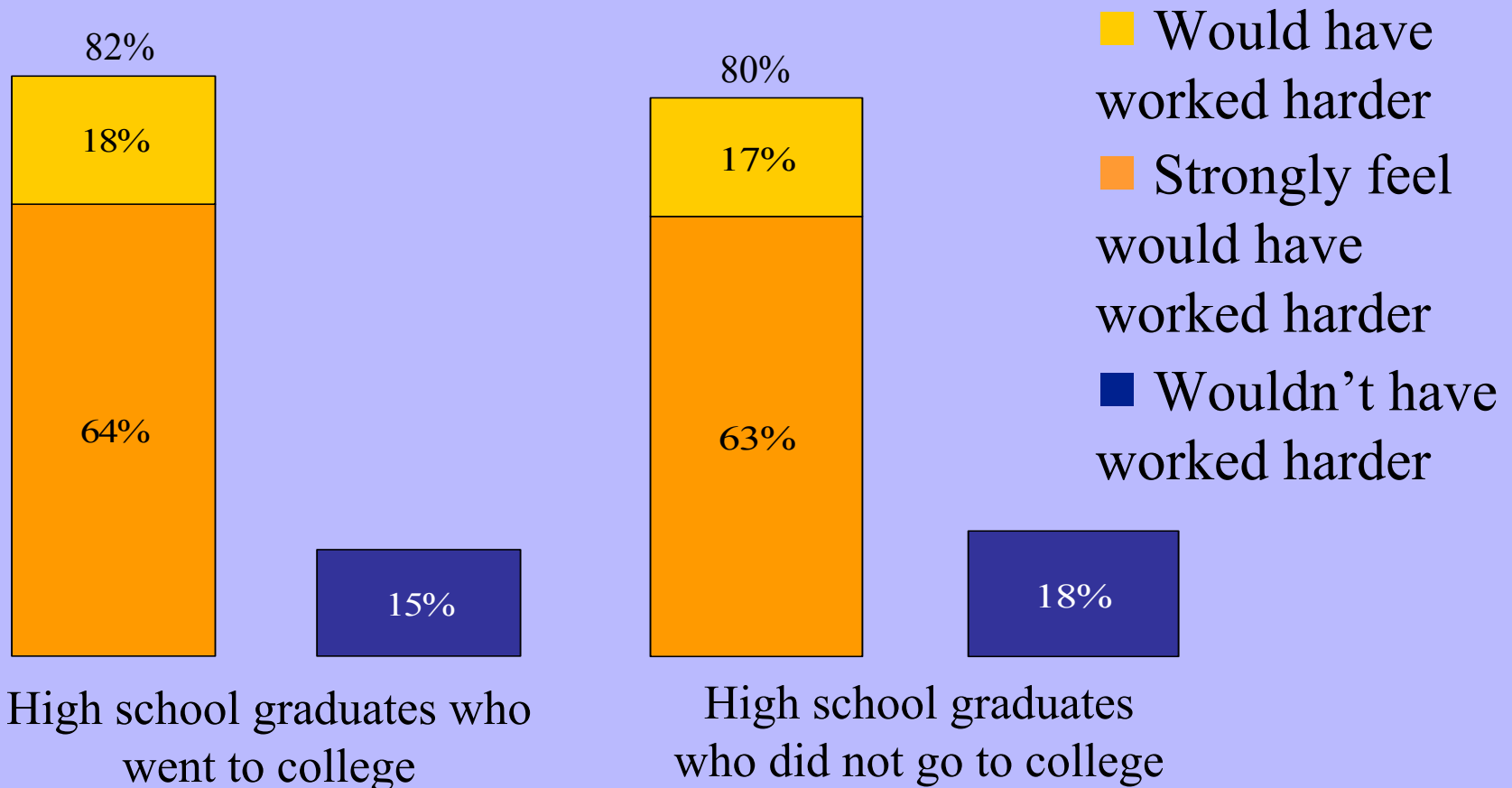
- Academic standards in HS not aligned with postsecondary entry requirements
- HS graduation requirements too low
- HS assessments not meaningfully connected with students' college or career aspirations
- **RESULT:** Students can earn a high school diploma without the skills necessary for success in college and work.

What do recent high school graduates tell us about the expectations they faced?

Do high schools prepare students to meet the demands of college and work?



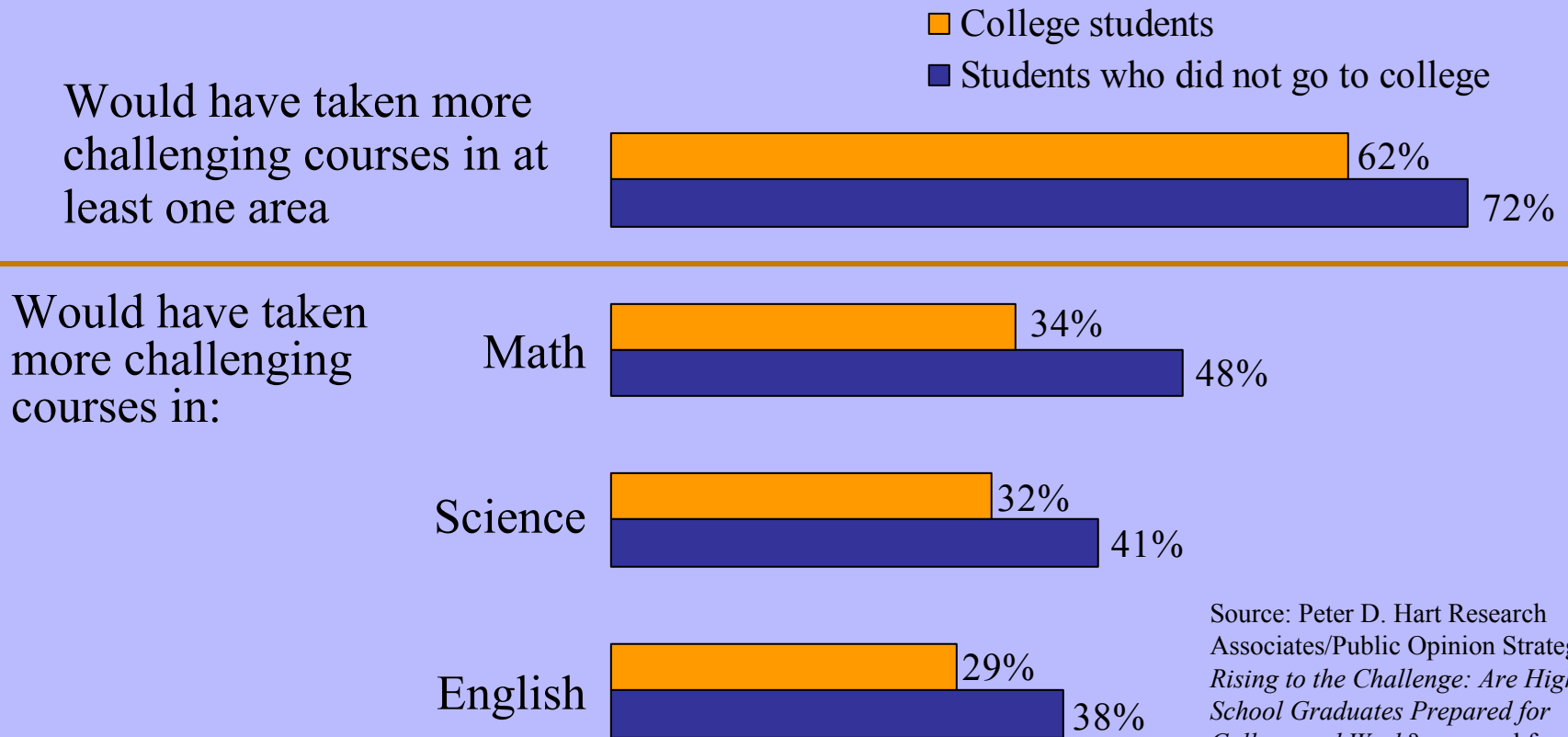
If high school had demanded more, graduates would have worked harder



