

SREB

State College and Career Readiness Initiative

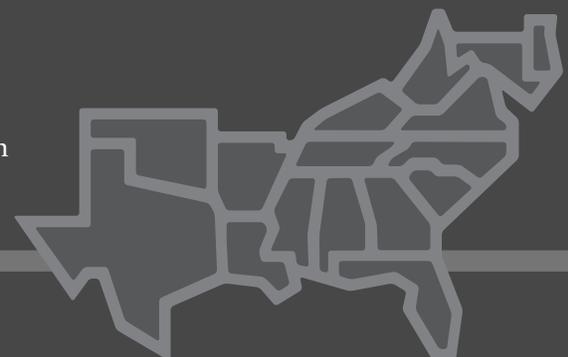
Statewide Transitional Courses for College Readiness

*Progress on 12th-Grade Transitional Courses in Five
States Participating in SREB's Strengthening Statewide
College/Career Readiness Initiative*

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Executive Summary

With a multiyear grant from the Bill & Melinda Gates Foundation, the Southern Regional Education Board (SREB) has accelerated work to address the critical issue of declining college and career readiness of high school students. Through the *Strengthening Statewide College/Career Readiness Initiative (SSCRI)*, SREB has collaborated with states on state policy goals and actions needed to improve high school students' academic readiness for postsecondary study and reduce the need for remedial work. SREB created and implemented an action agenda comprised of six components that states can follow to improve students' college and career readiness: statewide readiness standards, assessment, specialized curriculum including transitional courses, teacher development, postsecondary application of the standards and school and college accountability.

This report describes progress made in Florida, Kentucky, Texas, Virginia and West Virginia on one component of the college-readiness model agenda: the design and delivery of transitional courses in reading, writing and mathematics for high school seniors who are not on track to be college- or career-ready by the end of 11th grade. The findings of this project are summarized below:

Findings

- Although the five states have differing content standards, each has officially adopted one set of college-readiness standards; three selected the Common Core State Standards, and two are using state-specific standards, which they believe are equivalent.
- All five states either have passed state laws designed to improve high school students' college and career readiness or have issued other statewide policy in support of readiness, including transitional courses. Consistent state-level leadership has been instrumental in the development of transitional courses within the broader college- and career-readiness agenda.
- Through a variety of assessments, these states have taken steps to better identify students who would benefit from senior-year transitional courses.
- Differences in course formats and other characteristics have emerged. Course delivery varies among the states as traditional one- or two-semester classes, elective or required, modules or units, in-person or online tutorials.
- All five states are beginning efforts to provide specific professional development for teachers and other educators, within the context of limited resources, faculty time restrictions and competing priorities.
- Each state has involved secondary and postsecondary faculty in design and development of the transitional courses.
- All five states are developing accountability plans to monitor the effectiveness of transitional courses, ensure they are addressing students' readiness deficiencies and enable more students to avoid postsecondary remedial studies.
- The states are preparing and carrying out communication plans so that the value of transitional courses can be told effectively — and buy-in sustained — for college- and career-readiness initiatives.

America's states and schools face significant challenges to improve college and career readiness for all students before they leave high school. Now that most states have adopted more rigorous standards closely aligned with college readiness, the focus should be on identifying students who are *not* prepared to be successful in first-year college-level courses or the workplace and offering alternative courses in their junior or senior year that will strengthen their chances for success. This report presents details and observations about the approaches taken by five states involved with the *SSCRI* to develop and implement senior-year transitional courses in English and mathematics, and it makes the following recommendations for advancing this work:

Recommendations

1. State policy-makers and K-12 and postsecondary education leaders should vigorously promote college- and career-readiness goals, transitional courses in English and mathematics, and sustainability of this effort.
2. States should empirically validate the predictability of their specific readiness standards to actual success in college.
3. States should implement diagnostic assessments based on the specific readiness standards with qualifying scores that denote a high predictability of college and career readiness and that can determine gaps in a student's knowledge and skills.
4. States should provide transitional courses or equivalent interventions that are fully developed and used consistently statewide.
5. States should require all school districts and high schools to offer transitional courses or equivalent interventions for course credit toward high school graduation.
6. States should require all high school seniors, assessed as not college-ready through appropriate diagnostic assessments in the junior year, to successfully complete the necessary transitional course(s) or other intervention.
7. Postsecondary education should be a partner with K-12 in developing, testing, evaluating and revising transitional courses and, if the qualifying score is sufficiently high enough to predict success in first-year college courses, should recognize the successful completion of a transitional course or equivalent interventions as fulfilling the requirement of a placement examination.
8. States should provide professional development uniformly to all high school teachers of transitional courses and to core English and mathematics teachers, counselors, and school and district leaders. Collaborative opportunities with postsecondary and high school faculty should be maintained to ensure that transitional courses are targeting gaps in students' college-readiness skills.
9. States should develop a statewide system for evaluation of the transitional courses and professional development activities to determine their effectiveness and impact on increasing the numbers of students graduating as college-ready.
10. States should develop and implement an annual education communication and outreach strategy with all stakeholders on the availability and requirements of the new transitional courses and interventions, as well as the junior-year assessments used for course placement in the senior year of high school.

Background

SREB's Interest in Statewide Courses for College Readiness Initiatives

SREB strongly promotes state policy changes to increase students' readiness for college. Despite a rise in college graduation rates in the first decade of the 21st century, large numbers of high school students still are not graduating well-prepared for college or career training, and not enough students are earning degrees or career certificates to meet work force demands. Progress has been slow in solving this urgent education problem that harms the individual, his or her family, community, state and nation. As the first decade of the century was drawing to a close, no state had completed a comprehensive statewide initiative to improve students' college and career readiness.¹

A core reason for this slow progress has been a lack of recognition on the part of state leaders and policy-makers of the size and nature of the college-readiness problem. To help states navigate the complexities of addressing the

- 1. Statewide College- and Career-Readiness Standards.** A statewide college-readiness initiative needs one set of performance standards for reading, writing and mathematics that are shared specifically by all public schools and postsecondary institutions.
- 2. Readiness Assessments in High School (11th grade).** Eleventh-grade assessments measure the levels of student performance on the readiness standards, give high school students and teachers specific feedback on students' and schools' progress in meeting the standards, and identify students who need targeted help in the senior year to meet the standards.
- 3. School Curriculum.** Public school curriculum should target the specific statewide readiness standards, mapping back to at least grade eight. Supplemental curriculum and programs designed to teach the skills required to succeed in first-year, credit-bearing college courses are needed by the 12th grade to help students who — based on 11th-grade assessments — are at risk of graduating without being college-ready.
- 4. Teacher Development.** Teacher development targeted specifically to the readiness standards is crucial to ensure that all teachers — both pre-service and in-service — understand fully the readiness standards, their priority, and how to teach them effectively.
- 5. Postsecondary Education Application of the Standards.** Postsecondary education must be involved in many of the key steps of the statewide college-readiness agenda, especially placement testing based on the readiness standards and the expected performance levels adopted statewide. In addition, states need to hold postsecondary accountable for the outcomes that will flow from a commitment to increasing readiness for college — namely, increasing the percentage of entering students who are placed and succeed in first-year, credit-bearing courses.
- 6. School and College Accountability.** School and student performance on the 11th-grade readiness assessments should be part of the state school and college accountability program to send a clear message that all schools must make students' college readiness a priority and help ensure that increasing percentages of students meet the readiness standards.

problem on a statewide scale, SREB developed a multi-stage college-readiness agenda consisting of six components or action areas, all of which must be addressed if state efforts are to be comprehensive and systemic:

To accelerate the progress of these initial efforts in the region, the Bill & Melinda Gates Foundation provided support to SREB in 2008 for a multi-year project called the *Strengthening Statewide College/Career Readiness Initiative (SSCRI)*. Six states agreed to participate — Florida, Kentucky, Maryland, Texas, Virginia and West Virginia. Each state formed a leadership team to provide oversight for this work. These groups have been instrumental in guiding the project and maintaining transparency and visibility at the state level for the college-readiness work. SREB staff and consultants began with an extensive evaluation of a state’s existing readiness efforts based on SREB’s readiness agenda, to: 1) raise awareness of the readiness challenge and how it can be addressed; and 2) gather baseline information. The model agenda has served as the basic framework against which a state’s progress is reviewed.

Purpose of This Report

In SREB’s model agenda, the public school curriculum is a key component of a college- and career-readiness initiative. The curriculum must incorporate rigorous readiness standards endorsed jointly by each state’s K-12 and postsecondary education systems. To assist students who are not able to meet readiness standards by grade 11, the state should provide courses by the 12th grade in mathematics and English to ensure that underprepared students develop the skills needed to succeed in first-year college courses. **The purpose of this report is to examine the approaches taken by five SSCRI states to design and deliver transitional courses in English and mathematics for high school seniors not on track to be college- or career-ready by the end of the 11th grade.**

To improve students’ college and career readiness, five *SSCRI* states have initiated activities related to the school curriculum, including:

- examining existing policies;
- reviewing and strengthening statewide readiness standards;
- adjusting or developing curriculum and instruction to target the specific statewide readiness standards; and
- developing statewide plans for targeted professional development to help teachers understand the specific readiness standards and how to teach them effectively.

For this report, SREB’s content experts and staff reviewed relevant documents and websites and conducted extensive telephone interviews with key state education agency officials and others about the process for the development and dissemination of transitional courses. Information reviewed includes transitional course development processes, content of transitional courses, method of course delivery, course evaluation process, provision for professional development for teachers and principals in schools offering transitional courses, and communication strategies to inform the education community and the public of the availability or requirement of the courses. Profiles in Appendices A through E describing each state’s progress were sent to state representatives for their review.



What are Senior-Year Transitional Courses?

