



**Achieve, Inc.**

American Diploma Project Network

***Creating a High School Diploma  
That Counts:  
Lessons from the American Diploma Project***

**Go Higher, Florida! Task Force**

**October 11, 2007**

# Today's Presentation

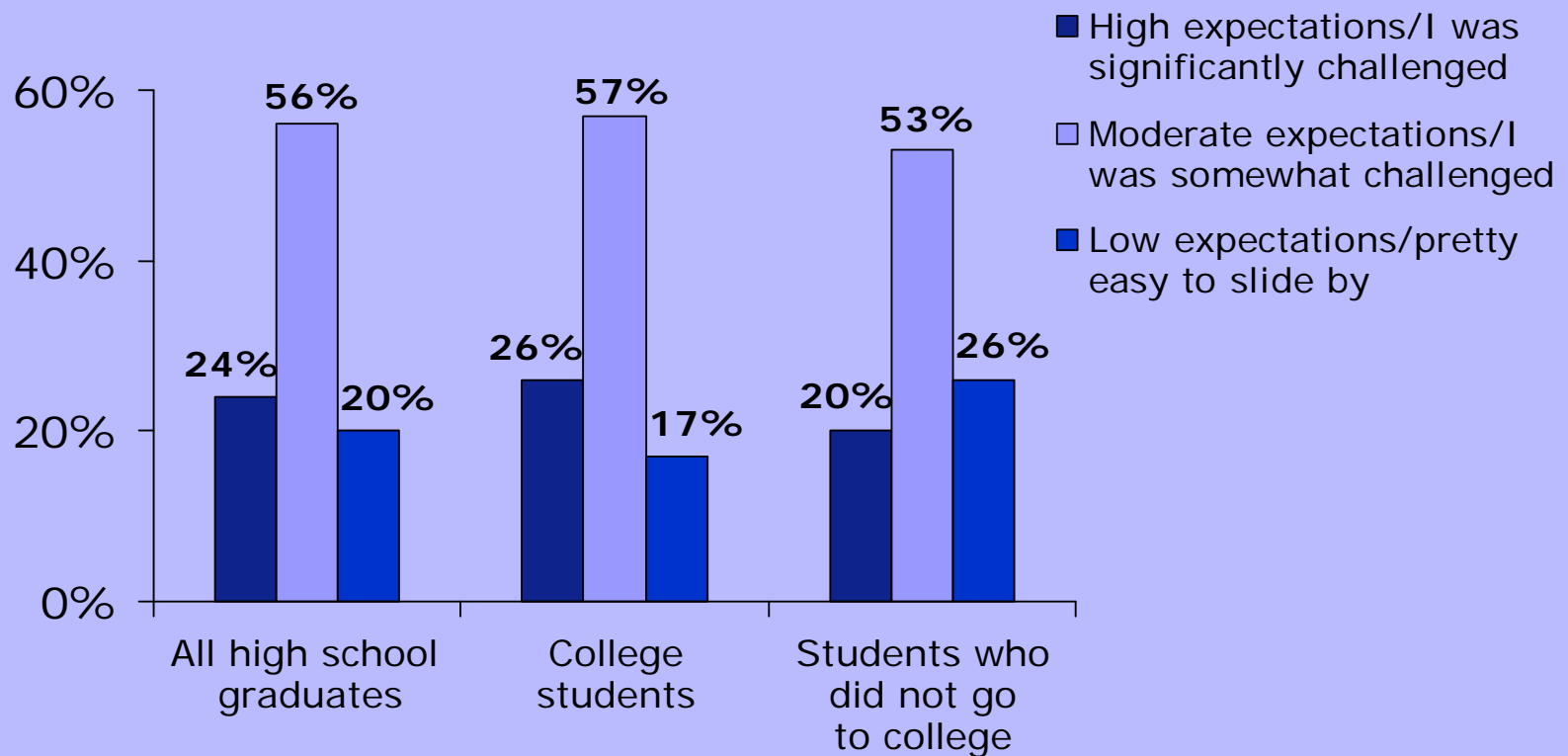
- n Overview of American Diploma Project Network
- n National Progress
- n How Does Florida Compare?
- n Achieve Support to ADP Network States