Source: Peter D. Hart Research Associates/Public Opinion Strategies, *Rising to the Challenge: Are High School Graduates Prepared for College and Work?* prepared for Achieve, Inc., 2005.

Majority of graduates would have taken harder courses

Knowing what you know today about the expectations of college/work ...

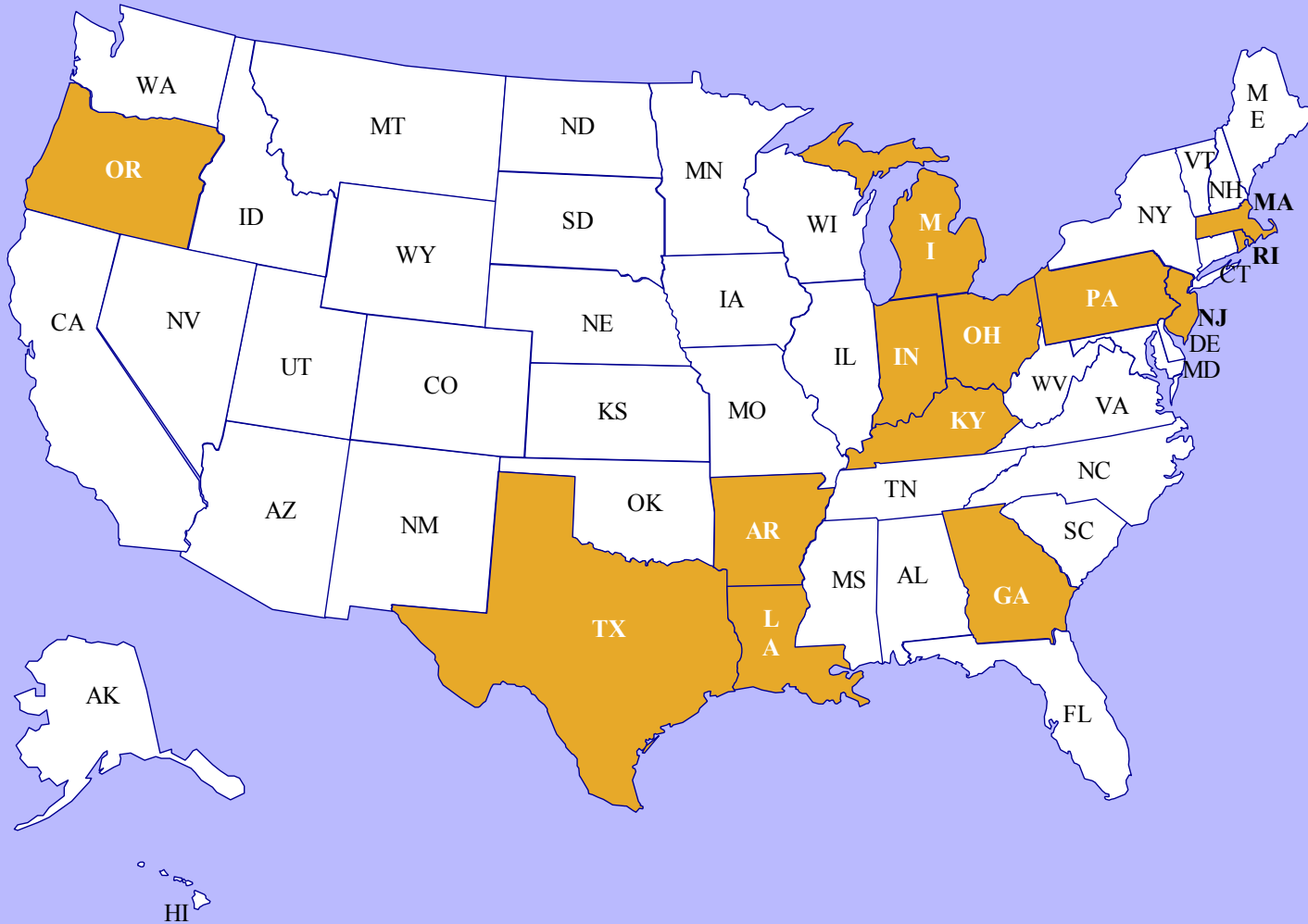


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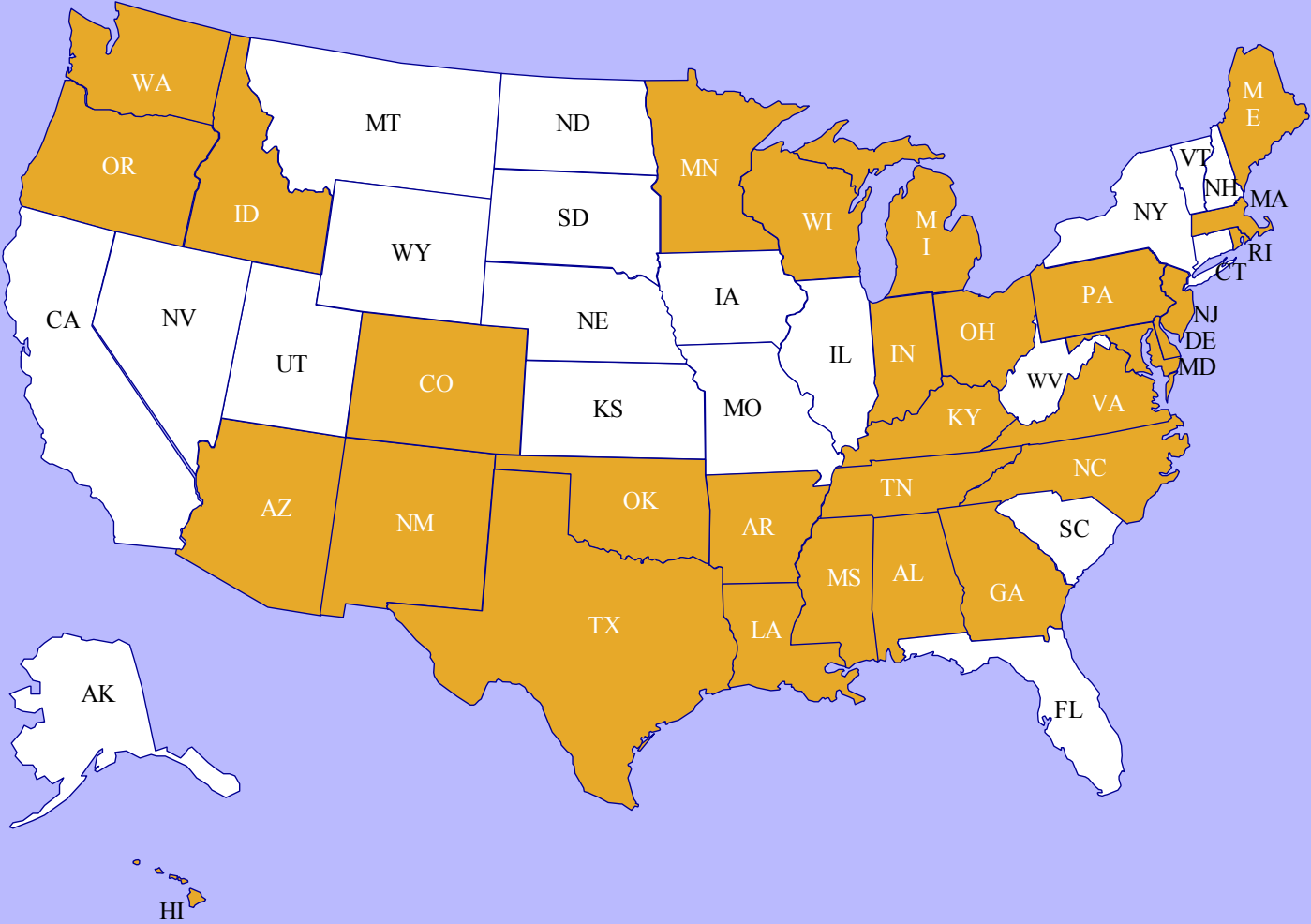
Formation of ADP Network: Phase II

- Formed at the request of states
- States wanted ADP Network to provide:
 - Legitimacy and political cover
 - External pressure to move agenda forward