To be competitive in the 21st century's global economy, a highly skilled work force is a must. For the nation's continued economic and social prosperity, states need to dramatically improve high school graduation rates and ensure more students are ready for college or career training programs. Research supports the need for similar readiness standards for both academic and career-oriented associate's and bachelor's degree programs and on-the-job career preparation programs.²

Graduation from high school often does not ensure that students can successfully transition into postsecondary education or career training. In addition to creating the model agenda to guide states' readiness efforts, SREB has provided technical assistance to participating states in their readiness work — and one area of SREB's focus has been the revision of teaching and learning in the senior year of high school. Only through sustained adjustments in curriculum and teaching can the other key areas of the readiness agenda — standards, assessments and accountability — take hold in all of a state's public schools.³

Prior to SREB's college- and career-readiness initiative, two factors helped solidify the organization's ability to offer technical assistance to states on teaching and learning in the senior year of high school. First, SREB's school improvement initiative, *High Schools That Work (HSTW)*, conducted a pilot study on the effectiveness of transitional senior courses in English and mathematics. At the time of the pilot study, there was no consensus across states as to how to measure whether students were ready for college-level study in these subjects. The Common Core State Standards had not yet been developed. Thus, the first step was to define the essential knowledge and skills (readiness indicators) necessary for students to succeed in the first credit-bearing courses in English and mathematics offered at two-year community and technical colleges. An expert panel advised SREB on this work and developed a standards-based planning process and professional development component. Sample standards-based units were designed for each readiness indicator, including classroom assignments and assessments. Learning activities were created that emphasized research-proven practices, including problem- and project-based learning, real-world applications, embedded literacy and study skills strategies, collaborative and individual work resulting in written reports and oral presentations.

SREB's pilot effort indicated that large numbers of students can be helped, even as late as the senior year of high school, to make a successful transition to college or career training. Many students made gains on the placement tests administered by community and technical colleges and avoided remedial studies, and anecdotal data pertaining to other aspects of successful transitions showed students' restored self-confidence in their ability to become independent learners.⁴

During this same time period, David Spence became the president of SREB, bringing his experience as the executive vice chancellor and chief academic officer of the California State University System. While at CSUS, he led efforts to design and implement the Early Assessment Program (EAP) in numerous California public schools. Part of this work involved developing courses for high school seniors and a college-readiness assessment. His leadership is the second factor that strengthened SREB's capacity to offer technical assistance to states on college readiness, transitional courses, and the senior year. Spence refined and advanced SREB's model college- and career-readiness agenda, and he was keenly aware of the need for senior-year transitional courses and for professional development (both pre-service and in-service) for transitional course teachers and core mathematics and English teachers.

The transitional courses that the states design, develop and deliver are their own. Each state's transitional courses are based upon either the Common Core State Standards (CCSS) or another agreed-upon set of standards for college and career readiness. Transitional course content and assessments, the method(s) for delivering this content, and recommendations for revisions to current curricula and policies were determined by each state's leadership team and course development committee (composed of members from K-12 and higher education and state education agencies, policy-makers and education leaders).

Why are Transitional Courses Needed?

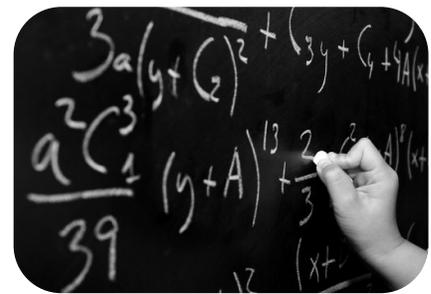
SREB's goal is for college-readiness standards to be taught at levels that will ensure a high probability of student success, especially in community and technical college classrooms and workplace settings. American high school students' performance on college admissions tests that measure college readiness continues to be grim. For example, only 66 percent of the nation's Class of 2010 met ACT's college-readiness benchmark in English, 52 percent did so in reading, and 43 percent in math. Such low levels of college readiness fuel a huge demand for college-level remedial studies.⁵

The "readiness gap" is especially significant among students at public two-year community and technical colleges, with their mission of open-access admissions requiring only a high school diploma or its equivalent. Typically, at least 60 percent of students admitted to two-year colleges require remedial work in English, mathematics or both. In public four-year colleges and universities, the gap is large, with nearly one-half of the students needing remedial support. In most states, these two sectors of higher education serve from 80 percent to 90 percent of the undergraduate students in public institutions. Only at those institutions with highly selective admissions policies is the readiness gap nominal.⁶

The status of the readiness gap in the work place is periodically published in The Conference Board's *Workforce Readiness Report Card*. The report indicates that far too many new high school graduates are inadequately prepared to succeed in the workplace. It shows that many graduates lack the reading comprehension, writing and mathematics skills required for success in entry-level jobs that lead to career advancement opportunities. According to a 2005 National Association of Manufacturers report, many employees have inadequate problem-solving skills and lack basic employability traits such as consistent attendance, timeliness and a strong work ethic. Fifty-one percent of manufacturers reported that many employees were deficient in mathematics and science skills, and 38 percent pinpointed employee deficiencies in reading and comprehension.⁷

Clearly, the need for transitional courses in English and mathematics is well-documented. The experiences and lessons learned by states participating in the SREB college- and career-readiness initiative should prove of help to other states and encourage them to provide this opportunity to help many more students successfully transition into postsecondary education.⁸

It is important to note that as the states implement higher standards and better assessments associated with the CCSS movement, readiness gaps in developmental education are going to grow in the short term, but will dissipate in the long term. More students will be identified as needing developmental education because they cannot perform to higher levels required by the CCSS, highlighting further the need for states to institute high school transitional courses immediately. Yet these increased readiness gaps will diminish with the use of successful college readiness initiatives in states.



This report details progress made between 2009 and early 2011 for five states that are creating transitional senior-year courses in English and mathematics. Observations and findings unique to each state's approach and trends are described for this component of SREB's college- and career-readiness agenda. Profiles summarizing each state's accomplishments to date and anticipated future actions are included. Finally, recommendations are made for further advancing statewide college-readiness efforts within participating states, the SREB region and the nation.

Findings and Observations

State Legislative and Policy Support for Transitional Courses

A key element in SREB's college-readiness agenda is ensuring that the public school curriculum incorporates and targets specific college-readiness standards. The assertion is that the curriculum should be modified as necessary to do this, mapping back to at least the eighth grade, with provision of transitional courses by the senior year for students not meeting readiness benchmarks by the end of grade 11. **The five states in this report have implemented legislative or other policy actions in support of transitional courses.**

- Florida's Senate Bill 1908 (2008) requires cross-sector (secondary-to-postsecondary) collaboration to improve access to postsecondary education and training to promote student success after high school graduation. This legislation expands the postsecondary readiness assessment of high school students and provides opportunities for remediation prior to high school graduation.
- Kentucky's Senate Bill 1 (2009) requires schools to provide a transitional course or monitored intervention to every student not meeting college-readiness benchmarks in English/language arts or mathematics. The Kentucky Department of Education is charged with developing courses in reading and mathematics for these students.
- Texas' House Bill 1 (2006) directed the commissioners of education and higher education to appoint high school and college faculty to vertical teams to develop college-readiness standards for English, mathematics, science and social studies. House Bill 3 (2009) extended and revised earlier college-readiness legislation by providing for the development of secondary school assessments that embed college-readiness content standards and the establishment of cut scores that directly link test performance with readiness to succeed in entry-level, credit-bearing college courses without remediation.
- Virginia's state Board of Education authorized a College and Career Readiness initiative designed to ensure that college- and career-readiness learning standards in reading, writing and mathematics are taught in every high school classroom — including the provision of senior-year transitional courses.
- West Virginia's state Board of Education revised and approved Policy 2510: *Assuring the Quality of Education: Regulations for Education Programs* (2008) to require "students in the professional pathway and college bound students in the skilled pathway, who do not achieve the state assessment college readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year." Policy 2510 will undergo further revisions in the 2011-2012 school year, including adding Transition English for Seniors as required for senior students.

These legislative and policy actions in support of new and revised senior-year teaching and learning demonstrate that state leaders and policy-makers have gained a greater awareness of the college-readiness problem and are committed to solving it. Consistent leadership at the state level, with support from national and regional organizations, has been instrumental in moving the college- and career- readiness agenda forward.

Adoption of College- and Career-Readiness Standards

Performance on college- and career-readiness standards provides early signals about whether a student is on a trajectory to succeed in college and the workplace. The main component of SREB's college-readiness agenda is one set of college-readiness standards that the state adopts and makes the focus for its entire P-20 education enterprise.

All of the *SSCRI* states have adopted a set of rigorous college- and career-readiness standards.

The development and implementation of the CCSS occurred in the last cycles of the *SSCRI* project. This timing caused the states adopting the CCSS to either realign or begin the process of revising standards used in the transitional courses. This process continues.

Three states participating in the *SSCRI* voluntarily adopted the Common Core State Standards developed through an initiative led by the National Governors Association and the Council of Chief State School Officers to outline what elementary and secondary school students are expected to learn in English and mathematics. Kentucky was the first state in the nation to do so (in February 2010), followed by West Virginia (in June 2010) and Florida (in July 2010).

Texas, the first state in the South — and possibly the nation — to mandate college-readiness standards (in 2006), elected to use its own College Readiness Standards (CRS), which were jointly developed and adopted by the two state education agencies representing elementary/secondary and higher education. The Texas Board of Education is required to incorporate college-readiness standards into the foundation curriculum, the Texas Essential Knowledge and Skills (TEKS). Texas has identified the college readiness standards among the TEKS and has clearly disseminated their specification officially statewide. Moreover, state law provides that the performance expectations of the standards must be validated empirically with reference to actual student performance in first year college study.

Virginia is using its own Standards of Learning (SOL), which have undergone thorough reviews by the American Diploma Project and the College Board. The revised mathematics and English SOL were approved by the state Board of Education in 2009 and 2010, respectively.

With the adoption of a single set of college- and career-readiness standards in place, each state is working on implementation of the related changes in assessment, curriculum, teacher preparation and certification, professional development and evaluation, and other state policies — including the new senior-year transitional courses.

Transitional Course Development Process

Collaboration between high schools and colleges is key when developing senior-year transitional courses to address identified college-readiness deficiencies. **All five states in this report used a collaborative process involving secondary and postsecondary faculty in transitional course design and development.**

Collaborative work has been an important strategy for the five states in this study to develop transitional courses specifically designed to help students prepare for the rigor of college-level courses. Complicating factors have included different academic year calendars, daily work schedules, the need and costs for substitute teachers for secondary schools, and time for travel to face-to-face meetings. However, the readiness challenge cannot be addressed — and a truly seamless education continuum cannot be realized — unless communication across the various sectors of the education enterprise continues.

