

# **SENATE BILL 1 COLLEGE READINESS**

## **SOUTHEAST CTC FACULTY ORIENTATION**

Kentucky Council on Postsecondary Education  
August 5, 2010

## College Readiness

### Postsecondary and Adult Education System

- ❖ 8 four-year public postsecondary institutions
- ❖ 16 community and technical colleges
- ❖ 20 independent colleges and universities
- ❖ 120 adult education providers
- ❖ 241,590 college and university students
- ❖ 500,000+ postsecondary alumni
- ❖ 300,000+ GED graduates
- ❖ 30,000+ faculty and staff

## College Readiness: A national perspective

- **Nationally it is estimated that 58% of all community college students take at least one developmental education course in college (Bill and Melinda Gates Foundation, 2010).**
- **Nationally it is estimated that 23% of all students in baccalaureate degree programs take at least one developmental education course in college (National Association for Developmental Education, 2009).**

## **College Readiness: A state perspective**

**New systemwide standards of readiness will go into effect fall 2010. The ACT standards will be 18 for English, 19 for mathematics, and 20 for reading (13 KAR 2:020).**

**Based upon CPE ACT data for entering students in 2008, It is estimated that**

- 29% will require remediation in English composition.**
- 48% will require remediation in mathematics (a 7% increase over the ACT 18 standard).**
- 33% will require remediation in reading (a 10% increase over the ACT 18 reading standard).**

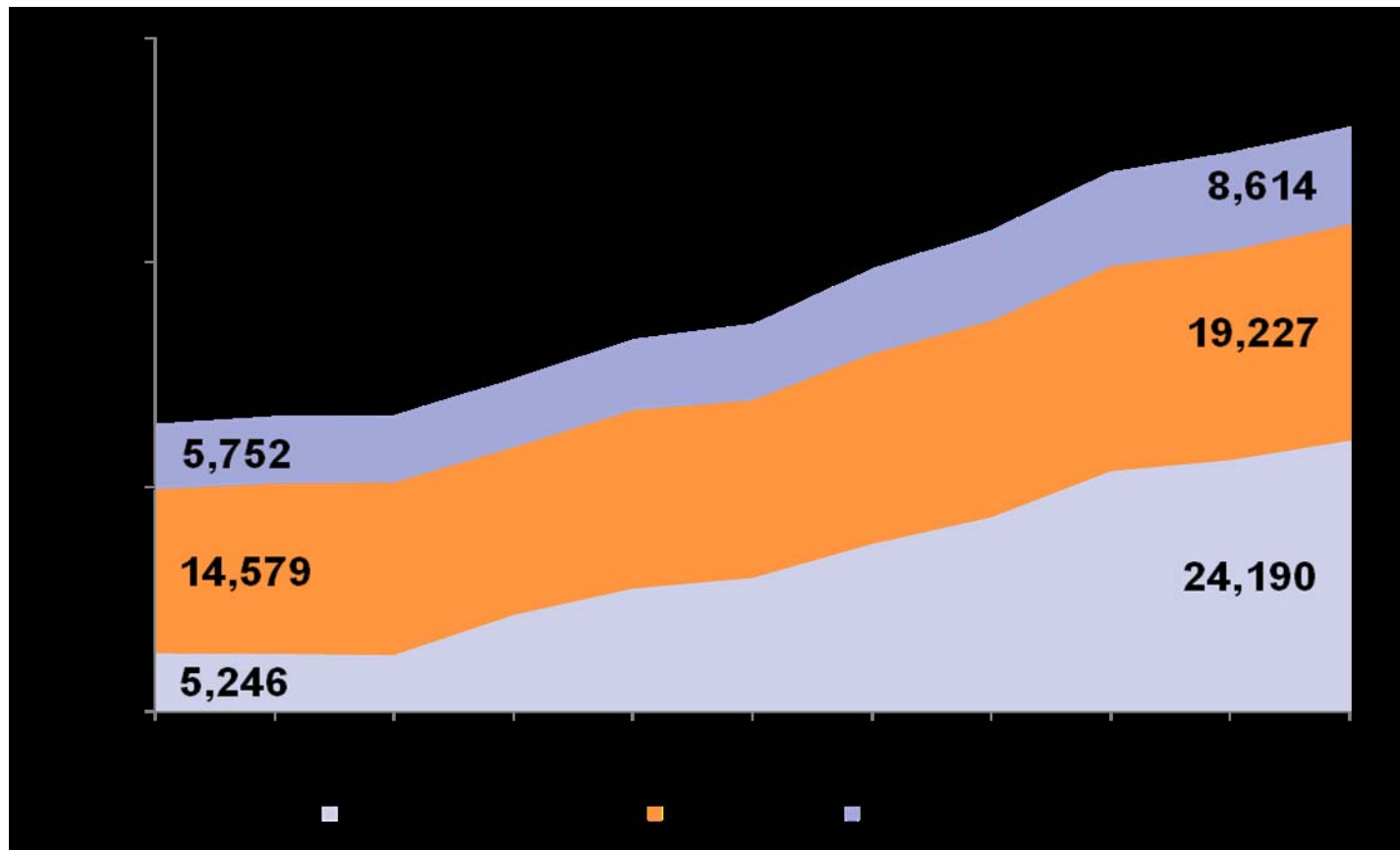
# College Readiness: A state perspective