 - Networking with leaders from like-minded states focused on common policy agenda
 - Forum for sharing strategies, policies and unique approaches to college- and work- readiness
- Cross sector commitment
 - Commitment by governor, state K-12 and higher education leaders, business leaders
- Launched with 13 states at 2005 National Education Summit on High Schools

ADP Network launched at 2005 Summit: 13 states committed to improving student preparation



ADP Network today: 30 states committed to improving student preparation



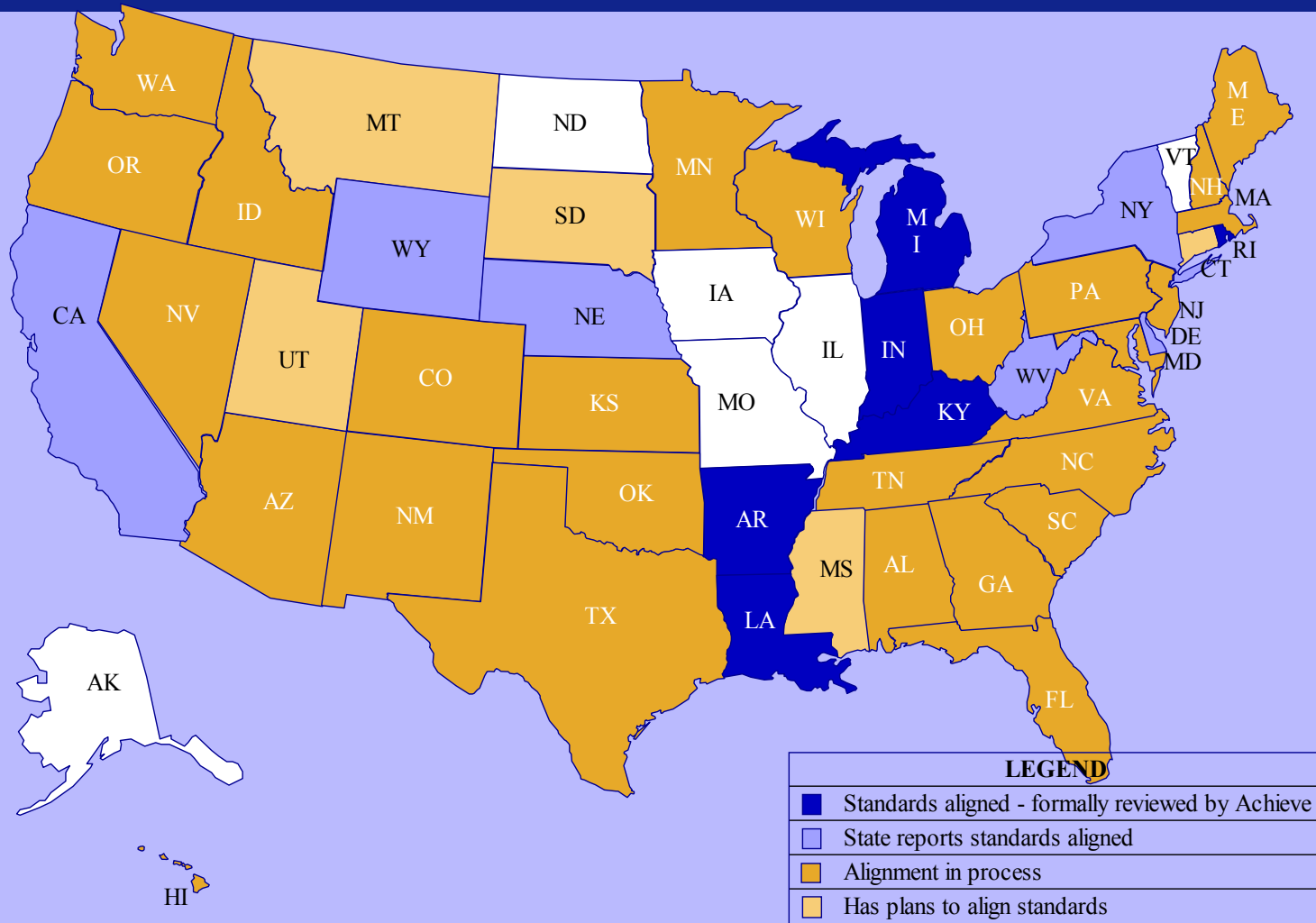
Closing the Expectations Gap: ADP Policy Agenda