- In Florida, secondary-postsecondary collaboration in the development of the transitional courses is required by law. Subject-area faculty representing school districts and community colleges have worked together to develop the curriculum and to set expected student outcomes for the transitional 12th-grade courses in reading, writing and mathematics that are aligned with entry-level college courses. Initially, collaborations involved a single district and a partner community college; a state-led collaborative committee now represents all regions of the state.
- In Kentucky, statewide teams of secondary and postsecondary educators, school district personnel and high school teachers have designed and implemented transitional mathematics and reading courses. Teams include representatives from entry-level college courses, developmental courses, high school teachers, department of education content specialists, the Collaborative Center for Literacy Development and the Kentucky Center for Mathematics. A similar process is under way for a transitional course in English.
- Texas has a three-phase development process that includes vertical teams of high school teachers and higher education faculty working to: 1) determine what it means to be college-ready by identifying each critical college-readiness skill for mathematics and English and associated performance expectations; 2) compare the current secondary English and mathematics curricula, the TEKS, with the state-adopted readiness standards (CRS) and review and validate performance expectations; and 3) translate performance expectations into instructional strategies for 12th-grade students not meeting college-readiness standards. The newly formed work group is conducting a final review of the transitional course materials in summer 2011.
- Virginia conducted an online survey to engage faculty at high schools, two- and four-year postsecondary institutions, and community representatives to determine which of the state Standards of Learning (SOL) and national Common Core State Standards were most critical for college readiness. A task force representing all constituent groups reviewed the responses and identified 51 English and 39 mathematics performance expectations that have been endorsed by all three state education agencies. Local partnerships linking university faculty and high school teachers are involved in developing transitional courses in English and mathematics for seniors.
- West Virginia used a task force approach to foster collaboration. College and university mathematics and English professors examined college-readiness standards and identified the knowledge and skills students need to be successful in entry-level, credit-bearing courses. The groups then examined the alignment of college-readiness standards with secondary standards and objectives with a broader group, including high school English and mathematics teachers, university teacher-education professors, and state Department of Education (WVDE) readings and mathematics coordinators. Volunteers in 33 counties taught the transitional mathematics course to nearly 2,200 students in 2010-2011. For the English course, the WVDE, teachers and postsecondary faculty developed a course skeleton in seven modules that includes the state's Content Standards and Objectives as well as the CCSS. They will develop a complete English course during summer 2011, and a group of English teachers will pilot it in fall 2011.



Assessments and Target Audiences for Transitional Courses

It is imperative that students who are not college-ready be identified as early as possible and provided a curriculum that helps them attain readiness by the end of high school. Diagnostic assessments of 11th-graders are particularly important so that appropriate intensive instruction to address the identified deficiencies can be provided in the senior year. **All five states in this report have taken steps to better identify students who would benefit from senior-year transitional courses and to determine for which students the courses are designed:**

- Florida's transitional courses target 12th-graders who have expressed postsecondary intent but score below established cut scores, indicating they are not college-ready. In late 2010, the Florida College System began transitioning to the Postsecondary Education Readiness Test (P.E.R.T.). This new placement assessment is customized to Florida's Postsecondary Readiness Competencies, a subset of the Common Core State Standards, America Diploma Project benchmarks and Florida Basic Skills assessment for exit from developmental studies. As colleges implement P.E.R.T., the test will be administered in high schools to place students into senior-year transitional courses.
- State policy requires Kentucky schools to offer some form of intervention for all students who do not meet the ACT college-readiness benchmarks. Transitional senior-year courses are aligned to the ACT and specifically designed for students who are just below required readiness levels but within three points of the readiness benchmarks.
- Texas administers end-of-course (EOC) examinations that embed college-readiness content standards and are intended to link test performance with students' readiness to succeed in entry-level, credit-bearing college courses. The target students for transitional senior-year courses are those scoring below the college-ready performance standards established for Algebra II and English III EOC exams.
- Virginia is establishing college-readiness cut scores for end-of-course Standards of Learning (SOL) tests in English and mathematics based upon a study of secondary and postsecondary student performance data. Capstone courses are targeted toward students who have completed the necessary coursework and passed English III and either Algebra II or Algebra Functions and Data Analysis assessments, but not at a level sufficient to ensure success in credit-bearing college courses.
- West Virginia's WESTEST2, a summative assessment of the state's 21st Century Content Standards and Objectives (COS), is a college-readiness measure for individual 11th-grade students. Since 2010, students not reaching benchmarks have been required to take the transitional senior mathematics course. In fall 2011, the same will be required with English.

As assessment programs improve and more clearly identify the students who need transitional courses, teachers can tailor instruction and content to transform the 12th grade for underprepared students to sharpen their readiness for postsecondary study. The challenge is to continue to ensure that assessments, either nationally recognized or state-developed standardized tests, are explicitly linked to each state's college-readiness standards.

Transitional Course Content, Format and Delivery

States can provide transitional courses using a variety of formats and delivery systems — in traditional one- or two-semester classes, in other types of modules or units, using in-person or online tutorials — but they must emphasize specific college-readiness standards. Transitional courses differ from existing senior-year courses and closely reflect the reading, writing and mathematics skills that students need for introductory college courses. **States in this report have developed transitional courses using a variety of approaches including both unique and common elements.** Complete profiles detailing the five states’ transitional course development efforts, along with links to websites to access course materials, are in Appendices A through E. Here are some brief summaries of states’ work:

Florida

Florida has developed two types of transitional senior-year courses — one-half credit courses and one-credit courses. Course numbers, titles and descriptions for these transition courses are standard statewide. Although the course descriptions define standards of instruction and benchmarks to assess student learning progressions, the method of course delivery is decided by each school district. The Florida Department of Education suggests providing postsecondary readiness instruction in the first semester of the senior year to allow for dual enrollment opportunities in the second semester.

“College Success” courses — one type of transitional course — incorporate the same competencies embedded in the highest level of developmental education courses in Florida colleges. The Success series was developed collaboratively by local school districts and community colleges to prepare students for entry-level college courses in reading, writing and mathematics. The one-semester, one-half credit high school elective transitional courses in this series are:

- Mathematics for College Success;
- Reading for College Success; and
- Writing for College Success.

Successful completion of these transitional courses while in high school exempts students from further placement testing and/or postsecondary remediation if they enroll in a community college within two years. Successful completion requires a grade of C or better in the course and a passing score on the Florida Basic Skills Exit Test.

The second type of transitional senior-year course includes two full-year, one-credit courses that align with entry-level, credit-bearing college courses. Each of the following courses counts as a required high school credit in mathematics or English and is considered college-preparatory:

- Mathematics for College Readiness; and
- English IV: Florida College Prep.

Mathematics for College Readiness is intended to prepare students for college algebra, which satisfies a mathematics general education requirement at all Florida public postsecondary institutions. For guaranteed entry into college algebra without further course work, students must score at the readiness level on the placement test at the end of the course and enroll in college algebra within two years.



English IV: Florida College Prep is closely aligned with the entry level, credit-bearing course, Freshman Composition Skills I. Students who successfully complete the course and required assessment(s) at the end of the course can enroll in additional English credit-bearing courses. This course is based on the Common Core State Standards in English. The course is designed to provide extended opportunities to develop writing skills and the speaking and listening skills needed to be college-ready. (See the Florida Profile in Appendix A.)

Kentucky

Kentucky's transitional courses for reading and mathematics center on a framework of content and concepts aligned with the revised Kentucky Core Academic Standards and ACT's college- and career-readiness standards. The courses or secondary intervention programs consist of stand-alone units or modules so that schools can use some or all of the course units to meet students' readiness needs. The transitional mathematics course can count as a required mathematics credit, and the reading course qualifies for elective credit. An English/writing course is under development for fall 2011.

Each transitional course can be offered as a full-year course, a before- or after-school intervention, a summer program, a supplement to existing mathematics or English courses, or as a course in which students have flexible entry and exit based on pre-assessment scores. The flexibility of the courses gives schools multiple options to meet students' needs without compromising other academic opportunities available to them. (See the Kentucky Profile in Appendix B.)



Texas

Texas' senior-year courses for students who do not meet the end-of-course readiness standards for Algebra II and English III are based on the validated performance expectations and how these expectations translate into instructional strategies. Secondary and postsecondary representatives and professional development providers reviewed transitional course content to ensure fidelity to student-performance expectations and college- and career-readiness standards. The English and mathematics courses are undergoing final revisions for a fall 2011 launch. Course content will be available on Project Share, Texas' online professional development portal.

The English course is designed to be either a semester or year-long course. Six units have been created and include several elements: pre-reading, readings, discussions, writing assignments, lessons, and assessment rubrics. As with the mathematics course, technology resources are recommended that enhance the effectiveness of the unit and draw on established best practices. Graduation credit for this course is currently under consideration.

The mathematics course design includes independent lessons to fill readiness gaps. Fifteen units are under development using a template that includes a pre-and post-assessment, identifies student misconceptions, lists academic vocabulary and describes instructional activities. The course may be delivered face-to-face or online. Students who successfully complete this course may use the credit earned to satisfy a mathematics curriculum requirement for the recommended or advanced high school diploma. (See the Texas Profile in Appendix C.)

Virginia

Virginia's senior-year capstone courses in English and mathematics are designed to help students master the state's College and Career Ready Performance Expectations, which are aligned to skills necessary for success in entry-level, credit-bearing college courses or career training. The state's intent was to design highly engaging tasks rather than remediate basic skills in isolation.

Four local partnerships supported with federal funding link university and high school faculty to create course content and professional development for the transitional courses, while allowing high school teachers to earn graduate credit as an incentive for participating. The courses are organized by modules for use selectively based on students' readiness needs. The modules provide a framework for local educators to develop a course that meets their students' needs; they will be available in 2011 on the Virginia Department of Education's website. Modules are also available with problem-based tasks and products that teachers can use for both formative and summative assessments and unit assessments.

The English capstone course emphasizes critical reading, college and workplace writing, and career-ready communication. The course integrates the College and Career Ready Performance Expectations into an applied, holistic, skill-reinforcing program of intensive, content-focused research, reading, writing and communication. This elective English course is not intended to substitute for a required English credit, align to any culture or genre study, or to remediate students who test below proficient on the Standards of Learning. (See the Virginia Profile in Appendix D.)