# OVERVIEW OF ADP NETWORK

## Too Many Students Graduate from High School Unprepared for College and Work

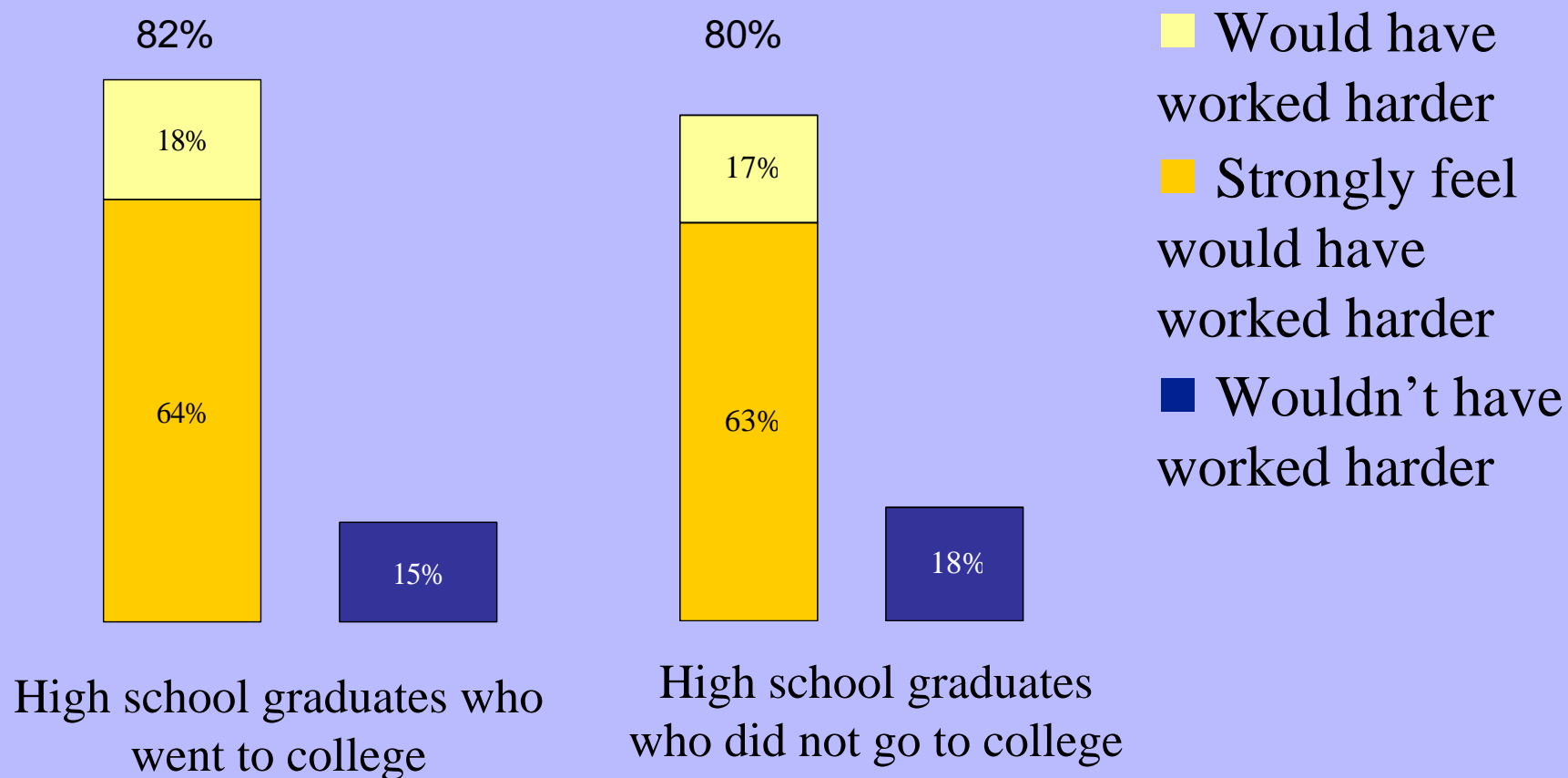
- n 30% of first year students in postsecondary education are required to take remedial courses
- n 40% - 45% of recent high school graduates report significant gaps in their skills, both in college and the workplace
- n Faculty estimate 42% of first year students in credit-bearing courses are academically unprepared
- n Employers estimate 45% of recent high school graduates lack skills to advance
- n ACT estimates only half of college-bound students are ready for college-level reading

# Most high school graduates were moderately challenged



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

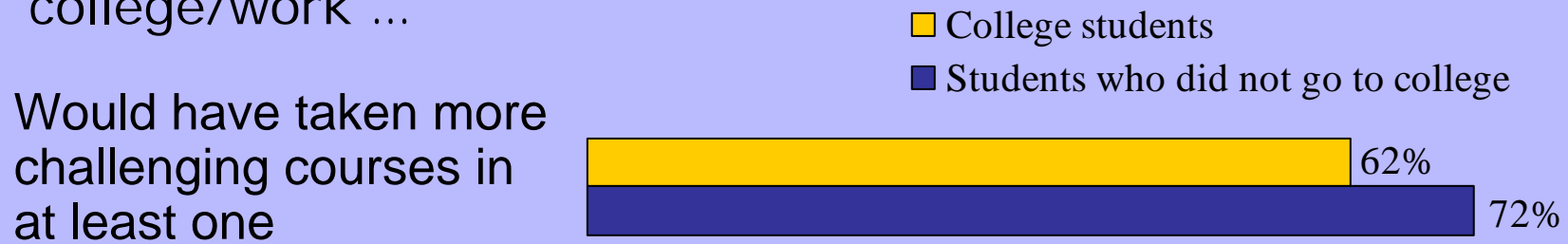
# If high school had demanded more, graduates would have worked harder



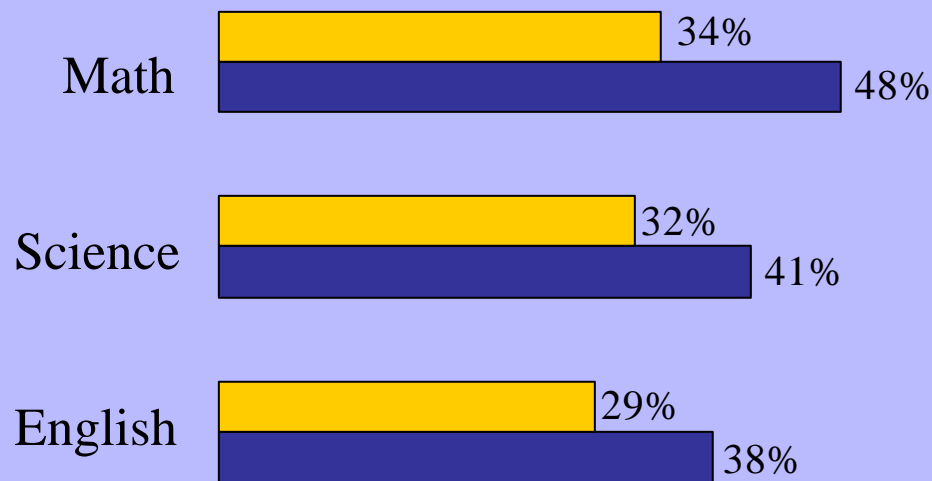
Source: Peter D. Hart Research Associates/Public Opinion Strategies, *Rising to the Challenge: Are High School Graduates Prepared for College and Work?* prepared for Achieve, Inc., 2005.

# Majority of graduates would have taken harder courses

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



Would have taken more challenging courses in:



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

# American Diploma Project

- n The American Diploma Project (ADP) was created to ensure all graduates leave high school ready for college and work.
- n Early research by ADP sought to identify “must-have” knowledge and skills graduates will need to be successful in college and the workplace.
- n Found a convergence between the skills that high school graduates need to be successful in college and those they need to be successful in a job that supports a family and offers career advancement.
- n Developed ADP benchmarks that include the content and skills all students should have when they graduate high school.