- Align high school standards with college and work expectations.
- Require all students to take rigorous curriculum aligned with standards.
- Include “college-ready” test, aligned with state standards, in high school assessment system.
- Hold high schools accountable for graduating students college- and work-ready, and hold postsecondary institutions accountable for student success.

Commitment #1: Align Standards

- *Align high school standards and assessments with the knowledge and skills required for success in postsecondary education and work.*
 - Aligned with expectations of postsecondary education and employers,
 - Endorsed by postsecondary education and business,
 - Adopted by K-12 and higher education governing bodies
 - Incorporated in high school curriculum, graduation requirements and assessments
 - Incorporated in postsecondary assessments and practices used for placing students in entry-level coursework

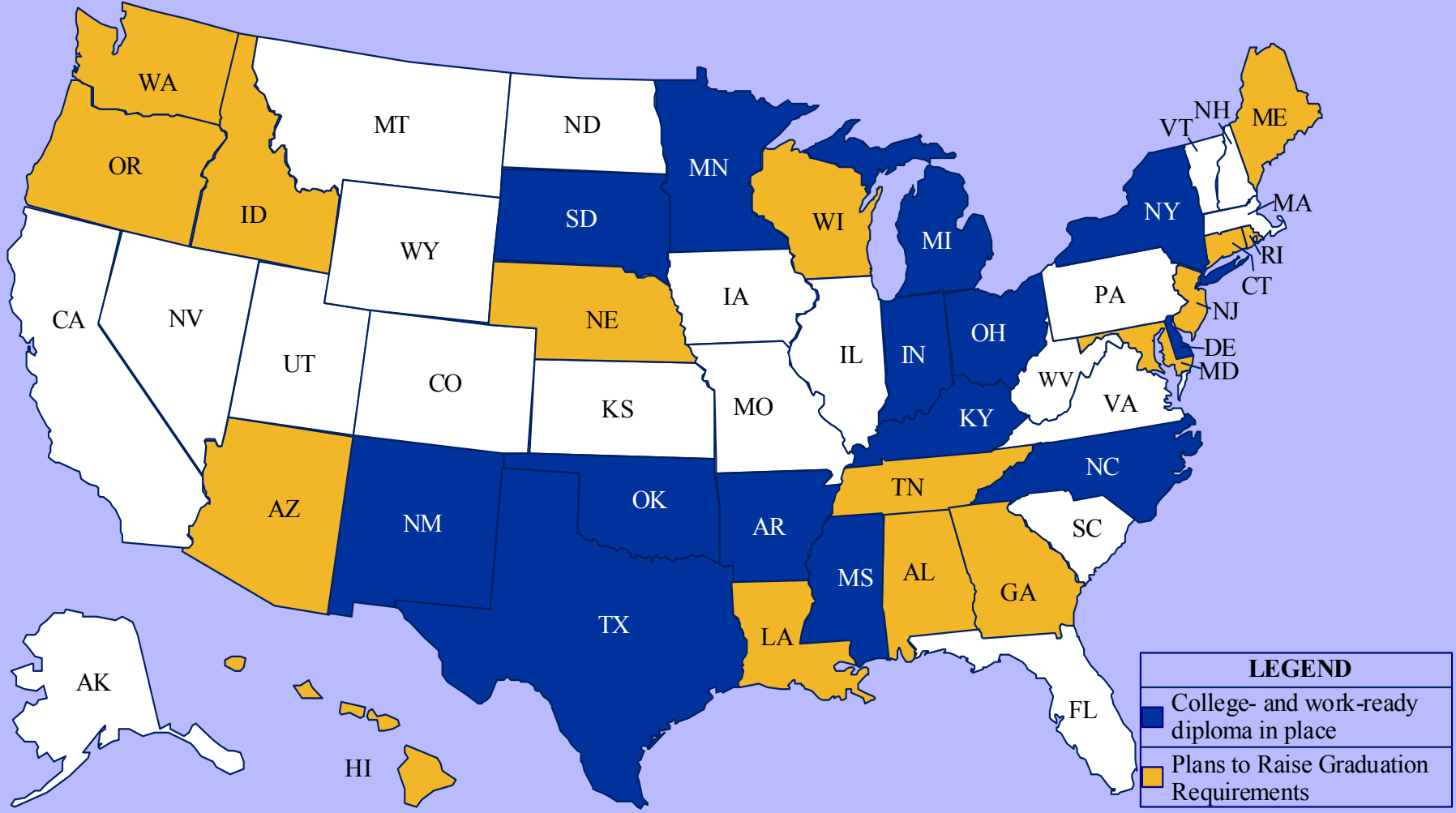
Align high school standards with the demands of college and work



Commitment #2: Rigorous & Relevant Curriculum

- *Ensure that all students take a rigorous college- and work-ready curriculum aligned with standards.*
 - *Ensure that all students have access to a quality curriculum, utilizing graduation requirements as a lever*
 - *Build or provide models of rigorous & relevant courses of study that prepare students for the real world*
 - *Consider multiple curricular pathways to tap different student interests*
 - *Balance need for state leadership w/local control*

