

# Delaware

## 2016 College- and Career-Readiness Policies and Practices

*The Southern Regional Education Board has long emphasized the critical need to strengthen students' readiness to succeed after high school. SREB's recommendations to improve readiness (SREB.org/Readiness) cover standards, assessments, transitional courses, postsecondary placement and remedial education. To support states' efforts, SREB compiled information through interviews of P-16 education agency staff and review of numerous documents to determine state progress as of fall 2016 on the recommendations. This state profile summarizes selected findings for each of the five areas. SREB plans to update this information annually.*

### Standards

*Does the state have statewide college- and career-readiness standards in reading, writing and mathematics? Do K-12 and postsecondary education agree on the same standards?*

Delaware adopted the Common Core State Standards as college- and career-readiness standards. K-12 and higher education agree on the CCSS, and the standards are in legislation.

### Readiness Assessments

*How does the state assess high school students' readiness? What are the options for students who do not meet them?*

Since 2015, the SAT has been the state assessment for 11th grade students; grades three through eight take Smarter Balanced. The state pays for the SAT exam for all high school juniors; the student covers the cost of the ACT exam. Students achieving the SAT cut score set by individual postsecondary institutions may be exempt from remedial or developmental courses based on inability to pay for the course. Legislation requires that students not be denied admission to dual or concurrent credit courses. Students who enroll in dual or concurrent courses do so in their junior or senior year of high school. The state provides partial funding for tuition and books except during summer courses. Individual postsecondary institutions may require different readiness skills for STEM majors. Each four- and two-year institution has the autonomy to set its own requirements.

## Transitional Courses and Interventions

*Does the state require transitional readiness courses or other interventions for students who are not ready to succeed in college-level courses?*

There are no policies or statutes that require schools to offer transitional courses. A memorandum of understanding between postsecondary institutions and the Delaware Department of Education provides for a pilot transitional math course; this course counts for fourth-year math and graduation requirements. Course data help determine the success of the course; success is defined by the student passing the initial college-level math course. A grant from USA Funds is supporting development of an English-equivalent course. Professional development for the curriculum is provided by the University of Delaware.

## Postsecondary Placement

*How do institutions place a student who is not ready for college-level work? Are the same standards, assessments and qualifying score levels applied statewide or systemwide? Are multiple criteria and measures used in placement decisions?*

Standards for placement vary by higher education institution and are not applied state- or system-wide. Institutions have the option of using high school SAT scores, Accuplacer, Compass and other assessments. There are no statewide placement policies; each institution determines individual placement policies. Threshold scores and other criteria vary by individual college or university.

## Remedial and Developmental Education

*Are there state or system policies for remedial and developmental education in colleges? What curricular and support paths are available for students? Is corequisite instruction—an academic course taken in conjunction with another course—required or optional? How do institutions and the state monitor student progress? What evidence is available on the effectiveness of these interventions?*

Delaware has no statewide policies regarding remediation or developmental education. Each postsecondary institution determines its own policies. Some institutions offer bridge instruction during the summer months as well as corequisite or blended instructional models. Institutions award credit for the courses, but that credit does not count toward graduation. Each postsecondary institution determines the type and level of student support needed.