West Virginia

West Virginia's transitional course for mathematics is aligned to the West Virginia Higher Education College Readiness Standards, the state's Content Standards and Objectives (CSOs) and college-readiness assessment, WESTEST2. Six units consist of 11 to 14 fully developed lessons. The units and all supporting files and materials can be found on the Department of Education's Teach21 website.

The Transition Mathematics for Seniors course is designed to be delivered in a face-to-face setting during the school day. Teachers are encouraged to use WESTEST2 data to determine students' college-readiness levels and to select the course content needed to address students' readiness gaps. An individualized approach is suggested so that students concentrate their efforts only on the specific content they need to be college-ready.

Students successfully completing Transition Mathematics for Seniors and the end-of-course test may use the credit toward the applicable mathematics curriculum requirement for the high school diploma and to enter a credit-bearing mathematics course at any two- or four-year public college or university. The state has formed teams to identify six modules of skills-based teaching that will comprise the transitional English course. The teams will meet in summer 2011 to develop the class-based lessons for six distinct modules for the course. Transition English for Seniors will be piloted in several high schools in West Virginia the following school year, with full implementation statewide in fall 2012. (See the West Virginia Profile in Appendix E.)



SREB's college-readiness initiative supported participating states in their efforts to develop customized transitional courses to improve students' college readiness. As course development work began, several common elements emerged:

- Four states (Kentucky, Texas, Virginia and West Virginia) determined that courses using stand-alone modules would permit more flexibility for schools offering transitional courses and would help teachers tailor instruction to individual students' readiness needs.
- Florida and Virginia provide course descriptions linked to standards or performance expectations and sample course content as a framework for local districts to use in their own transitional courses.
- West Virginia and Florida provide incentives to encourage high school seniors to take and successfully complete transitional courses in order to be exempt from further placement testing and postsecondary remediation and to guarantee enrollment in entry-level college courses upon admission to public colleges and universities.
- Transitional mathematics courses are awarded regular graduation credit in Florida, Kentucky, Texas and West Virginia. English transitional courses typically are awarded elective credit.
- All states have developed the transitional courses targeted toward, but not always limited to, seniors who intend to enroll in college and score just below the college-readiness qualifying score on junior-year assessments.

Unique approaches to addressing the college- and career-readiness problem also are apparent:

- Kentucky law requires that any student who does not meet ACT benchmarks on the junior-year assessment be given the opportunity to take a transitional course or another monitored intervention. Local school districts have complete flexibility in determining how to offer transitional course content. Course delivery options range from full-length courses to those with individualized entry and exit points and include individual before- or after-school interventions.
- Texas will offer online access to modules for teacher use in delivering transitional courses.
- Florida offers transitional courses with content that mirrors college developmental education (remediation) courses as electives for high school seniors identified as "not ready" at the end of the junior year.
- Graduate credit is offered as an incentive to encourage Virginia high school teachers to collaborate with university professors in developing transitional course content.

These approaches and the lessons learned will inform the work of other states seeking to prepare more high school students to graduate college- and career-ready.

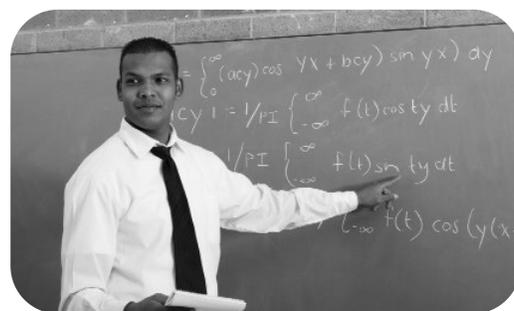
Professional Development for Teachers

The systemic design of SREB's college-readiness model agenda rests on this central principle: *What will maximize the conditions in which classroom teachers statewide can best help students be ready for college-level courses?* This principle is the common thread connecting standards to testing to curriculum to teacher development and to school and college accountability. **The goal is to develop statewide plans for targeted professional development to ensure that all teachers understand the specific readiness standards and how to teach them effectively.** As the transitional courses are developed and launched, states are beginning to provide professional development activities to teachers, principals and other school personnel.

- In 2010, the Florida Department of Education held a statewide workshop and a series of one-day, regional college- and career-readiness workshops. The purpose of these train-the-trainer workshops was to prepare participants to return to their schools and districts and train teachers, officials and staff on the new college-readiness standards and the course options for students. Attendees included district administrators, guidance counselors and teachers of reading, English and mathematics. Faculty members from the Florida College System helped train high school teachers in each of their regions. Participants in the 12 workshops were asked to share within their districts and schools the materials related to instruction, syllabi, interim assessment tools, student learning strategies, and lesson strategies. Plans are under way for the development of online resources for transitional course teachers and students.
- The Kentucky Department of Education (KDE) offered five regional meetings during the 2010-2011 school year to better understand how teachers are responding to the transitional courses and gather initial information on the effectiveness of the courses. Surveys showed that participants liked the flexibility of the courses' organization but were concerned about how this flexibility would impact scheduling of students, classes and teachers. Attendees included school administrators and teachers who had used (or were currently using) the transitional courses and those who planned to teach the courses.

These informational meetings also were used to explain the regulatory requirements for interventions. Transitional courses fulfill state requirements for an intervention for high school students because they focus on college-readiness indicators. At these sessions, KDE representatives reviewed transitional course materials and collected information on how schools are using them to meet the intervention requirements. Approximately half of the represented schools were offering professional development to educators to help them implement the transitional intervention activities. Some described the professional development opportunities as job-embedded with professional learning communities. This information will be used to plan future revisions and support services.

The KDE website has links to the course content and other information about the transitional courses, including Power-Point presentations and frequently asked questions. KDE also offered a series of five webinars to support the types of reading required on the ACT and in the transitional reading course. Each webinar is archived on the state's website.



- The Texas Education Agency will use its online professional development portal, Project Share, to assist teachers in understanding the transitional courses, the materials developed for the courses and how to use the materials. Statewide professional development includes a focus on college- and career-readiness standards through teacher academies on a variety of related topics; e.g., algebra readiness and end-of-course test success. Each academy features instructional strategies, content knowledge, and online follow-up using modules and other instructional resources. Online professional learning communities will offer ongoing support.
- The Virginia Department of Education is providing several avenues of professional development for transitional course teachers. The primary method is for teachers participating in the pilot projects who are learning about instructional design as they prepare transitional course modules. The course development consortia are including other teachers in professional development related to teaching of the capstone course modules. Additional professional development plans include further opportunities on the topic of college and career readiness and more online resources, including course guidelines.
- The West Virginia Department of Education conducted two-day professional development sessions for high school faculty who will teach the Transition Mathematics for Seniors course for the first time. The focus was on understanding the mathematics readiness standards and becoming familiar with the transitional course content. Expectations for the delivery of the units in the course are explained as well.

As the transitional courses are being introduced and taught for the first time, professional development activities have naturally focused upon the teachers for those courses. States are also challenged to consider how to expand professional development efforts to include other school personnel who need to know and understand the importance of these courses.

Public Outreach Plans

State education agencies and school districts understand the importance of informing the education community and the public about the availability of transitional courses, their purpose and requirements. Effective communication plans and strategies can build public support among all constituent groups for this aspect of each state's college- and career-readiness initiative. All states in this report are engaged in public outreach; strategies vary depending on where each state is in the transitional course development and launch process.

- The Florida Department of Education's Division of Florida Colleges and the Division of Public Schools have disseminated information on the new transitional courses via statewide, regional and local presentations, and through several memos from the agency to district superintendents. Although the Department of Education has provided districts with much information and policy guidance, the state only requires implementation on a district-to-district basis and customized local communications and outreach about the courses. The state agency may look for additional opportunities to communicate with students and parents about the transition courses.
- The Kentucky Department of Education (KDE) has disseminated information on its transitional courses and intervention options to regional networks of content leaders and instructional leaders. Additional information, such as PowerPoint presentations and frequently asked questions, is on the KDE's website. Respondents to a survey of some schools implementing or planning to implement the courses indicated that parent communication is a concern. Only one-third of the respondents from the schools replied that parents were aware of the intervention or their students' involvement.

The content leaders of the transitional course development work have made many presentations to professional and regional education organizations across the state. Information also has been included in district assessment coordinators' meetings and in the state education commissioner's weekly e-mail messages to superintendents.

- The Virginia Department of Education (VDOE) has used several large-scale methods to communicate its college-readiness work. In addition to information on the VDOE website, the weekly state superintendent's memo frequently contains information on the progress of the work. The state English and mathematics content coordinators have made presentations at meetings of their state professional organizations, such as the English language arts supervisors. They also regularly include information in their e-mails to their content networks. VDOE staff have made presentations to college representatives about efforts to improve high school students' college readiness, the transitional courses and the new placement tools. Each summer, VDOE hosts a large "Vision to Practice" conference; the focus of the 2011 conference is college and career readiness. Presentations on the transitional courses and other components of the initiative will provide information to all 132 school systems in the state.



- Within West Virginia's education community, communications about the development and implementation of the Transition Mathematics for Seniors course has been provided at school district chief instructional leaders' meetings and other statewide and regional professional development meetings. The statewide mathematics e-mail listserv has kept content specialists informed and allowed for daily technical assistance for teachers and other educators involved in the initial offerings of the course. College admissions offices were notified that the transitional mathematics course would count as one of the four mathematics academic core unit requirements for college admission in West Virginia. All district superintendents, high school principals and counselors throughout the state recently were reminded in a memorandum from the state superintendent of public instruction of Policy 2510, which requires that the Transition Mathematics for Seniors course be available beginning in the 2011-2012 school year. This document offers thorough guidance, reiterates the requirement for offering the transitional course and provides information on implementation practices. This outreach effort is designed to assist local districts as they inform their staffs, parents, students and the community of the new course.

States are in the early stages of communicating information and requirements about the transitional courses to students, parents, teachers and other school personnel. **SSCRI states are accelerating their communications and outreach efforts to help school districts share information about the transitional courses with educators, students and their families more effectively.**

Accountability and Evaluation Plans

The SREB readiness agenda requires both K-12 and postsecondary accountability. **States in this report are planning to assess the effectiveness of their transitional courses.** One strategy will involve monitoring the transitional courses to ensure that they address students' readiness deficiencies and enable more students to avoid postsecondary remedial studies.