**Data from the Kentucky Department of Education on the ACT scores of the 2008-09 junior class indicated that 46% met the English readiness standard, 34% met the mathematics readiness standard, and 38% met the reading standard (KDE, 2010).**

## Kentucky Long Term Policy Research Center Educational Index, 2007

<b>The Bottom 10 States in 1992 and Each State's Rank in 2007</b>		
	<b>1992</b>	<b>2007</b>
New Mexico	41	47
North Carolina	42	34
<b>Kentucky</b>	<b>43</b>	<b>35</b>
South Carolina	44	41
Tennessee	45	42
West Virginia	46	45
Arkansas	47	43
Alabama	48	46
Louisiana	49	50
Mississippi	50	49
<i>Source: KLTPRC calculations based on multiple data sources</i>		

# Total Degree Production 1998-2008

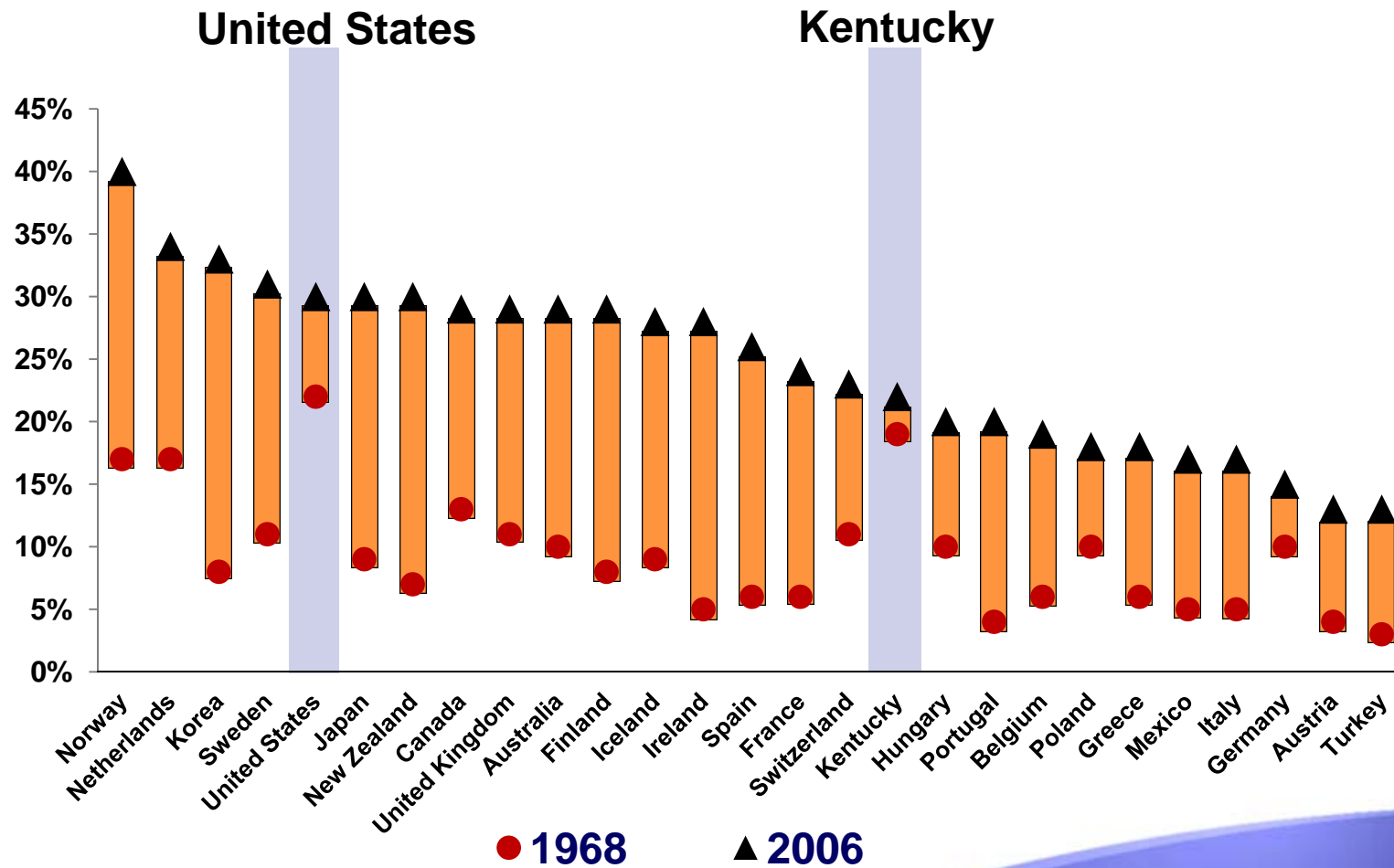


Source: CPE Comprehensive Database. Totals include both public and independent institutions.