# ADP expectations ensure high school graduates are prepared to succeed

n In English, the benchmarks cover:

- | Language
- | Communication
- | Writing
- | Research
- | Logic
- | Informational text
- | Media
- | Literature

n In math, the benchmarks cover:

- | Number sense and numerical operations
- | Algebra
- | Geometry
- | Data interpretations, statistics and probability
- | Math reasoning skills

# To be college and work ready, students need to complete a rigorous sequence of courses

To cover the content in the ADP benchmarks, high school graduates need:

n In math:

- | Four courses
- | Content equivalent to Algebra I and II, Geometry, and a fourth course such as Statistics or Precalculus

n In English:

- | Four courses
- | Content equivalent to four years of grade-level English or higher (i.e., honors or AP English)

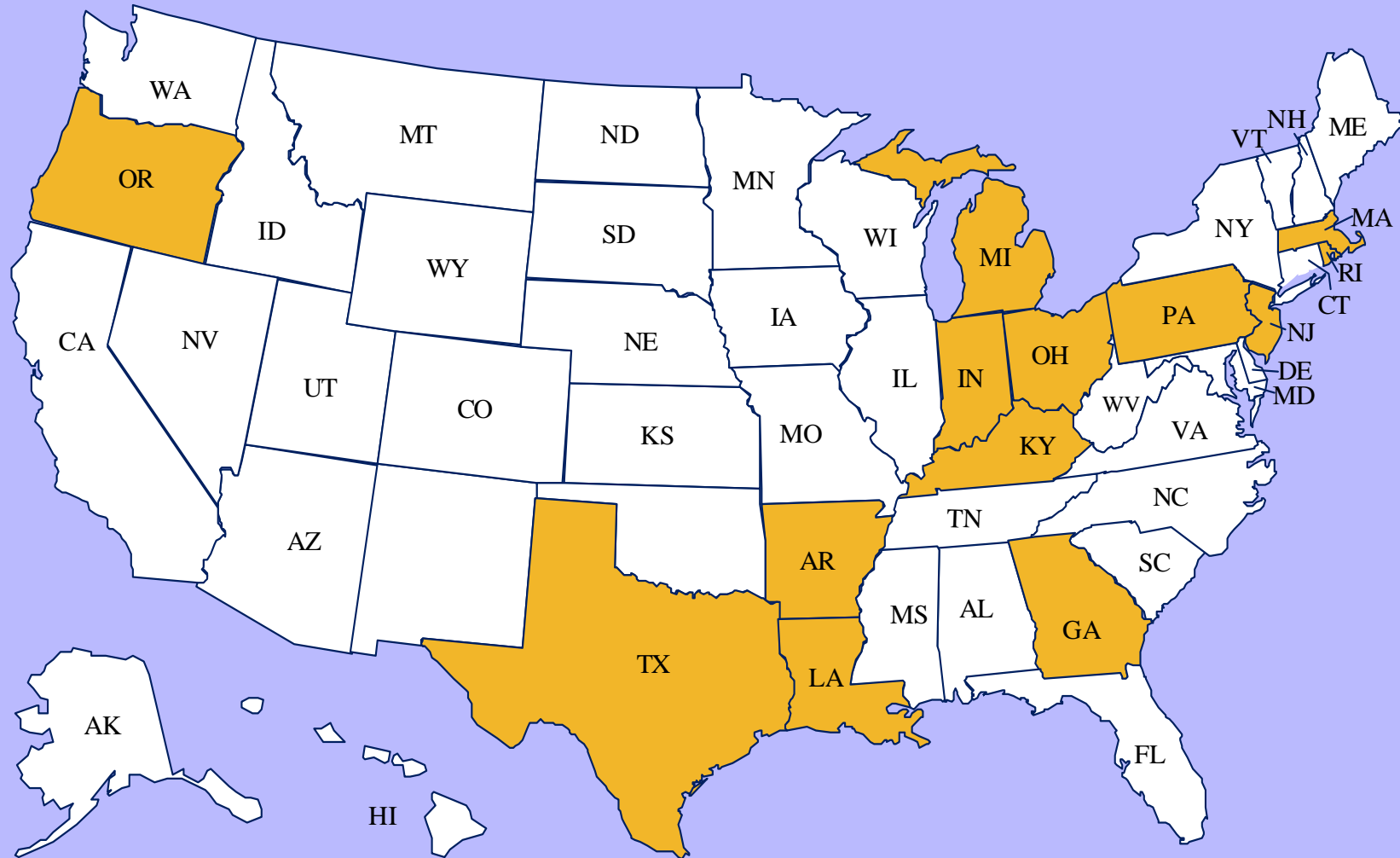
# ADP Research Documents an Expectations Gap

- n Academic standards not aligned
- n Graduation requirements too low
- n Assessments not meaningfully connected with students' college or career aspirations
- n **RESULT:** In nearly every state, students can earn a high school diploma without the skills necessary for success in college and work.

# ADP Policy Agenda: Closing the Expectations Gap

- n Align high school standards with the demands of postsecondary education and work.
- n Require students to take a college- and work-ready curriculum, aligned with standards, to earn a high school diploma.
- n Build college- and work-ready measures into statewide high school assessment systems.
- n Hold high schools and postsecondary institutions accountable for student preparation and success.