- The Florida Department of Education (FLDOE) will track students who successfully complete the state's "College Success" courses through their first college-level courses in related areas. A grade of C or better will be the measure of success for the evaluation. This evaluation will be conducted by FLDOE's divisions of Florida Colleges and Public Schools when there are sufficient numbers of students completing the transitional courses.
- During the first year of implementation, Kentucky schools have voluntarily reported to KDE the number of students enrolled in transitional courses. Methods for measuring the success rates of the transitional courses are still under discussion but may involve how many schools are offering the course(s), in which formats, and the courses' effectiveness. Accountability for improving students' college readiness in Kentucky also rests with the Council on Postsecondary Education (CPE). State institutions of higher learning are accountable for reductions in remediation rates and increases in retention rates among underprepared freshmen. Therefore, CPE and college faculty have been active participants in developing the transitional courses and will participate in monitoring their success with college freshmen.
- The Texas Education Agency (TEA) is in Phase Three of its transitional course development plan. As the agency creates courses and they are made widely available, TEA will collect data on the students who complete the targeted senior-year curriculum and its impact on their postsecondary studies. State law requires the state to hold schools accountable for improving students' college readiness in two ways: 1) increasing the percentages of students who actually achieve the readiness standards on the Algebra II and English III EOC tests; and 2) the effectiveness of schools in helping students in earlier grade levels of mathematics and English achieve scores on EOC tests that predict success in subsequent levels of related course work. Consequently, TEA is designing a new school accountability system for 2013 that will emphasize college- and career-ready performance on the new State of Texas Assessments of Academic Readiness (STAAR).
- Virginia Department of Education officials are finalizing development of the transitional courses, conducting pilot tests, and holding continual internal reviews of course materials for quality and practicality. Developmental grants with partner universities include a provision for external evaluators for both the English and mathematics transitional courses. VDOE will align state assessments to measure student mastery of the new standards. New mathematics assessments will be implemented in 2012 and English assessments in 2013. The new assessments will include a college-ready indicator. Also, the Board of Education has modified the Virginia Index of Performance (VIP) to further emphasize college and career readiness. VIP is a statewide program to recognize and reward schools and school divisions that exceed minimum accountability expectations and achieve excellence goals established by the Board.
- The West Virginia Department of Education (WVDE) plans to collect information from the 33 schools and districts voluntarily offering the transitional math course in 2010-2011. The WVDE will launch its new P-20 State Data System in fall 2011. This system will allow the WVDE to monitor students who complete the Transition Mathematics for Seniors course as they enroll in West Virginia's two- or four-year public colleges and universities and take their first college-level mathematics courses.

Future Plans

The expansion and sustainability of college- and career-readiness efforts statewide requires continual adjustments and intentional planning. Florida, Kentucky, Texas, Virginia and West Virginia have planned many important activities over the next few years on the SREB readiness model agenda.

Florida

Legislation in the 2011 Florida state legislature now requires all districts and high schools to offer the college readiness and success courses for all high school seniors who do not test as ready for college-level work on Florida's Comprehensive Assessment Test (FCAT). House Bill 1255 requires all students who test on the FCAT at or below level-3 on English or level-4 on mathematics to take the necessary transitional courses in high school by 2013. The Florida Department of Education will need to plan for statewide administrative and teacher development training on the five college readiness and success courses.

Kentucky

Kentucky is developing an English course that will be available by summer 2011 and will mirror the content of the ACT's English test. It is matched to transitional reading course units so that schools can use modules from both to create a single English intervention course. Kentucky also will develop a supplement for the mathematics transitional course aimed at helping students score a 22 on the ACT (the Kentucky benchmark for college algebra readiness), as well as a science course. The Kentucky Department of Education continues discussion around several issues related to the successful implementation of the transitional courses including collecting data on course implementation, refining the courses and unit assessments, and determining methods of delivery and content of professional development.

Texas

The English and mathematics transitional courses are currently under final review and scheduled for completion by early summer in 2011. The TEA will make final revisions in order to launch the courses online statewide during the 2011-2012 school year through Texas' Project Share.

Virginia

Schools will pilot the English and mathematics capstone courses in the 2011-2012 academic year with full implementation in fall 2012. VDOE will make materials for both courses available to schools across the state in summer 2011 and monitor progress of the course pilots so that course materials can be evaluated and possibly revised. The Virginia College and Career Readiness Initiative also will address state assessments and policy issues that will impact the future development and revision of capstone courses by aligning state assessments to measure student mastery of new college-readiness standards, identifying accountability and incentives for high schools to increase the number of college-ready graduates, determining if capstone courses will be included in graduation requirements, and providing incentives for students to complete capstone courses.

West Virginia

Developmental work for Transition English for Seniors continues. In summer 2011, teams working on the English transition course will develop class-based lessons for the six modules. Pilot-testing is planned for the 2011-2012 school year, with full implementation beginning in fall 2012.

Recommendations for Advancing Statewide Transitional Courses

Improving college and career readiness for all students before they leave high school is now a significant goal for many states. Essential pieces of an initiative of this magnitude must be: 1) identification of students who are not prepared to be successful in first-year college-level courses and the workplace; and, 2) opportunities for these students to take courses in their junior or senior-year to strengthen their chances for success in college and work.

With generous support from the Bill & Melinda Gates Foundation, SREB has worked closely with several states to establish the *Strengthening Statewide College/Career Readiness Initiative (SSCRI)* and implement a multi-step agenda. The findings of this report are again summarized below:

Findings

- Although the five states have differing content standards, each has officially adopted one set of college-readiness standards; three selected the Common Core State Standards, and two are using state-specific standards which they believe are equivalent.
- All five states either have passed state laws designed to improve high school students' college and career readiness or have issued other statewide policy in support of readiness, including transitional courses. Consistent state-level leadership has been instrumental in the development of transitional courses within the broader college- and career-readiness agenda.
- Through a variety of assessments, these states have taken steps to better identify students who would benefit from senior-year transitional courses.
- Differences in course formats and other characteristics have emerged. Course delivery varies among the states as traditional one- or two-semester classes, elective or required, modules or units, in-person or online tutorials.
- All five states are beginning efforts to provide specific professional development for teachers and other educators, within the context of limited resources, faculty time restrictions and competing priorities.
- Each state has involved secondary and postsecondary faculty in design and development of the transitional courses.
- All five states are developing accountability plans to monitor the effectiveness of transitional courses, ensure they are addressing students' readiness deficiencies and enable more students to avoid post-secondary remedial studies.
- The states are preparing and carrying out communication plans so that the value of transitional courses can be told effectively — and buy-in sustained — for college- and career-readiness initiatives.

The following recommendations are intended to help guide further efforts of the *SSCRI* states and other states that plan to develop a statewide college- and career-readiness agenda with transitional courses for students not on track to succeed in college-level work:

Recommendations

1. State policy-makers and K-12 and postsecondary education leaders should vigorously promote college- and career-readiness goals, transitional courses in English and mathematics, and sustainability of this effort.
2. States should empirically validate the predictability of their specific readiness standards to actual success in college.
3. States should implement diagnostic assessments based on the specific readiness standards with qualifying scores that denote a high predictability of college and career readiness and that can determine gaps in a student's knowledge and skills.
4. States should provide transitional courses or equivalent interventions that are fully developed and used consistently statewide.
5. States should require all school districts and high schools to offer transitional courses or equivalent interventions for course credit toward high school graduation.
6. States should require all high school seniors, assessed as not college-ready through appropriate diagnostic assessments in the junior year, to successfully complete the necessary transitional course(s) or other intervention.
7. Postsecondary education should be a partner with K-12 in developing, testing, evaluating and revising transitional courses and, if the qualifying score is sufficiently high enough to predict success in first-year college courses, should recognize the successful completion of a transitional course or equivalent interventions as fulfilling the requirement of a placement examination.
8. States should provide professional development uniformly to all high school teachers of transitional courses and to core English and mathematics teachers, counselors, and school and district leaders. Collaborative opportunities with postsecondary and high school faculty should be maintained to ensure that transitional courses are targeting gaps in students' college-readiness skills.
9. States should develop a statewide system for evaluation of the transitional courses and professional development activities to determine their effectiveness and impact on increasing the numbers of students graduating as college-ready.
10. States should develop and implement an annual education communication and outreach strategy with all stakeholders on the availability and requirements of the new transitional courses and interventions, as well as the junior-year assessments used for course placement in the senior year of high school.



State Transitional Course Matrix

State	Transitional Courses and Availability	Targeted Students	Requirement or Elective
Florida	<ul style="list-style-type: none"> ■ Reading for College Success ■ Writing for College Success ■ Mathematics for College Success ■ English IV: Florida College Prep ■ Mathematics for College Readiness ■ Complete courses are available on the FLDOE website. 	Seniors who do not meet established cut scores on the CPT	<ul style="list-style-type: none"> ■ Reading and writing “success” courses are .5 credit electives. ■ English IV: Florida College Prep is 1 credit. ■ Mathematics for College Readiness is 1 credit.
Kentucky	<ul style="list-style-type: none"> ■ Reading transitional course ■ Mathematics transitional course ■ Complete courses are available on the KDE website. 	Seniors within 3 points of college-readiness benchmark	<ul style="list-style-type: none"> ■ Schools can award elective credit for English. ■ Mathematics can count for one of the required mathematics graduation credits.
Texas	<ul style="list-style-type: none"> ■ English/Language Arts transitional course ■ Mathematics transitional course ■ Both currently are under development and will be finalized, piloted and ready for launch in fall 2011. 	Seniors who “pass” the end-of-course test for Algebra II or English III but fail to reach the college-readiness qualifying score	Texas is in the process of determining whether the course will be elective or required.
Virginia	<ul style="list-style-type: none"> ■ English capstone course ■ Mathematics capstone course ■ Modules will be available later this year on the VDOE website, and the courses will be piloted during 2011-2012. 	Seniors who are college-intending and have passed English III (and either the Algebra II or Algebra Functions and Data Analysis SOL assessment) but did not meet the readiness cut score	The courses currently are offered as elective but may become required prior to statewide implementation.
West Virginia	<ul style="list-style-type: none"> ■ Transition Mathematics for Seniors was made available during the 2009-2010 school year. ■ The English transition course is under development and will be available for pilot during the 2010-2011 school year. 	Seniors who failed to perform satisfactorily on the WESTEST 2 assessment instrument administered during grade 11 (But the course is open to ANY student to enroll for fourth-year mathematics credit.)	<ul style="list-style-type: none"> ■ Beginning in fall 2011, Transition Mathematics for Seniors or a higher-level course is required for students who are college-intending. ■ The English transition course will be elective during the 2011-2012 school year and required beginning in the 2012-2013 school year.