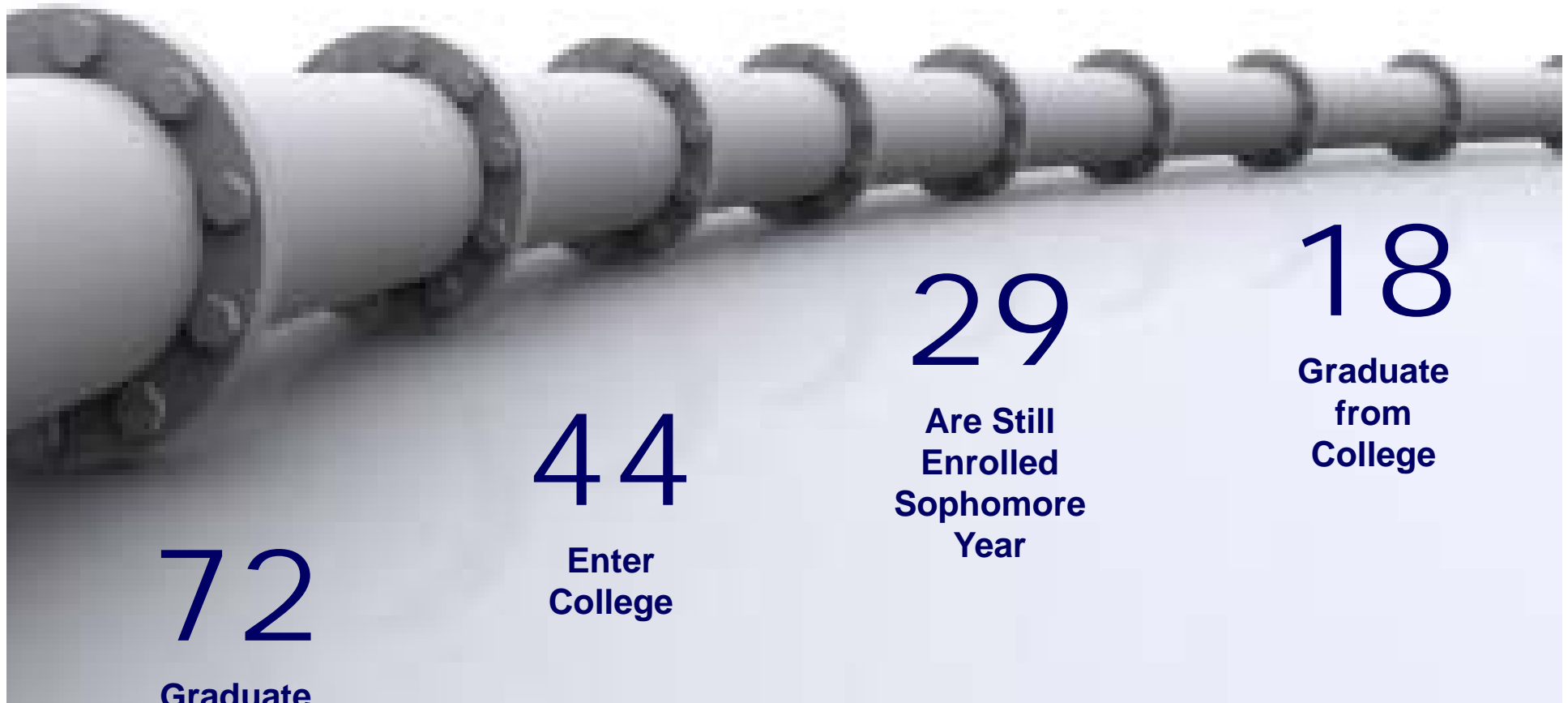
## Kentucky Long Term Policy Research Center Educational Index, 2007

<b>Comparing Education Indicators for Kentucky and the Average of the Top 10 States, 2007</b>		
<b>Education Indicators</b>	<b>Kentucky</b>	<b>Average for Top 10 States</b>
HS Diploma or Higher	86%	93%
Two-Year Degree or Higher	33%	47%
Bachelor's Degree or Higher	24%	36%
9th-12th Grade Dropout Rates	3.3%	2.6%
ACT State Composite Scores	20.7	22.5
8th Grade Math NAEP	27%	40%
8th Grade Reading NAEP	28%	37%
8th Grade Science NAEP	31%	39%
4th Grade Math NAEP	31%	50%
4th Grade Reading NAEP	34%	40%
4th Grade Science NAEP	36%	35%
Note: The top 10 states based on the education index are MA, VT, NH, MN, NJ, CT, ND, WI, MT, and KS.		

# Baccalaureate Attainment, 25-34 Age Cohort, 1968 and 2006



For every 100 ninth-graders in Kentucky...