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

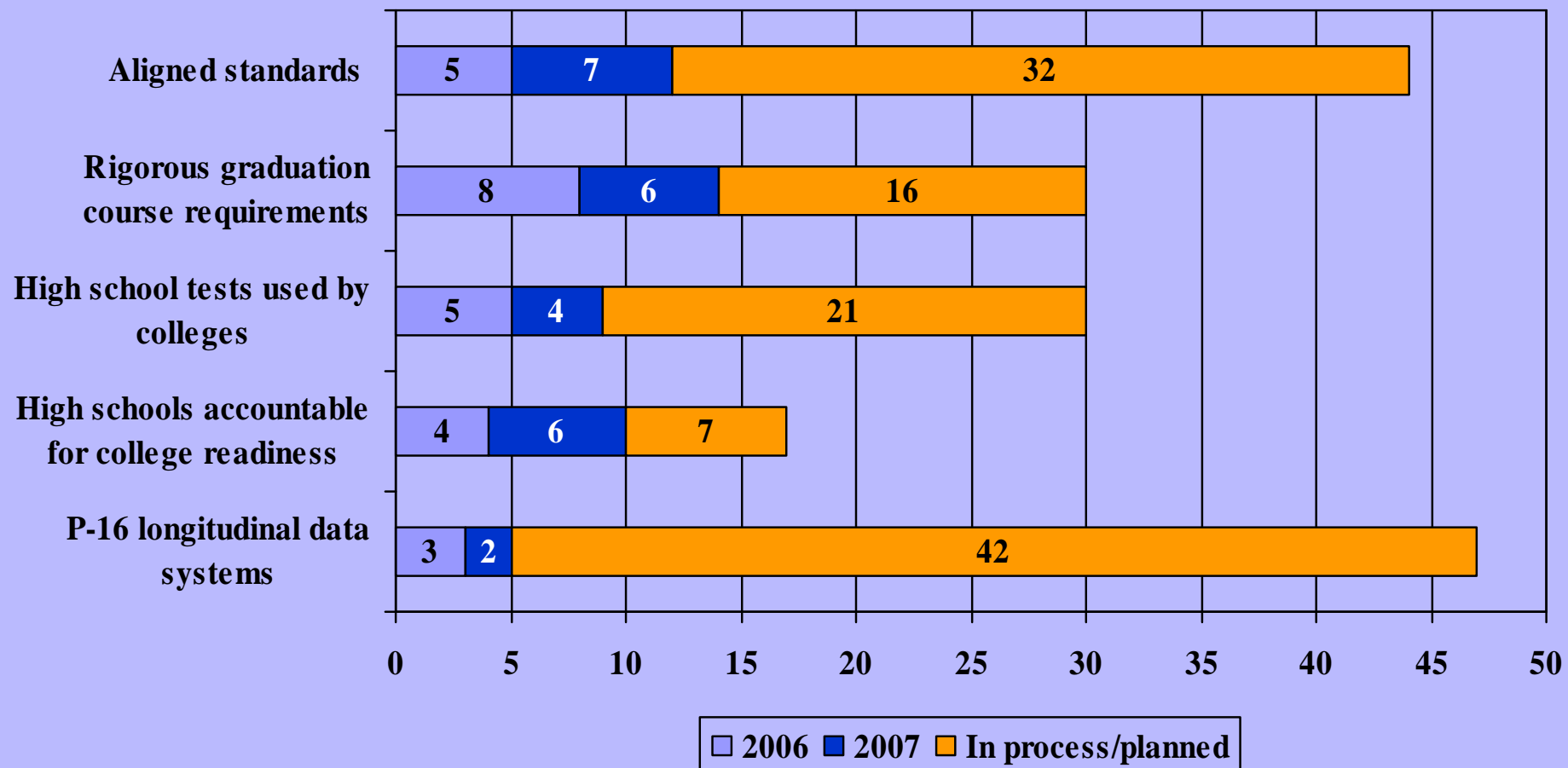


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# NATIONAL PROGRESS

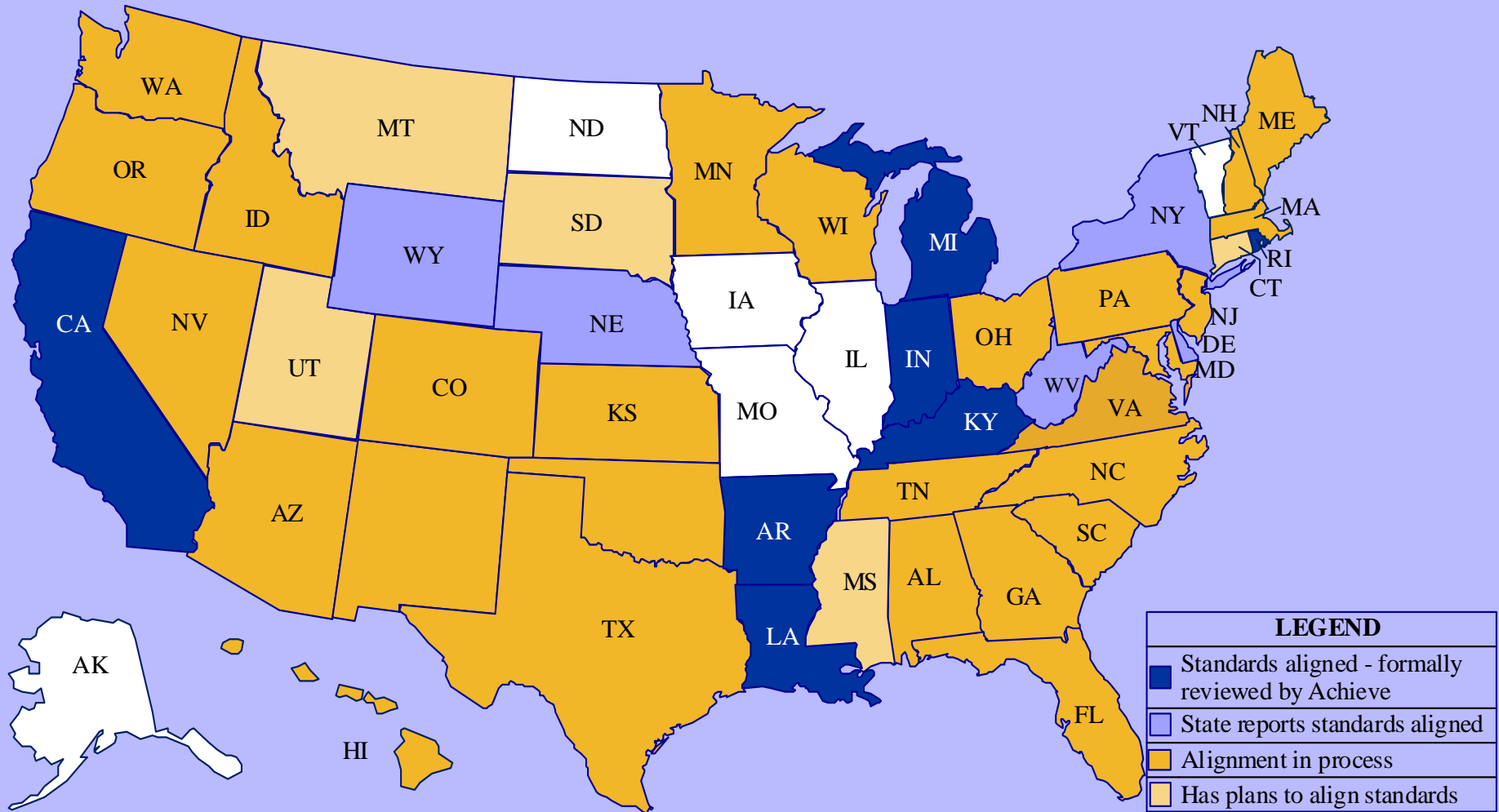
# A growing number of states have policies that help prepare H.S. graduates for college and work