States with College- & Work-Ready Graduation Requirements

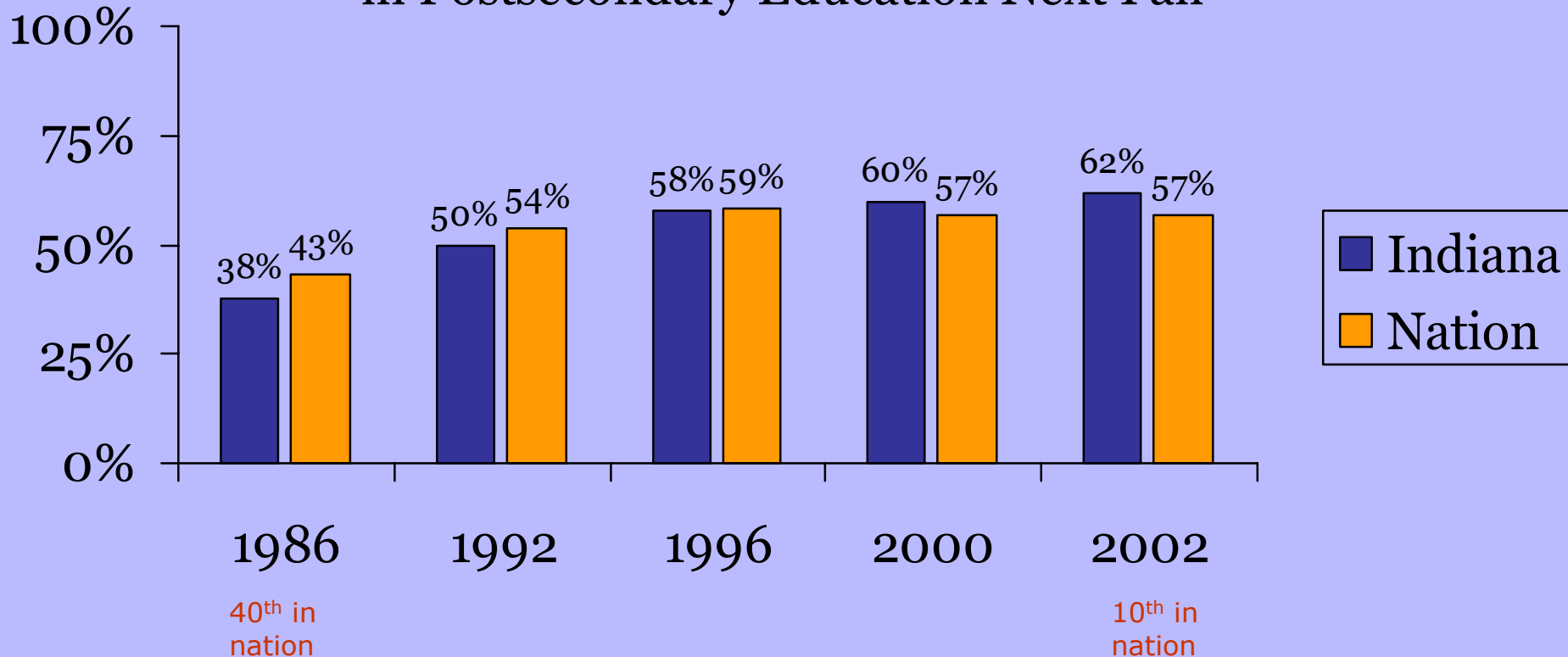


States with College- and Work-ready Graduation Requirements have taken different approaches

- 8 states have made core curriculum the *default* option.
 - 9th graders are automatically placed into college- and work-prep curriculum, but can “opt out” into less rigorous course of study with parental and school permission
- 6 states require all students to complete college- and work-ready course of study w/no opt out provision.
- Some states—Massachusetts, Pennsylvania, Rhode Island—are exploring innovative approaches more appropriate in local control environment

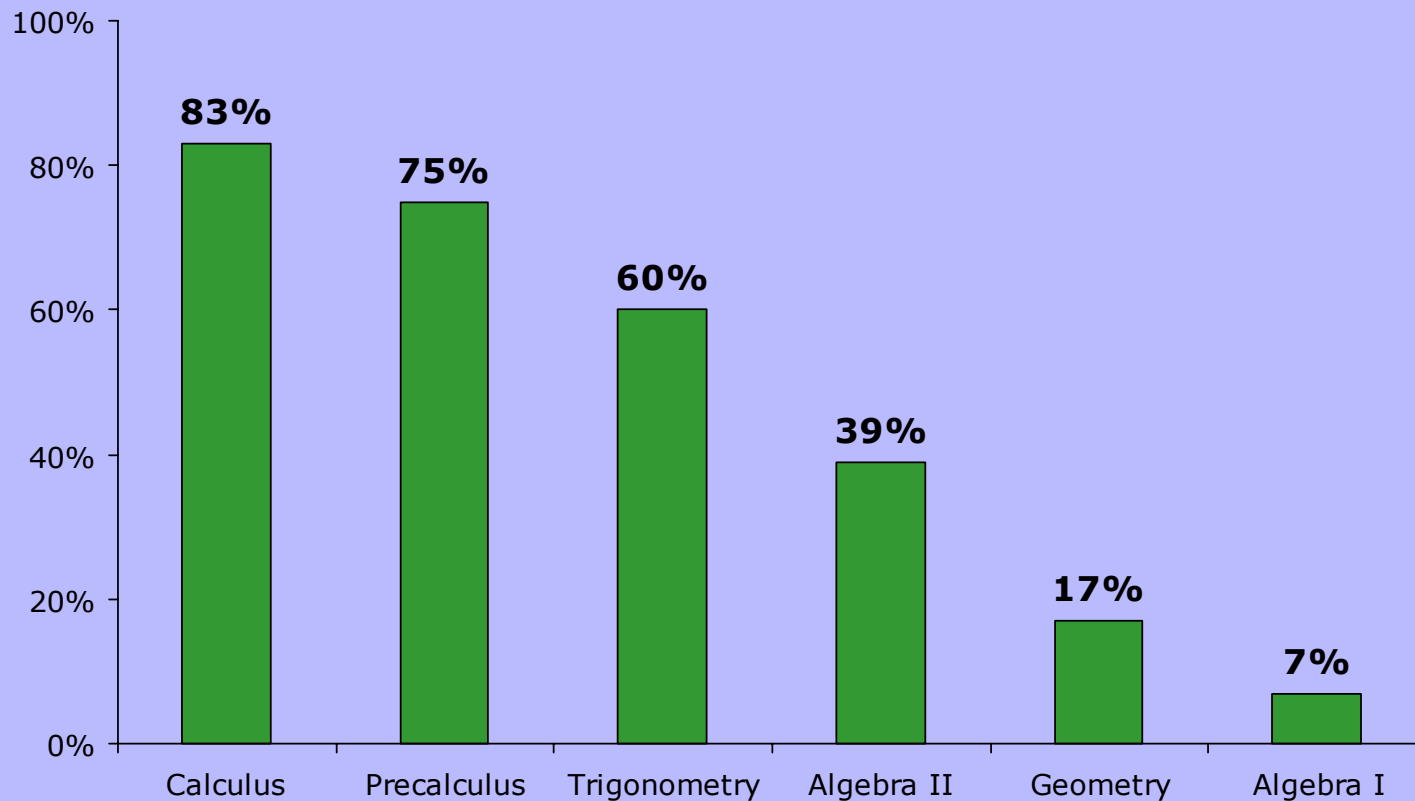
Indiana's Core 40: more challenging courses yield results