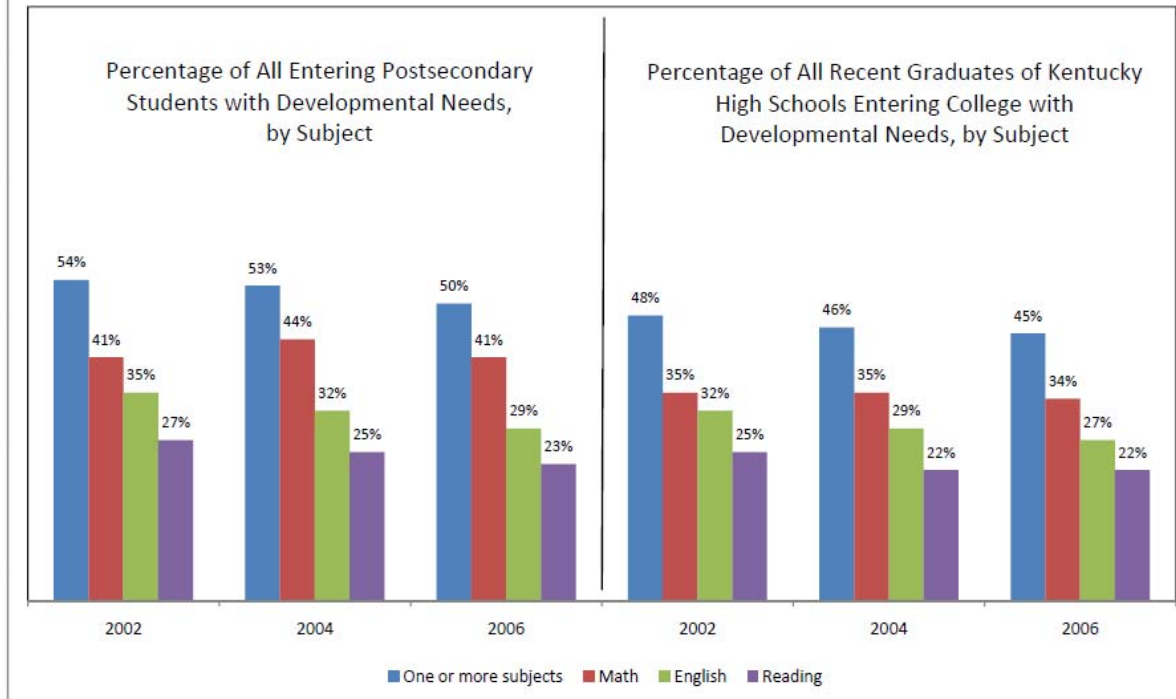
**72**  
Graduate  
from High  
School

**44**  
Enter  
College

**29**  
Are Still  
Enrolled  
Sophomore  
Year

**18**  
Graduate  
from  
College

## Students Entering College with Developmental Needs Students Entering Public Institutions in Fall 2002, 2004 and 2006



Note: Students enter college with developmental needs if they score 17 or lower on an ACT subject exam or the equivalent level on SAT subject or on-campus placement exams. Recent high school graduates include graduates in the same year or the previous year as their year of college entry.

Source: Kentucky Council on Postsecondary Education Comprehensive Database  
April 1, 2009

# Percentage of Recent HS Graduates Entering College with Developmental Needs in All Three Subjects, 2006

Students scoring less than 18 on all three of the ACT exams in mathematics, English, and reading (or the equivalent on the SAT or on-campus placement exams) as a percentage of all students taking such exams and entering public postsecondary institutions in the fall of 2006 after graduating from high school within the previous two years.



Source: Council on Postsecondary Education Comprehensive Database  
September 19, 2008 - mw