Content and Format	Professional Development	Course Developers
<ul style="list-style-type: none"> ■ Aligned with NGSSS standards ■ “College Success” courses aligned with the standards used by Indian River State College in its highest level of development courses ■ Delivery: District discretion, although most are reporting delivery during the school day 	<p>One-day train-the-trainer workshops during summer 2010 and statewide in fall 2010</p>	<p>Collaboration between local college and high school educators</p>
<ul style="list-style-type: none"> ■ Aligned with the ACT and Common Core ■ Delivery: Schools can determine if students can complete course as: <ul style="list-style-type: none"> ● Units ● Entire Course ● During the school day ● In extended school ● Independently 	<p>None currently for mathematics. Five spring 2011 webinars focus on strategies for the types of reading covered in the transitional reading course.</p>	<p>State-selected team:</p> <ul style="list-style-type: none"> ■ High school teachers ■ Community college developmental and content faculty ■ Four-year university developmental and content faculty
<ul style="list-style-type: none"> ■ Units of instruction are under development for English and mathematics transitional courses. Content aligned to Texas’ College Readiness Standards (CRS) and Texas Essential Knowledge and Skills (TEKS) ■ Delivery: The English course may be used as a full-year or semester course. Mathematics lessons are designed for use as needed in critical areas — not as a full course. Face-to-face and/or online through the Project Share electronic platform 	<p>Upon completion of materials, Texas will offer an online course(s) to provide professional development for ALL pertinent groups. This will be built within Project Share, the state-supported online platform.</p>	<p>Course development and validation occurred in three phases. Each phase utilized a team representative of both high school and postsecondary institutions.</p>
<ul style="list-style-type: none"> ■ State performance expectations are aligned to state and national standards and reviewed by educators. ■ Schools may choose to offer an entire course or modules. 	<p>Mostly for teachers involved in pilot. Other educators invited for summer 2011</p>	<p>Development is by a consortium of higher education faculty (two- and four-year), high school teachers and community leaders. Teachers earn graduate credit for completing modules.</p>
<ul style="list-style-type: none"> ■ Course content for Transition Mathematics for Seniors is aligned with West Virginia Higher Education College Readiness Standards. The English course also will be aligned with the Common Core. ■ Delivery: Course includes six units with approximately 12 lessons each. The units are available online and intended to be taught via face-to-face interaction between student and teacher. 	<p>Two-day training sessions conducted for future teachers of Transition Mathematics for Seniors focused on understanding the College Readiness Standards for Mathematics and the content/delivery expectations of the designed units.</p>	<p>State administrators, high school mathematics teachers, and higher education mathematicians were the primary contributors to the course development. WVDE used a peer review process to review and approve course content.</p>

Endnotes

- ¹ *Gaining Ground on High School Graduation Rates in SREB States: Milestones and Guideposts*. Southern Regional Education Board, 2009. Available online at: http://publications.sreb.org/2009/09E06_Gaining_Ground.pdf.
- ² *Ready for College and Ready for Work: Same or Different?* ACT Inc., 2006. Available online at: <http://www.act.org/news/releases/2006/05-08-06.html>.
- ³ *The Next Generation of School Accountability: A Blueprint for Raising High School Achievement and Graduation Rates in SREB States*. Southern Regional Education Board, 2009. Available online at: http://publications.sreb.org/2009/09V17_Blueprint_Highschools.pdf.
- ⁴ *Getting Students Ready for College and Careers*, Southern Regional Education Board, 2008 and 2010. *Transitional Senior English* available online at: http://publications.sreb.org/2008/08V04_EnglishReadinessIndicators.pdf; *Transitional Senior Mathematics* available online at: http://publications.sreb.org/2010/10V26_Senior_Transitional_Math.pdf.
- ⁵ *ACT Profile Report — National, Graduating Class 2010*. ACT Inc., 2010.
- ⁶ *Beyond the Rhetoric: Improving College Readiness Through Coherent State Policy*. Southern Regional Education Board, 2010. Available online at: <http://publications.sreb.org/2010/Beyond%20the%20Rhetoric.pdf>.
- ⁷ *A Survey of the American Manufacturing Workforce*. National Association of Manufacturers 2005 Skills Gap Report. Deloitte Development, 2005.
- ⁸ *Lost in Transition: Building a Better Path from School to College and Careers*. Southern Regional Education Board, 2008. Available online at: http://publications.sreb.org/2008/08V01_LostInTransition.pdf.

Appendix A

Florida State Profile on Transitional Courses

What was the rationale for developing transitional courses?

- Launched College and Career Readiness Initiative in response to Senate Bill 1908 (2008)
 - Increase the number of students graduating from high school “college and career ready”
 - Communicate to 11th-grade students and parents the requirements for enrollment in college-credit courses without remediation
 - Provide students opportunity to attain needed competencies in 12th grade prior to high school graduation
- Addressed common placement testing for public postsecondary education in Florida statutes
 - Expand college- and career-readiness assessment of high school
 - Extend opportunities for remediation to high school seniors
 - Became effective on July 1, 2008

What is/was the development process for the courses?

- Expanded Postsecondary Readiness Assessment (EPRA)
 - Expand delivery of Florida College Entry-Level Placement Test (2008)
 - Plan for implementation of additional testing through cross-sector collaboration
 - Require testing for students interested in postsecondary education and scoring within specified ranges on the Florida Comprehensive Assessment Test (FCAT)
- Initiated remediation opportunities during the 2008-2009 school year
- FLDOE approved Mathematics for College Success (August 2008)
- FLDOE approved Writing for College Success and Reading for College Success (December 2008)
- Offered Mathematics for College Readiness (2009-2010 school year)
- Developed English IV: Florida College Prep (early spring 2010)

What are the purpose and the target group?

- “College Success” courses aligned with highest level of developmental education offered by Florida colleges
 - Successful completion exempts high school students from further placement testing and/or postsecondary remediation if they enroll in a community college within two years of completion.
 - Successful completion requires a grade of C or better in the course and a passing score on the Florida Basic Skills Exit Test.
 - Students earn 0.5 credit for a high school elective for Success transitional courses.
 - ◆ Mathematics for College Success
 - ◆ Reading for College Success
 - ◆ Writing for College Success
- Two additional courses aligned to entry-level, college credit-bearing courses (Students earn one high school mathematics/English credit for these courses.)
 - Mathematics for College Readiness
 - ◆ Closely aligned with college-credit elective course Intermediate Algebra
 - ◆ Intended to prepare students for College Algebra, which satisfies a mathematics general education requirement at every public postsecondary institution in Florida
 - ◆ Successful completion of Mathematics for College Readiness and obtainment of required score on the College Placement Test (CPT) at end of course guarantees entrance into college algebra without additional course work.
 - English IV: Florida College-Prep
 - ◆ Closely aligned with college-credit general education course Freshman Composition Skills I
 - ◆ Successful completion of English IV: Florida College Prep and obtainment of required score on the College Placement Test (CPT) at end of course guarantees entrance into additional English college-credit courses.

What is the course content?

- Mathematics for College Success
 - Prepares students for entry-level college mathematics
 - More information can be found at: <http://www.fldoe.org/schools/pdf/MathforCollegeSuccess.pdf>.
- Mathematics for College Readiness
 - Strengthens the skill level of high school seniors who have completed Algebra I, II and Geometry and who wish to pursue credit-generating mathematics courses at the college level
 - More information can be found at: www.fldoe.org/schools/pdf/MathematicsforCollegeReadiness.pdf.
- Writing for College Success
 - Prepare students for entry-level college English
 - More information can be found at: www.fldoe.org/schools/pdf/WritingCollegeSuccess.pdf.
- Reading for College Success
 - Prepare students for entry-level college reading
 - More information can be found at: www.fldoe.org/schools/pdf/ReadingCollegeSuccess.pdf.
- English IV: Florida College-Prep
 - Based on the Common Core State Standards in English, which correspond to the national College and Career Readiness anchor standards
 - Reading standards for literature and informational text
 - Writing standards
 - Listening and speaking standards

What is the current/planned delivery method?

- Course numbers, titles and descriptions for these transition courses are standard statewide.
- Districts are permitted a 10 percent variance in content delivered.
- Method of delivery for the courses is a district-based decision
- FLDOE suggests providing postsecondary readiness instruction in the first semester of senior year, allowing for dual enrollment opportunities during second semester

How will the state conduct public outreach to stakeholders?

- Division of Florida Colleges and Public Schools has dispersed information regarding transitional courses
 - Statewide, regional and local presentations
 - Several memos directed to district superintendents and collaborating partner colleges
- FLDOE is looking for more opportunities to communicate information regarding transition courses to students and parents

What professional development is taking/will take place?

- College and Career Readiness Workshops, a series of one-day, regional workshops held July 2010
 - 12 free train-the-trainer workshops offered
 - Prepared participants to return to their schools and districts and train teachers on the new college-readiness standards and the course options for students
 - Attendees included district and school teachers of reading, English and mathematics, along with Florida College System instructors.
 - Participants were asked to share training materials related to instructional materials, course syllabi, interim assessment tools, student learning strategies, and lesson strategies to prepare students for college credit-bearing course work.

What measures are being/will be used for accountability and evaluation?

- No formal evaluation of the courses called for in statute or rule
- FLDOE anticipates tracking successful completers of Success courses through their first college-level courses in related areas.

What are the state's current and future plans?

- Ending state legislation, HB 1255, would require all students to take the appropriate transitional course(s) according to scores on the FCAT.
 - This will require all schools to offer all five readiness/success courses.
 - Further statewide teacher development will be needed.

Appendix B

Kentucky State Profile on Transitional Courses

What was the rationale for developing transitional courses?