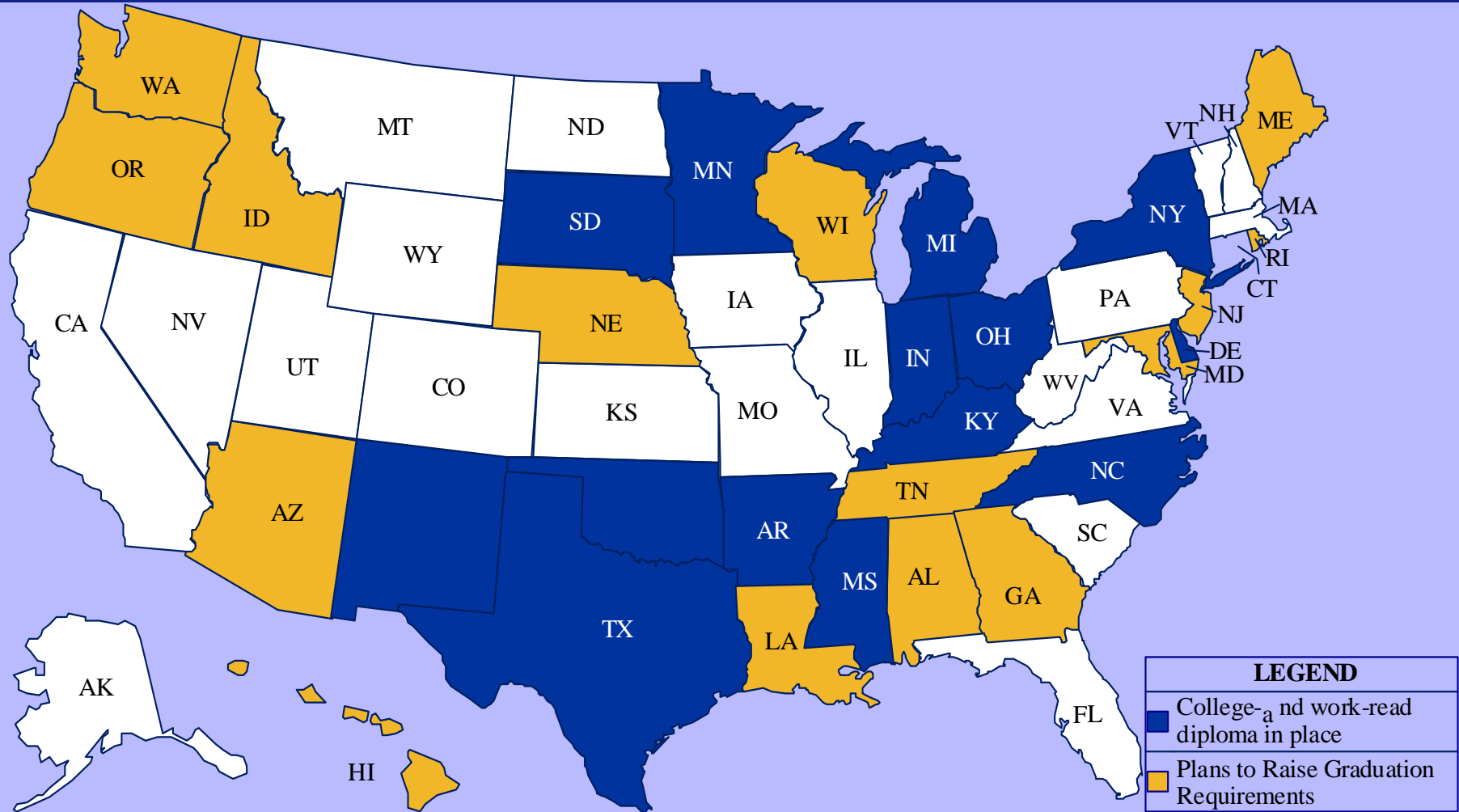
# Align high school standards with the demands of college and work

- n **Twelve states report their high school standards are aligned with postsecondary expectations, more than doubling the number from a year ago.**
  - | Including **seven new states** since last year – *Arkansas, Delaware, Kentucky, Louisiana, Michigan, Rhode Island and West Virginia*
- n Twenty-seven additional states report that they are in the process of aligning their standards.
- n Five others have plans for such an alignment process.