High School Graduates Enrolling in Postsecondary Education Next Fall



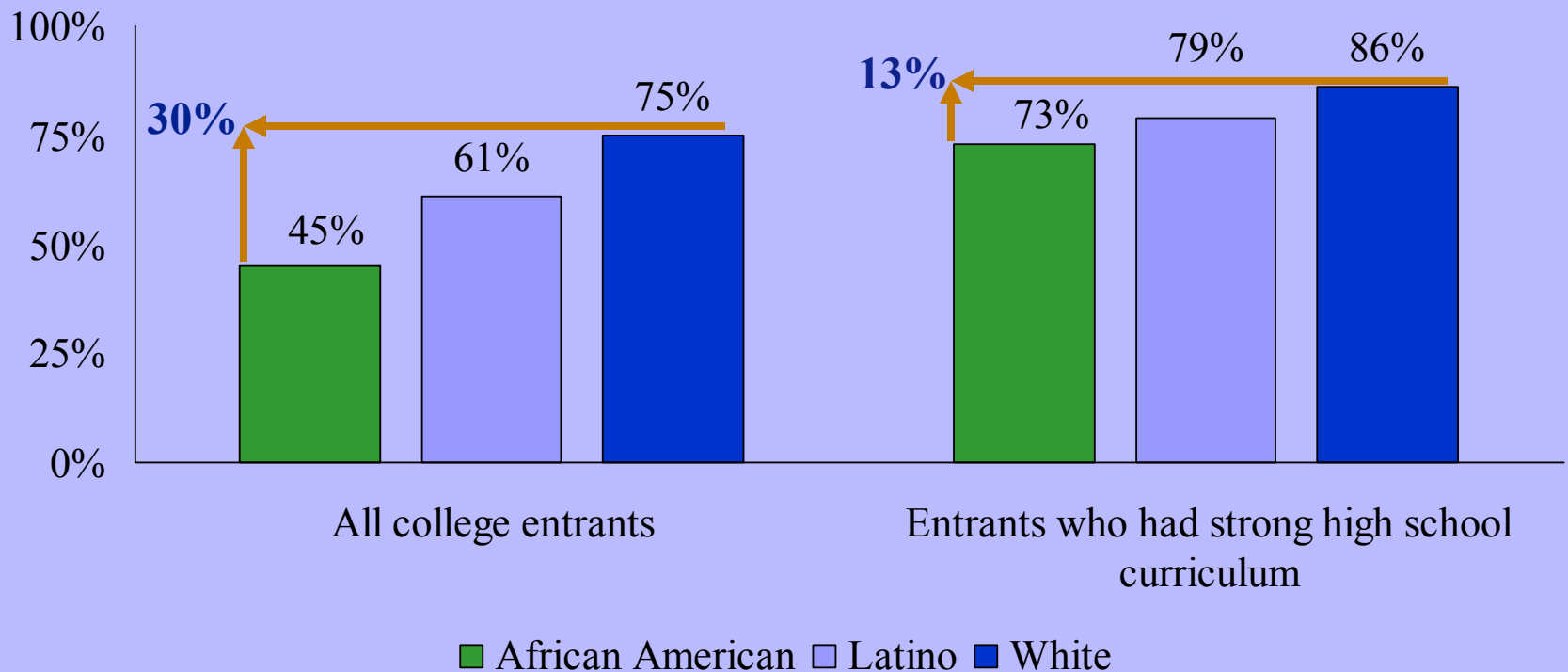
The highest level of math reached in high school is the strongest predictor of BA attainment — regardless of race, family income or background

Percentage of students attaining a bachelor's degree



Source: Adelman, Clifford. *The Toolbox Revisited*, U.S. Department of Education, 2006.

A strong high school curriculum* improves college completion and narrows achievement gaps