- Senate Bill 1 (enacted in 2009)
 - For more information, see:
<http://www.education.ky.gov/NR/rdonlyres/0964FC38-F47E-44EF-A0D3-BA0678F1359A/0/SB1SectionbySectionSummary.pdf>.
 - Kentucky Council on Postsecondary Education (CPE), the Kentucky Board of Education (KBE) and the Kentucky Department of Education (KDE) were directed to develop a unified strategy to reduce college remediation rates of 2010 high school graduates by at least 50 percent by 2014, and to increase the college completion rates of students enrolled in one or more remedial classes by 3 percent annually from 2009 to 2014. (For more information, see: <http://www.education.ky.gov/KDE/Instructional+Resources/Secondary+and+Virtual+Learning/College+and+Career+Readiness+Unified+Plan.htm>)
 - High schools must provide a transitional course or monitored intervention to every student not meeting college-readiness benchmarks in English or mathematics.
 - KDE charged with developing courses in reading and mathematics

What is/was the development process for the courses?

- KDE's Office Next Generation Learners led the course development process.
- Transitional courses aligned to content and concepts of revised Kentucky Core Academic Standards and college and career readiness standards
- Courses developed by statewide teams of educators representing entry-level college courses, developmental courses, high school teachers, KDE content specialists, the Collaborative Center for Literacy Development and the Kentucky Center for Mathematics
- Courses aligned to ACT because all juniors must take as part of state accountability
- Content groups met six times with additional electronic communication between sessions. Courses reviewed by KDE content specialists

- Courses organized with stand-alone modules so schools may offer in multiple formats

What is the purpose and target group?

- Courses must meet requirement for intervention for students who do not meet Kentucky ACT readiness benchmarks (20 in reading and 19 in mathematics).
- Courses are targeted specifically for students who score within 3 points of readiness.
- The reading course cannot count for the required fourth credit in English.
- The mathematics course can count as required mathematics credit.
- Schools may also choose to use course materials for students in lower grades who may have trouble meeting the benchmarks.

What is the course content?

- Reading Course
 - The reading course contains five units that align with the types of reading materials required for the ACT reading assessment:
 1. Introductory Unit: Literary Non-fiction
 2. Science
 3. Humanities
 4. Social Studies
 5. Concluding Unit: Literary Non-fiction
 - Each unit is structured in the same manner:
 - ◆ Essential questions
 - ◆ Suggested texts (all available online)
 - ◆ Sample texts
 - ◆ Vocabulary
 - ◆ Activities for reading strategies (before, during and after reading)
 - ◆ Reading strategy guides and explanations
 - ◆ Unit planning guides
 - ◆ Each unit contains an extensive menu of options to teach the unit's identified skills.

- ◆ Materials are accessible online and do not require a particular text or anthology.
- ◆ Currently, no unit assessments are included.
- Mathematics Course
 - The mathematics course includes seven units, organized by concepts. The first three units are broken down into smaller sections in order to isolate particular skills or concepts.
 - Each section includes:
 - ◆ Skills-based objectives
 - ◆ Identified lessons or topics as a course outline
 - ◆ Sample problems at the highest necessary level of difficulty
 - ◆ Resource websites

What is the current/planned delivery method?

- Up to local schools
- Full course content is available on the KDE website: <http://www.education.ky.gov/kde/instructional+resources/secondary+and+virtual+learning/transitional+courses.htm>.

How will the state conduct public outreach to stakeholders?

- KDE has disseminated information on the courses and intervention options through regional networks of content leaders and instructional leaders.
- Additional information on KDE's website:
 - Reading: <http://www.education.ky.gov/KDE/Instructional+Resources/Secondary+and+Virtual+Learning/Reading+Transitional+Course.htm>)
 - Mathematics: <http://www.education.ky.gov/KDE/Instructional+Resources/Secondary+and+Virtual+Learning/Mathematics+Transitional+Course.htm>)
- Respondents to a survey of some schools implementing or planning to implement the courses indicated that parent communication is an issue.

What professional development is/will take place?

- KDE held five regional sessions to introduce courses and regulatory requirements.
- Survey of those attending shows that 49 percent of the represented schools were offering professional development to help teachers implement the interventions
- Surveys also showed that participants liked the flexibility of the courses' modules but were concerned about how this flexibility would impact scheduling.
- KDE will have five webinars to support the types of reading required on the ACT and in the reading course. Each webinar will be archived on the state's website.

What measures are/will be used for accountability and evaluation?

- KDE's only information on who is offering the courses, who is taking them, and how the students are performing is voluntarily submitted by schools.
- CPE and higher education institutions are also accountable for reductions in remediation rates and an increase in retention rates for under-prepared entering freshmen. They have been very involved and will participate in monitoring their success.

What are the state's current and future plans?

- English course to be available by summer 2011 will match the reading course so that schools could use modules from both to create a single English intervention course.
- A science course will be developed next.
- A supplement for the mathematics transitional course will help students score a 22 on ACT, the Kentucky benchmark for college algebra readiness.
- KDE continues discussion about:
 - Collecting data on course implementation
 - Determining methods of delivery methods and content of professional development
 - Refining the courses, including unit assessments

Appendix C

Texas State Profile on Transitional Courses

What is the rationale for developing transitional courses?

- Launched the Texas College Readiness Project in response to House Bill 1 (2006)
 - Requires State Board of Education to incorporate college readiness standards into Texas' foundation curriculum — the Texas Essential Knowledge and Skills (TEKS)
 - Directed the Commissioners of Education and Higher Education to appoint vertical teams to develop college readiness standards for English, mathematics, science and social studies
 - The Commission for College Ready Texas reviewed/ provided feedback on proposed standards
- The College Readiness Standards (CRS) officially adopted and approved in 2008 House Bill 2237 (2007) increased funding for college- and career-readiness programs.
- Senate Bill 1031 (2007) instituted end-of-course (EOC) tests in Algebra I and II and English III as well as others; requires that EOC tests be used for graduation purposes for ninth-graders and below, starting in the 2011-2012 school year
- Both HB 2237 and SB 1031 contained provisions for 12th-grade transitional courses for students not college ready.
- House Bill 3 (2009) made significant changes to extend and revise earlier college-readiness legislation, including requirements to:
 - develop EOCs that embed the college-readiness content standards
 - establish cut scores that link test performance with readiness without remediation
 - establish a statewide accountability system showing which students are meeting college-readiness standards by 11th grade
 - standardize postsecondary placement statewide and conform to new college readiness standards

What is/was the development process for the courses?

- Three-year timeline with three phases
 - Phase I: Using the TEKS and CRS as the base, content experts analyzed the gap analysis developed by vertical teams, reviewed descriptions of college ready, compared identified critical college readiness skills to national college readiness skills (e.g. SAT, ACT, ADP, etc.) and developed performance expectations skills for English III and Algebra II.
 - Phase 2: Different high school/postsecondary team validated performance expectations for English III and Algebra II. Involved the review and modification of initial material created in Phase I
 - Phase 3: Development of curriculum for Algebra II and English III college preparatory courses
 - ◆ Will be based on the validated performance expectations and how they translate into instructional strategies for students at the 12th-grade level who do not meet the college-readiness standards on the corresponding EOC assessment
 - ◆ Texas is in Phase 3 at the time of this report.
 - For more information regarding the Texas College and Career Readiness Standards and the "Gap Analysis" described above: www.tea.state.tx.us/index2.aspx?id=8019

What is the purpose and target group?

- The courses must be designed:
 - for targeted students at the 12th-grade level not meeting college-readiness standards on an end-of-course assessment instrument
 - to prepare students for success in entry-level college courses
- Successful completion of a transitional course allows credit earned to satisfy applicable mathematics curriculum requirement for the recommended or advanced high school program.
- Instructional materials for courses must include technology resources and draw on established best practices.

What is the course content?

- Course design for Algebra II:
 - Approximately 15 lessons (one lesson per student expectation)
 - ◆ Pre-assessment
 - ◆ Post-assessment
 - ◆ Misconceptions
 - ◆ Academic vocabulary
 - ◆ Description of activity
 - Includes independent lessons designed to fill necessary gaps and used as supplementary material as needed for critical areas
 - The materials created should be considered course templates.
- Course Design for English III:
 - Six units designed as year-long or semester-long class
 - ◆ Unit 1: The Arts
 - ◆ Unit 2: Technology and the Future
 - ◆ Unit 3: Science
 - ◆ Unit 4: Economics
 - ◆ Unit 5: Travel
 - ◆ Unit 6: History
 - Elements and layout of each unit:
 - ◆ Pre-reading
 - ◆ Readings
 - ◆ Discussions
 - ◆ Writing assignments
 - ◆ Lessons
 - ◆ Assessment rubrics
 - ELA materials created should be considered a complete course. Graduation credit, if approved, is recommended.

What is the current/planned delivery method?

- Courses are built as face-to-face and online in Project Share.

How will the state conduct public outreach to stakeholders?

- Not yet determined

What professional development is/will take place?

- Texas will provide an online course(s) to provide professional development for all pertinent groups; to be built within Project Share, a state-supported online platform.

What measures are/will be used for accountability and evaluation?

- House Bill 3 (2009) requires an accountability system that will hold schools accountable for college readiness in two ways:
 - Increases in the percentages of students who actually achieve the readiness standards on the Algebra II and English III EOCs and
 - Effectiveness of schools in helping students in earlier grade levels of mathematics and English achieve scores on EOC tests that predict success in subsequent levels of related course work
- TEA is designing a new accountability system in 2011-2012 for implementation in 2013.
- The new accountability system is STAAR – State of Texas Assessments of Academic Readiness; TEA material says “the defining characteristic of the new accountability system will be the emphasis on college- and career-ready performance.”

What are the state’s current and future plans?

- In February 2011, representatives from a newly formed group convened to conduct a systemic analysis of content intent and to ensure that goals are met with the final content. Group included members from higher education, high school and professional development.
- Final editing and uploading of the course units into Project Share is expected to take place by April 2011.
- Necessary changes will be made during summer 2011.
- Expected course launch is fall 2011.

Appendix D

Virginia State Profile on Transitional Courses

What is the rationale for developing transitional courses?