# Align high school standards with the demands of college and work



# Require all students to take a college- and work-ready curriculum



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# Build college-and work-ready measures into statewide high school assessment systems

- n **Nine states administer high school assessments also used by higher education to place incoming students.**
  - | End-of-course: **one** state  
*New York*
  - | Comprehensive high school assessments: **two** states  
*California and Texas*
  - | College admissions tests – the ACT or SAT: **six** states  
*Colorado, Idaho, Illinois, Kentucky, Maine and Michigan*
- n **Twenty-one states report plans to build college- and work-ready assessments into their statewide testing system.**

# Hold high schools accountable for student preparation and success

- n **Ten states factor college and work readiness into the high school accountability system.**
  - | Increasing the percentage of graduates who complete a college- and work-ready curriculum: *Delaware, Georgia, Indiana, Louisiana, New York, North Carolina, Oklahoma and Texas*
  - | Factor college-going and/or remediation rates into their high school accountability systems: *Georgia, Missouri, Oklahoma and Rhode Island*
- n Seven other states plan to move in one or more of these directions in the future.

# Nearly Every State Plans To Create a P-16 Longitudinal Data Systems

- n **Five states** report that they have P-16 longitudinal data systems in place, capable of tracking an individual student's progress from Pre-K through college graduation:
  - | *Arkansas, Florida, Louisiana, Massachusetts and Texas*
- n **Forty-two others** have plans to develop or operationalize P-16 longitudinal data systems.
- n The remaining **three states** report having no plans
  - | *Alaska, Vermont and West Virginia*

## **HOW FLORIDA COMPARES:**

- n Graduation Requirements**
- n College-Ready Assessments**

# Florida's math requirements for graduation for students entering the ninth grade this fall (2007)

Years & Courses	General Diploma (4-yr)	Career Prep Diploma (3-yr)	College Prep Diploma (3-yr)	ADP Recommended
First Year	Algebra I	Algebra I	Algebra I level or higher*	Algebra I**
Second Year	Equivalent to or higher than Algebra I	unspecified	Algebra I level or higher*	Geometry**
Third Year	Equivalent to or higher than Algebra	unspecified	Algebra I level or higher*	Algebra II**
Fourth Year	Equivalent to or higher than Algebra	n/a		4 <sup>th</sup> rigorous course beyond Algebra II**

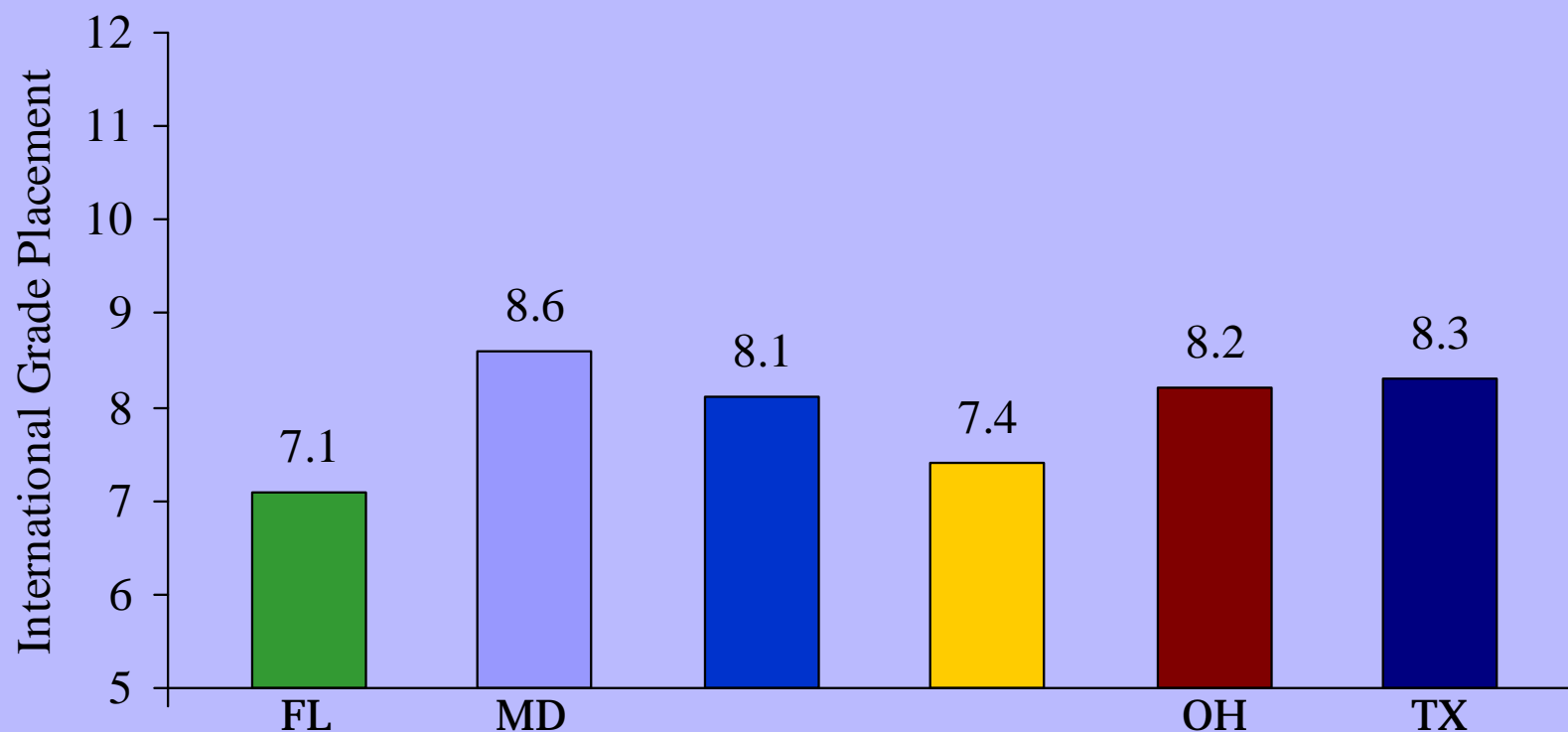
\* Courses must be selected from list of those that qualify for state university admission (see slide 6)

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\*\*A rigorous course sequence equivalent to Algebra I, Geometry, Algebra II & Beyond.