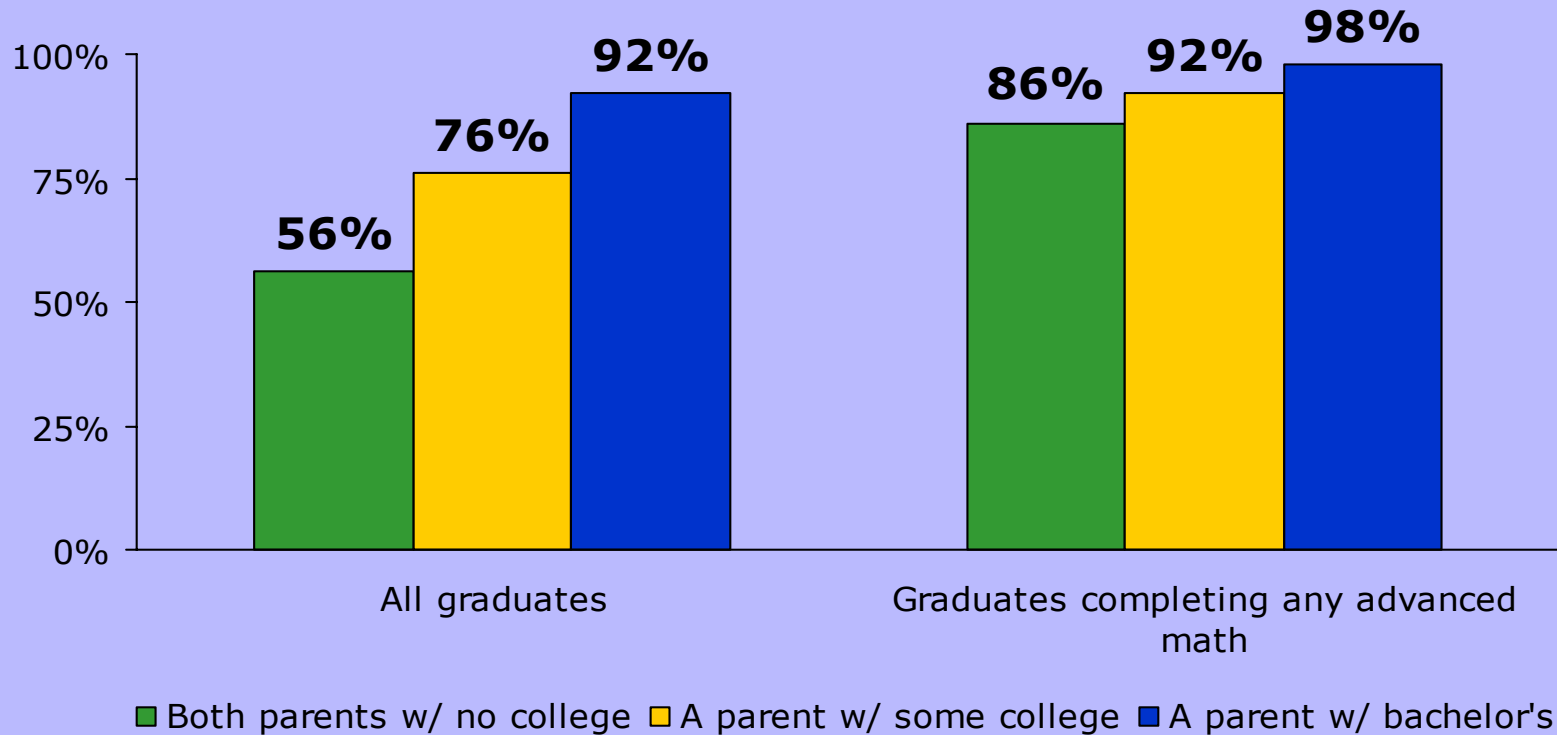


*Completing at least Algebra II plus other courses.

Source: Adapted from Adelman, Clifford, U.S. Department of Education, *Answers in the Toolbox*, 1999.

First-generation students are also more likely to enroll in college if they've had a strong curriculum

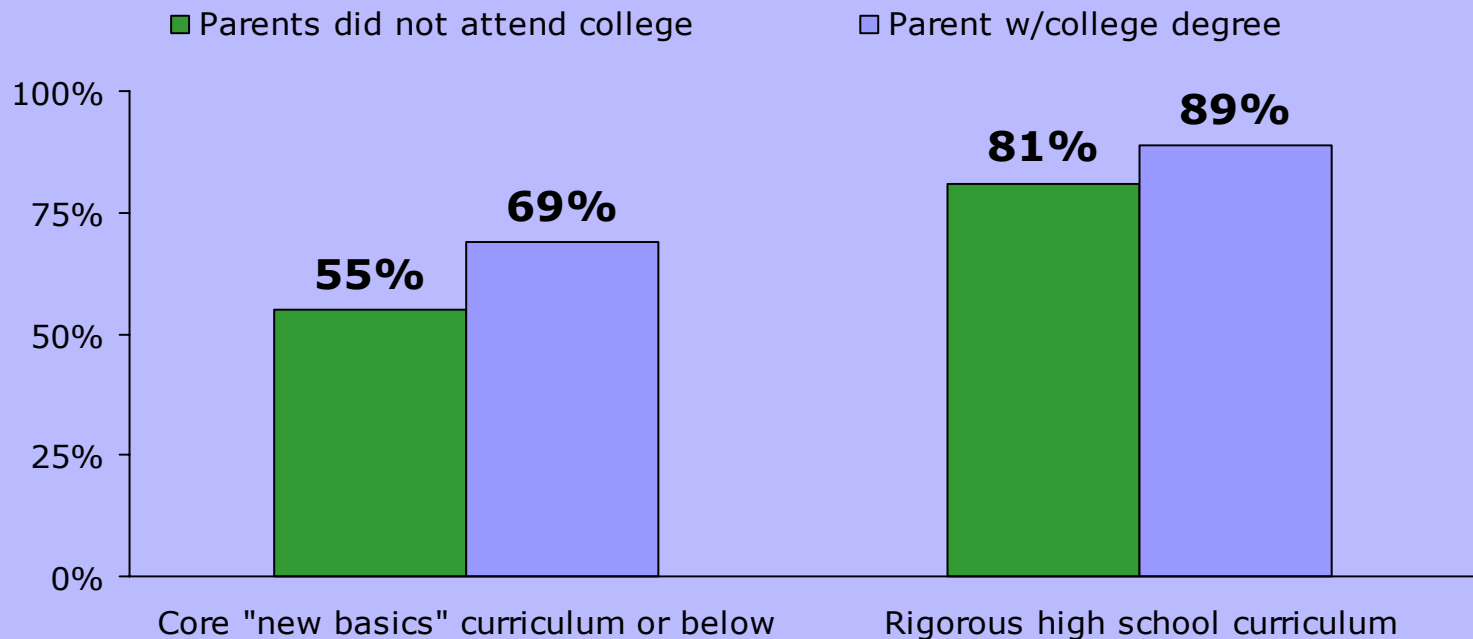
High school graduates enrolling in higher education



Source: Horn, L. & Nuñez, A.M. *Mapping the Road to College: First-Generation Students' Math Track, Planning Strategies, and Context of Support*. Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 2000.

And they are more likely to stay in college

Percentage of 1995–96 college entrants on persistence path



Source: Warburton, E.C., Bugarin, R. & Nuñez, A.M. *Bridging the Gap: Academic Preparation and Postsecondary Success of First-Generation Students*. Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 2001.

Rigorous courses are pre-requisites for growing # of jobs

- Requirements for iron workers:
 - Recommended high school courses include Algebra, Geometry and Physics.
- Requirements for sheet metal workers:
 - Four or five years of apprenticeship
 - Algebra, Geometry, Trigonometry and technical reading
- Requirements for tool and die makers
 - Four or five years of apprenticeship and/or postsecondary training
 - Algebra, geometry, trigonometry and statistics

Sources: American Diploma Project, 2002; The Associated General Contractors of America (AGC) <http://www.agc.org/page.wv?section=About+AGC&name=About+AGC>.

Rigorous courses are pre-requisites for growing # of jobs

- Requirements for draftsmen:
 - Recommended high school courses include Geometry and Trigonometry.
 - Draftsmen may wish to seek additional study in mathematics and computer-aided design to keep up with technological progress within the industry.

- Requirements for electricians:
 - Recommended high school courses include Algebra, Geometry, Trigonometry and Physics.