- Beginning in 2006, Virginia's P-16 Council elevated college and career readiness as a major agenda focus at its quarterly meetings.
- In January 2007, the Virginia Board of Education authorized the VDOE to determine factors contributing to success in postsecondary education.
- Governor Tim Kaine endorsed SREB's agenda in 2009 and in 2010 hosted a statewide policy summit on college and career readiness, and then Governor-elect Bob McDonnell closed the event, assuring the work would continue during his administration.
- In March 2010, as part of the Virginia College and Career Readiness Initiative (CCRI) led by the VDOE, work began on identifying consensus performance expectations and parameters for "capstone courses."
- CCRI is designed to ensure college- and career-ready standards in reading, writing and mathematics are taught in every Virginia high school classroom and to strengthen students' preparation for college and the work force.
- Other partners include the VCCS and SCHEV. The group's joint agreement on performance expectations can be found at: http://www.doe.virginia.gov/instruction/college_career_readiness/expectations/joint_agreement.pdf

What is/was the development process for the courses?

- Revised standards were adopted in mathematics (2009) and English (2010).
- VDOE teams for English and mathematics each identified a preliminary set of college and career ready performance expectations derived from the recently adopted state standards and the national Common Core State Standards.
- VDOE electronically surveyed secondary and higher education faculty to determine which of the draft performance expectations were seen as most critical for college readiness, and any expectations that needed to be added to the draft.
- VDOE assembled separate English and mathematics task forces, primarily combined of faculty from

Virginia's two- and four-year colleges, charged with analyzing the survey data and making recommendations about the expectations.

- The task forces' reviews resulted in 51 English and 39 mathematics performance expectations endorsed by VDOE, VCCS and SCHEV.
- Pilots of the English and mathematics capstone courses begin fall 2011.

What is the purpose and target group?

- Seniors who: 1) are college-intending but not yet college-ready; or 2) plan to enter the work force or career training
- Students who passed the English 11 course and the English 11 end-of-course SOL assessments
- Students who completed either Algebra II or Algebra Functions and Data Analysis and passed required mathematics SOL assessments
- Courses are designed to help students master the College and Career Ready Performance Expectations.
 - English Performance Expectations:
http://www.doe.virginia.gov/instruction/college_career_readiness/expectations/perf_expectations_english.pdf
 - Mathematics Performance Expectations:
http://www.doe.virginia.gov/instruction/college_career_readiness/expectations/perf_expectations_math.pdf
- Course modules and materials will be available by the end of 2011.

What is the course content?

- The English capstone course focuses on critical reading, college and workplace writing, and career-ready communication.
 - Performance expectations are organized in three large strands — reading, writing and communicating — delineated by skills in vocabulary, nonfiction reading, literary reading, reading analysis and critical reading, composing, revision and editing, documentation and ethics, speaking, listening and collaborating.

- Course description found at: http://www.doe.virginia.gov/administrators/superintendents_memos/2011/017-11a.pdf
- The mathematics capstone course description is expected to be available by late spring 2011.
 - Performance expectations are separated into four large strands — problem-solving, decision-making and integration; understanding and applying functions; procedure and calculation; and verification and proof — each strand includes content in the areas of algebra and functions, statistics, geometry, mathematical analysis and trigonometry.

What is the current/planned delivery method?

- School divisions can structure the capstone course descriptions using curriculum materials of their choice.
- Modules and materials will be developed to assist school divisions with their implementation of the capstone courses — available on the VDOE website later in 2011.

How will the state conduct public outreach to stakeholders?

- VDOE has developed a website specifically to provide a central location for college and career readiness announcements, materials, research and policy.
- Periodic communication via State Superintendent of Public Instruction
- VDOE staff members make presentations at various state professional organizations’ meetings and communicate with college representatives through partnerships with VCCS and SCHEV.
- VDOE staff members distribute materials and information via the content networks e-mails (e.g., English LEA contacts list-serv).
- The annual VDOE “Vision to Practice” statewide professional development conference focus in summer 2011 is college and career readiness.

What professional development is/will take place?

- Grants from Title II Part A funds to improve teacher quality have linked university and high school faculty to develop course modules and materials.
 - High school teachers have the opportunity to earn graduate credit.

- James Madison University and the College of William and Mary are further developing the English courses and professional development.
- Radford University and the University of Virginia are further developing the mathematics courses and professional development.
- Ongoing presentations are conducted with school division and content area leadership groups about the performance expectations and capstone courses — VDOE will conduct statewide professional development meetings on revised standards and college and career ready performance expectations in fall 2011.

What measures are/will be used for accountability and evaluation?

- VDOE, SCHEV and VCCS will continue to work together to maintain and analyze data and assess trends associated with students’ course-taking patterns (including the capstone courses), additional college and career readiness measures, and higher education persistence and success.
- Course materials development will be under continuous internal review by pilot teachers and university developers.

What are the state’s current and future plans?

- Both capstone courses will be piloted during the 2011-2012 academic year.
- Materials for both courses available online with some materials posted by the end of summer 2011
- New assessments with college-ready indicators will be implemented — mathematics in 2012, English in 2013.
- VDOE will identify accountability measures and incentives for high schools to increase the percentage of college-ready graduates.
- Policy review decisions to be made:
 - Whether to count the courses toward the discipline area graduation requirements
 - Potential incentives for completing the capstone courses

Appendix E

West Virginia State Profile on Transitional Courses

What is the rationale for developing transitional courses?

- Policy 2510: *Assuring the Quality of Education: Regulations for Education Programs* was revised and approved by West Virginia Board of Education in July 2008
 - “Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment college readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year”

What is/was the development process for the courses?

- The Higher Education College Readiness in Mathematics Task Force and the Higher Education College Readiness in English Task Force convened by the West Virginia Higher Education Policy Commission (WVHEPC) (August 2007):
 - Reexamined current West Virginia Higher Education College Readiness Standards
 - Identified the knowledge and skills students need in order to be successful in entry-level, credit-bearing English and mathematics courses
- Members of these two task forces met with high school English and mathematics teachers, university teacher education professors, and West Virginia Department of Education (WVDE) Reading and Mathematics Coordinators to examine alignment between West Virginia Higher Education College Readiness Standards and the current Grade 11 Content Standards and Objectives (September 2007):
 - English — 100 percent alignment found
 - Mathematics — 100 percent alignment found when examining specific objectives from Algebra I, geometry, Algebra II and trigonometry
- West Virginia Assessment Office established the WESTEST 2 (state assessment given to all grade 11 students) to be aligned to the grade 11 Reading and English Language Arts Content Standards and Objectives (CSOs) and the mathematics objectives as identified by the College Readiness Review Committee
 - Student test results will yield a college readiness measure for each grade 11 student.

- Beginning in 2008, a two-year phase-in began.
 - Rigorous benchmarks on the WESTEST 2 would be used in 2010 to determine college readiness.
 - Students not reaching these benchmarks are required to enroll in the Transition Mathematics for Seniors or higher course during the 2010-2011 school year.
- WVDE Office of Instruction charged with developing the Transition Mathematics for Seniors course
 - State administrators, high school mathematics teachers, and higher education mathematicians were the primary contributors to the course development.
 - WVDE used a peer review process to review and approve course content.

What is the purpose and target group?

- Course curriculum for the college mathematics transition course was developed to guide instruction in grade 12 to assure that students are college-ready.
 - Targeted students fail to perform satisfactorily on the WESTEST 2 assessment instrument administered during grade 11.
 - The course, however, is open to any student who wishes to enroll for fourth-year mathematics credit.
- Attaining the benchmark score on the college placement exam, given upon completion of the Transition Mathematics for Seniors course, satisfies the applicable mathematics curriculum requirement for the high school program, and it allows the student to enter into a credit-bearing mathematics course at any two- or four-year public university.

What is the course content?

- Course Design for Transition Mathematics for Seniors:
 - Unit 0: Computer Activities
 - Unit 1: X-Treme Mathematics(Linear)
 - Unit 2: Playing Around with Polynomials (Non-Linear)
 - Unit 3: Absolutely Radical and Complex (radicals, exponents, absolute value, quadratics, complex numbers)

- Unit 4: Dysfunctional Families (Functions and their Relationships)
- Unit 5: Shaping Up (Geometric Shape Relationships)
- Unit 6: Mathematics Goes Green! (Right Triangle and Circular Relationships)
 - ◆ For more information: http://wveis.k12.wv.us/teach21/public/Uplans/U_menu.cfm?tsele1=2&tsele2=196

- Course Design for Transition English for Seniors will be available summer 2011

What is the current/planned delivery method?

- Designed to be delivered in a face-to-face setting during the school day
- Students should only be required to work on the content they need to master.

How will the state conduct public outreach to stakeholders?

- Communication regarding the Transition Mathematics for Seniors course has been provided:
 - via chief instructional leaders meetings
 - during professional development opportunities
 - via the statewide mathematics listserv
 - during daily technical assistance
 - via memo to all superintendents, high school principals, and high school counselors; the memo is a thorough guidance document reiterating the requirement for offering the transition course and implementation practices

What professional development is/will take place?

- Three, two-day training sessions have occurred during the past two years.
- Sessions focus on both understanding the College Readiness Standards for Mathematics and the content/delivery expectations of the designed units.

What measures are/will be used for accountability and evaluation?

- WVDE will launch its new P-20 State Data System during fall 2011. This data system will allow the WVDE to track all students that enroll and complete the Transition Mathematics for Seniors course as they move to postsecondary studies. They will be able to track student success in their first credit-bearing mathematics courses at any public two- or four year postsecondary institution in the state.
- During the 2010-2011 school year, 33 West Virginia school districts voluntarily offered the course to a total of 2,161 students. The WVDE plans on collecting informal reflections from those piloting the course this year.

What are the state's current and future plans?

- Transition Mathematics for Seniors
 - Was piloted in 33 high schools
 - Will be accepted as one of the academic core unit requirements for college admission in fall 2011
 - Will be offered in all West Virginia high schools in fall 2011
- Transition English for Seniors
 - Teams have identified six modules of skills-based teaching that will comprise the transitional English course.
 - The teams will meet to develop the class-based lessons for the six distinct modules for Transitional English in June 2011.
 - The course will be piloted in several high schools in fall 2011.
 - Full implementation statewide will occur in fall 2012.

State Profiles were assembled by two consultants, Kenna Barger and Renee Murray, after conducting extensive telephone interviews with multiple state agency staff in each of the five examined *SSCRI* states involved in the development of the college- and career-readiness standards, transitional courses and professional development.