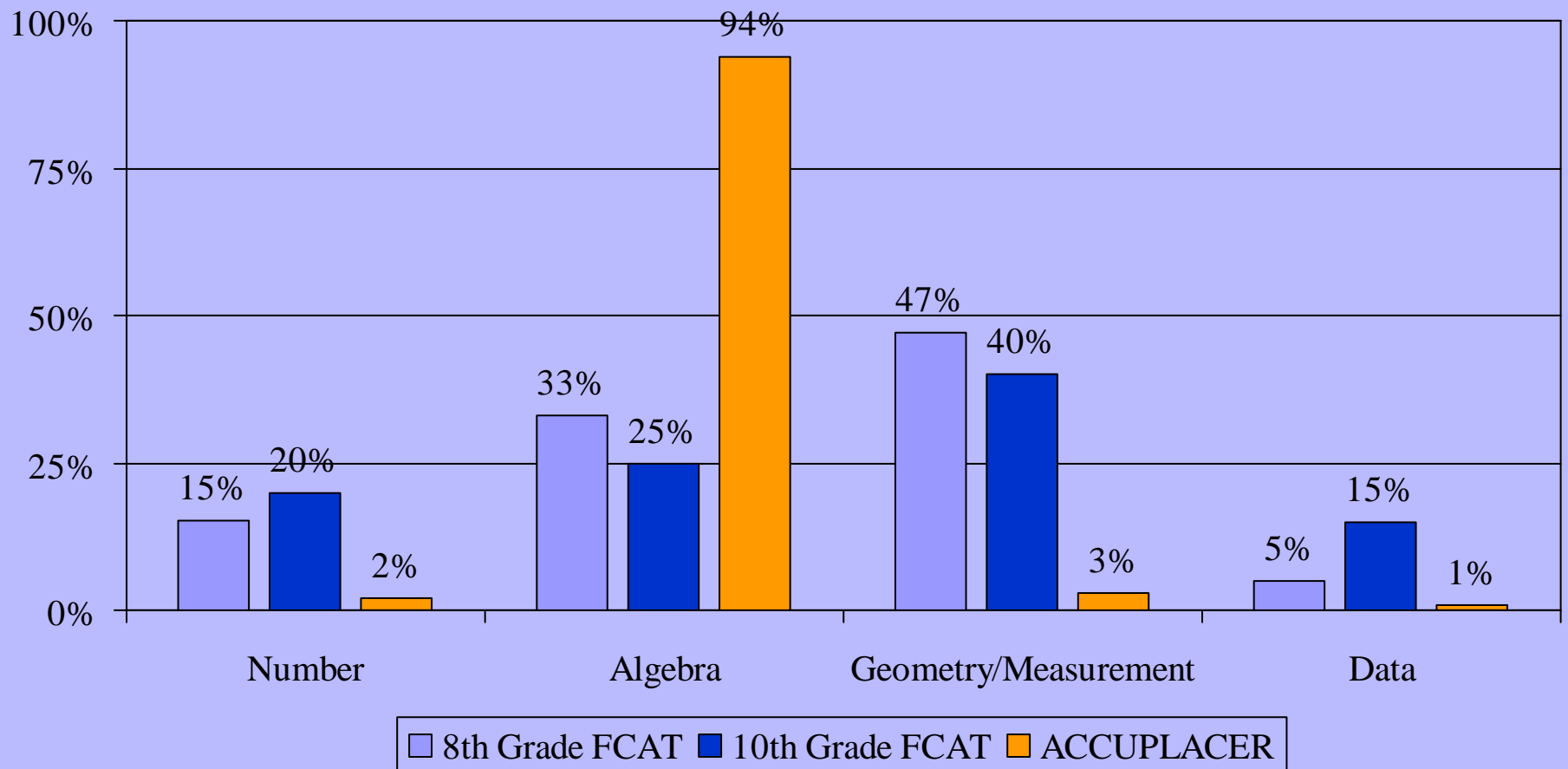
# Students can pass state math tests knowing content typically taught in 7th and 8th grade internationally

Grade when most international students cover content required to pass state math tests

