



## Model Agenda for a State College- and Career-Readiness Initiative

The Southern Regional Education Board (SREB) has developed a model college- and career-readiness agenda, based on SREB's work over several years and based on the practices of several states. This agenda outlines a series of steps that states can follow to complete an effective statewide college-readiness initiative. How each state addresses each step may vary. SREB's experience shows that each of the following steps is essential if a statewide college- and career-readiness initiative is to be successful. The model agenda provides a general framework against which a state's progress in its readiness initiative can be reviewed:

- 1. Develop statewide college/career readiness standards in reading, writing and math that are:**
  - a) Created jointly by public preK-12 and higher education sectors.
  - b) Adoption of or alignment with national standards (Common Core State Standards, American Diploma Project, the National Assessment of Educational Progress, etc.).
  - c) Include content descriptions of standards converted to performance levels that are expressed in terms and rubrics commonly understood statewide by all of preK-12 and higher education.
  - d) Adopted formally as highlighted subsets of the official statewide school standards.
  - e) Formally approved by all of public higher education (four-year and two-year sectors) in the state as common readiness/placement standards, sending one set of clear expectations from all of public higher education to all public high schools in the state.
  
- 2. Make college/career readiness standards key components of state high school assessments and of statewide higher education placement/readiness assessments.**
  - a) Identify or develop 11th-grade tests that can be used to assess students' college/career readiness (especially in English III and Algebra II) and to point students to targeted assistance in 12th-grade transitional courses.
  - b) Ensure that tests assess student progress on the specific state-adopted readiness standards.
  - c) Set qualifying scores that equate to the readiness performance levels expected of entering college students.
  - d) Coordinate readiness tests within the state's overall school testing program.
  - e) Adopt and implement statewide, common college-readiness/placement tests at public postsecondary education institutions based on the state readiness standards.

- 3. Make school and student performance on the readiness assessments part of the state school accountability program.**
  - a) Prioritize readiness assessments in accountability systems.
  - b) Identify measures to determine if students who meet new standards are successful in college.
  
- 4. Adjust or develop curriculum and instruction to target the specific statewide readiness standards.**
  - a) Map readiness standards back through grades 8-11.
  - b) Plan and build supplemental curriculum and instruction for the 12th-grade, targeted to three groups of students:
    - those who are not ready to graduate from high school.
    - those who are ready to graduate but not ready for college or further career preparation.
    - those who are ready for college/career preparation (dual-credit students, early-admission students).
  - c) The non-ready cohort of students should be assisted with special courses in expository reading and writing, and math tutorials directed at the specific readiness standards.
  
- 5. Develop statewide plans for targeted teacher development (pre-service and in-service).**
  - a) Help all teachers understand the specific readiness standards and how to teach them effectively in grades 8-11.
  - b) Ensure that the plans include preparation for all teachers who will implement the new 12th-grade courses or conduct other activities designed to improve students' skills.
  - c) Focus professional development for in-service teachers specifically on the state readiness standards.
  - d) Ensure that teacher preparation programs for prospective (pre-service) teachers include learning opportunities so that new teachers will understand the state readiness standards and be prepared to teach them effectively.