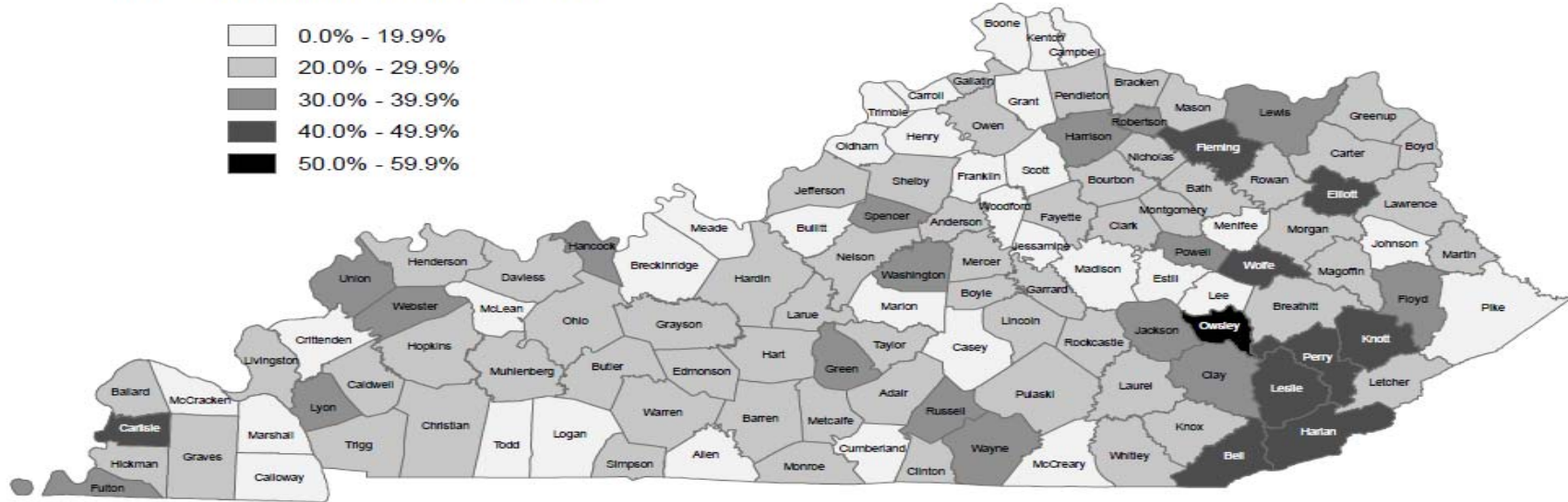




# Percentage of Recent HS Graduates Entering College with Developmental Needs in Reading, 2006

Students scoring less than 18 on the ACT reading exam (or the equivalent on on-campus placement exams) as a percentage of all students taking such exams and entering public postsecondary institutions in the fall of 2006 after graduating from high school within the previous two years.