Sources: American Diploma Project, 2002; The Associated General Contractors of America (AGC) <http://www.agc.org/page.wv?section=About+AGC&name=About+AGC>.

Why is higher-level math so important in the work world?

“Students who take more-advanced math classes learn skills that may be *directly* applicable to certain jobs. They may also learn logic and reasoning skills that *indirectly* make them more productive. Skills acquired through learning advanced math may also teach students *how* to learn, so that once they are on the job, they are promoted to more demanding and more highly paid positions than those who acquired fewer ‘learning skills.’”

Source: Public Policy Institute of California, *Higher Math in High School Means Higher Earnings Later*, Research Brief, Issue 48, July 2001.

Commitment #3: College-Ready Assessments

- *Administer college- and work-ready assessments, aligned to state standards, to high school students so they get clear and timely information and are able to address critical skill deficiencies while still in high school.*

Different Approaches States are Taking to College-Ready Assessments

- California State University System – augmented state high school assessment
- City University of New York and State University of New York use higher-than-passing cut scores on selected NYS end-of-course Regents Exams
- Texas uses higher-than-passing cut score on high school graduation exam (TAKS)
- Colorado, Kentucky, Michigan and others use the ACT as part of high school assessment system
- Nine states are preparing to use a common end-of-course exam in Algebra II

ADP Algebra II End-of-Course Exam

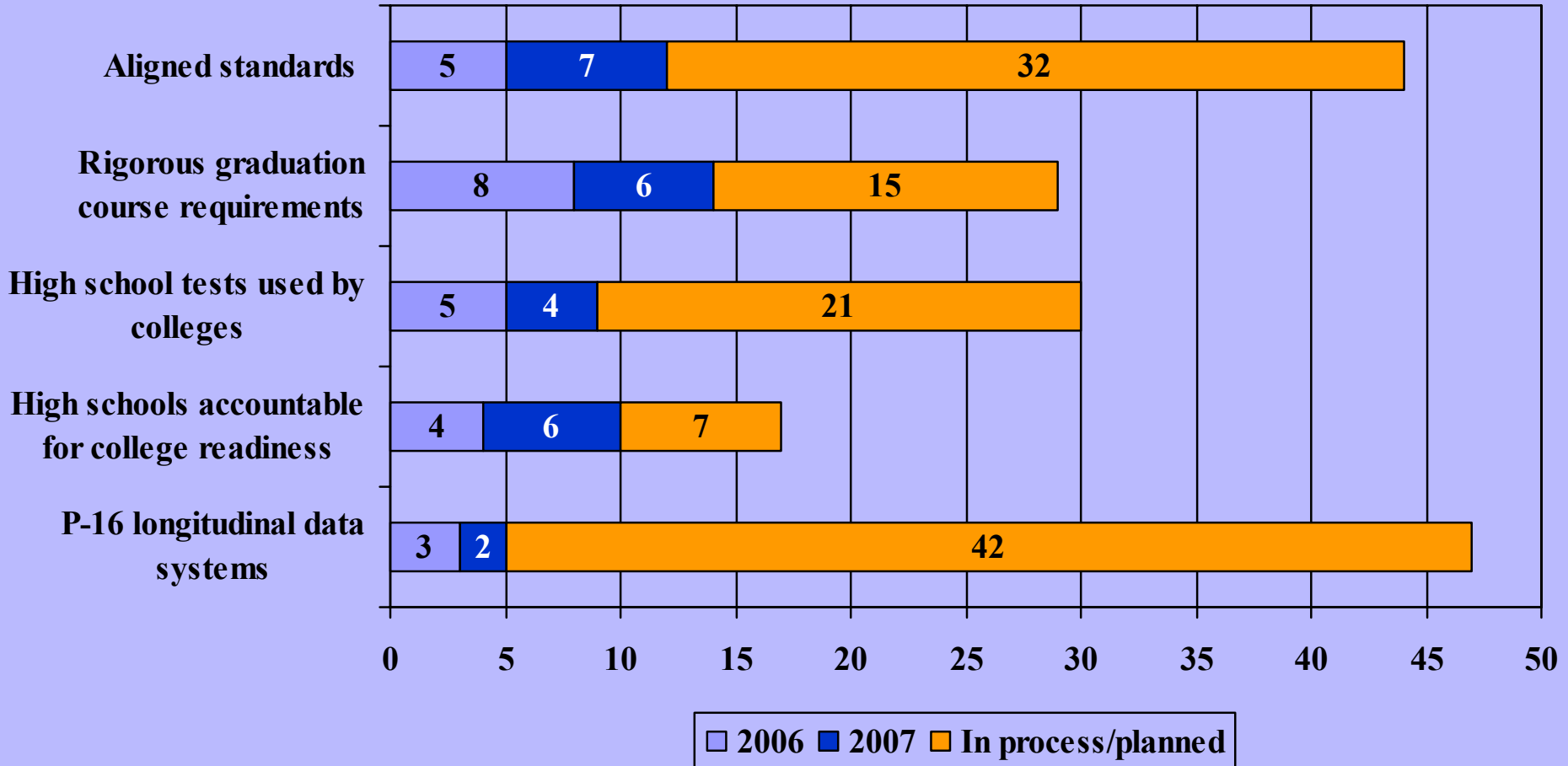
- Nine states are developing a common EOC exam in Algebra II (AR, IN, KY, MA, MD, NJ, OH, PA, RI)
- Test content aligned with ADP math benchmarks
- Purposes of the test:
 - To ensure consistent rigor in Algebra II courses within and among states
 - To provide for comparisons in performance among the states
 - To be used for postsecondary placement purposes
 - To save \$ by pooling resources
- Test will be first administered in Spring 2008
- Additional states will be able to use this exam
- Consortium will consider additional exams

Commitment #4: High School and College Accountability

- *Hold high schools accountable for graduating students who are college ready, and hold postsecondary institutions accountable for their success once enrolled.*
 - P-16 longitudinal data system with unit student records
 - NGA graduation rate used for high school accountability
 - Postsecondary feedback reports to high schools on success of their graduates in postsecondary
 - Public reporting of and high school accountability for remediation rates, first year success, time to degree and college graduation

Are states making progress
closing the expectations
gap?

A growing number of states have policies that help prepare H.S. graduates for college and careers



Common challenges

- Ensuring that as graduation *standards* are raised, graduation *rates* also improve
- Teaching rigorous courses in ways that are more engaging and relevant for students
- Guarding against course title inflation
- Providing teachers with better training, prof. development and instructional tools
- Creating a system of intensive and sustained student supports
- Public Engagement



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