- 0.0% - 19.9%
- 20.0% - 29.9%
- 30.0% - 39.9%
- 40.0% - 49.9%
- 50.0% - 59.9%



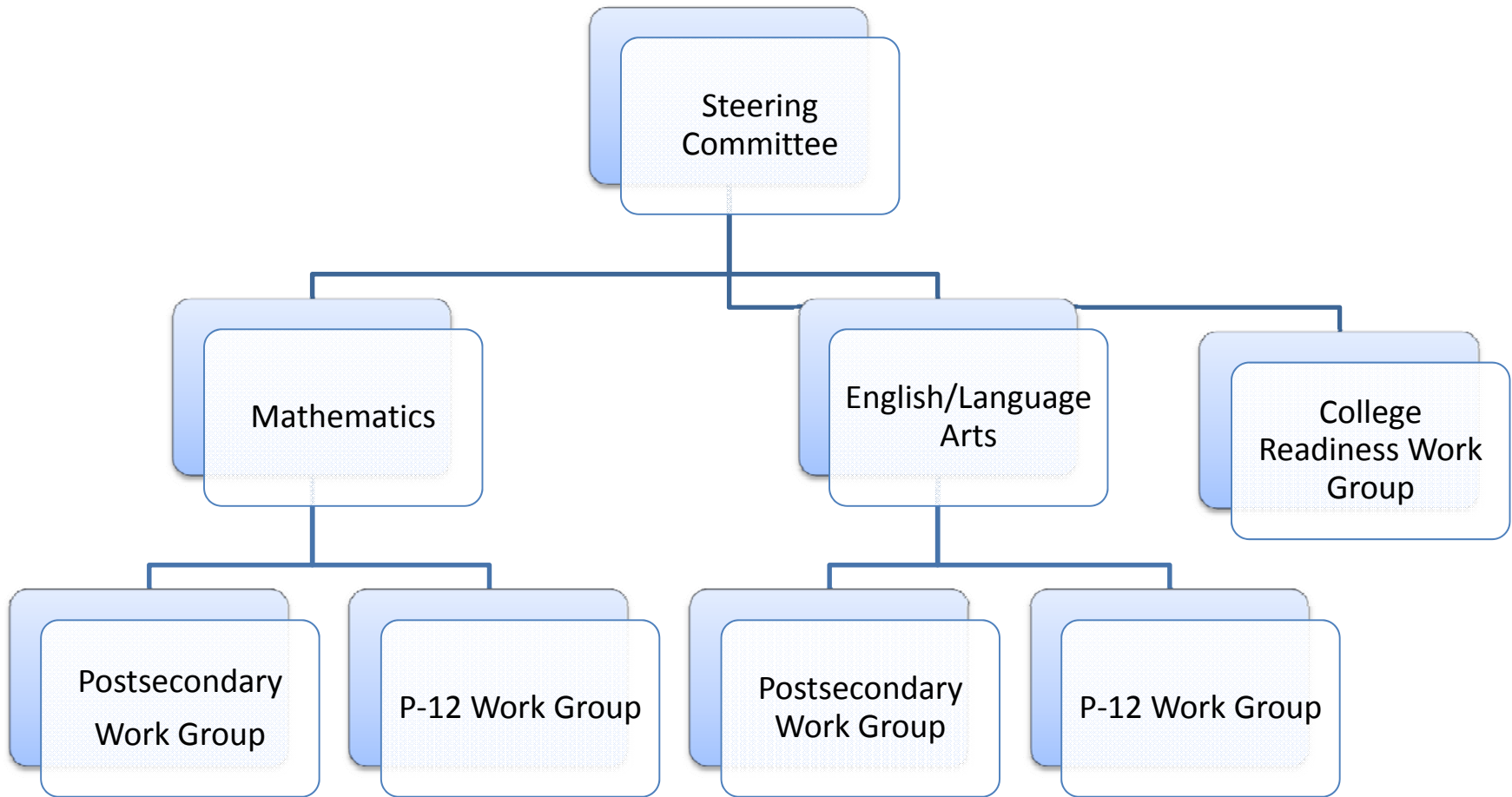


# Developmental Education Task Force Recommendations

- **Update College Admission Regulation (systemwide standards of placement).**
- **Create an integrated accountability system tied to performance funding.**
- **Fund infrastructure improvement.**
- **Align college readiness standards and tie to educator professional development.**
- **Better link educator preparation with college readiness.**
- **Develop early student interventions.**

# Senate Bill 1

- ❑ Senate Bill 1 called upon the Kentucky Department of Education, in collaboration with the Kentucky Council on Postsecondary Education, to plan and implement a comprehensive process for revising the academic content standards.**
  
- ❑ By May 15, 2010, Senate Bill 1 called upon CPE and KDE to create a unified strategy to address college readiness. We created a plan to**
  - 1) reduce by 50% the number of recent high school graduates not meeting systemwide standards of placement (needing remediation in college) by 2014.**
  
  - 2) increase the college graduation rates of students entering college by 3 percent annually (percentage points) from 2009 to 2014.**



Purpose of the plan is to revise content standards to meet the following requirements:

- **Focus** on critical knowledge, skills, and capacities
- Result in **fewer**, but more **in-depth** standards to facilitate mastery learning
- Be based on **evidence-based** research
- Consider **international benchmarks**
- Ensure the standards are **common from high school to introductory course** expectations in postsecondary institutions.

## **The Common Core State Standards will enable participating states to:**

- **Articulate to parents, teachers, and the general public expectations of students**
- **Align textbooks, digital media and curricula to the internationally benchmarked standards**
- **Ensure professional development for educators is based on identified need and best practices**
- **Develop and implement an assessment system to measure student performance against the common core state standards**
- **Evaluate policy changes needed to help students and educators meet the common core state college and career readiness standards**

## Unified College Readiness Strategies

- **Accelerated Learning Opportunities (focusing on the expansion of Advanced Placement (AP) and International Baccalaureate (IB) program access and dual credit opportunities)**
- **Secondary Intervention Programs (focusing on the development of transitional coursework)**
- **College and Career Readiness Advising (focusing on the full implementation of the Individual Learning Plan and a comprehensive advising program)**
- **Postsecondary College Persistence and Degree Completion (focusing on bridge programming, accelerated learning opportunities, and student support and intervention systems)**



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