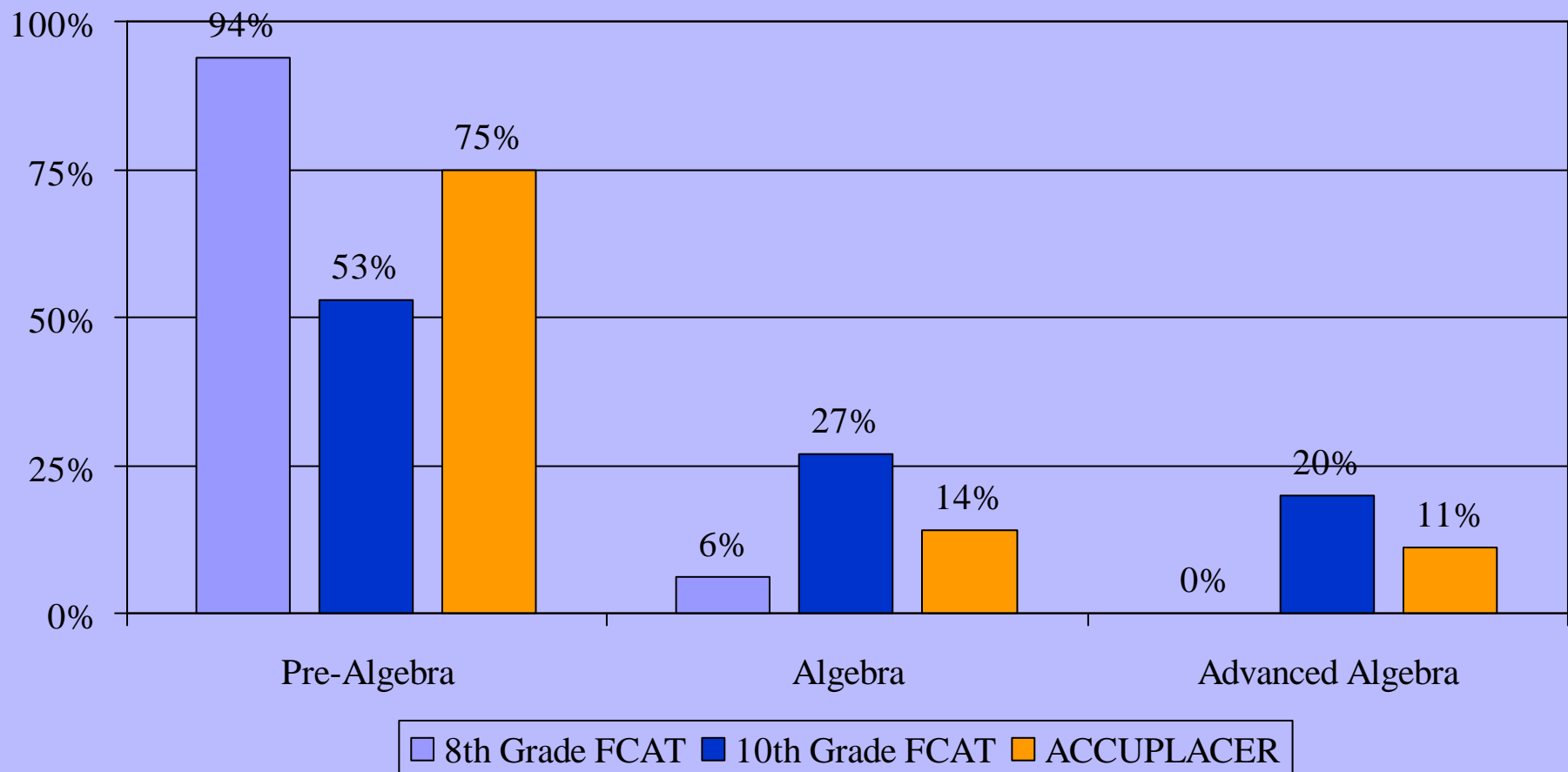


Source: Achieve, Inc., *Do Graduation Tests Measure Up? A Closer Look at State High School Exit Exams*, 2004.

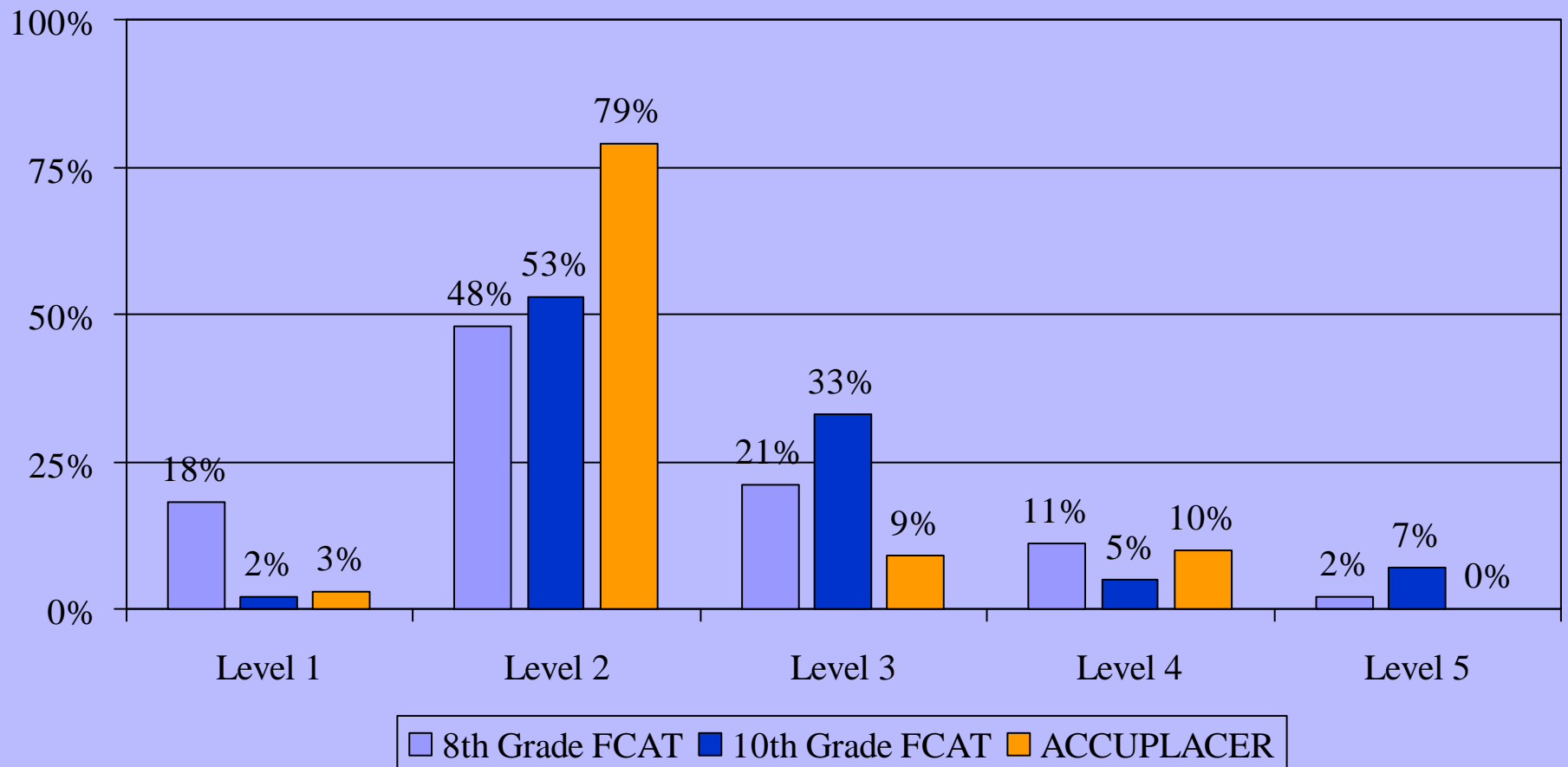
# Math content on 8<sup>th</sup> grade FCAT, 10<sup>th</sup> Grade FCAT & ACCUPLACER



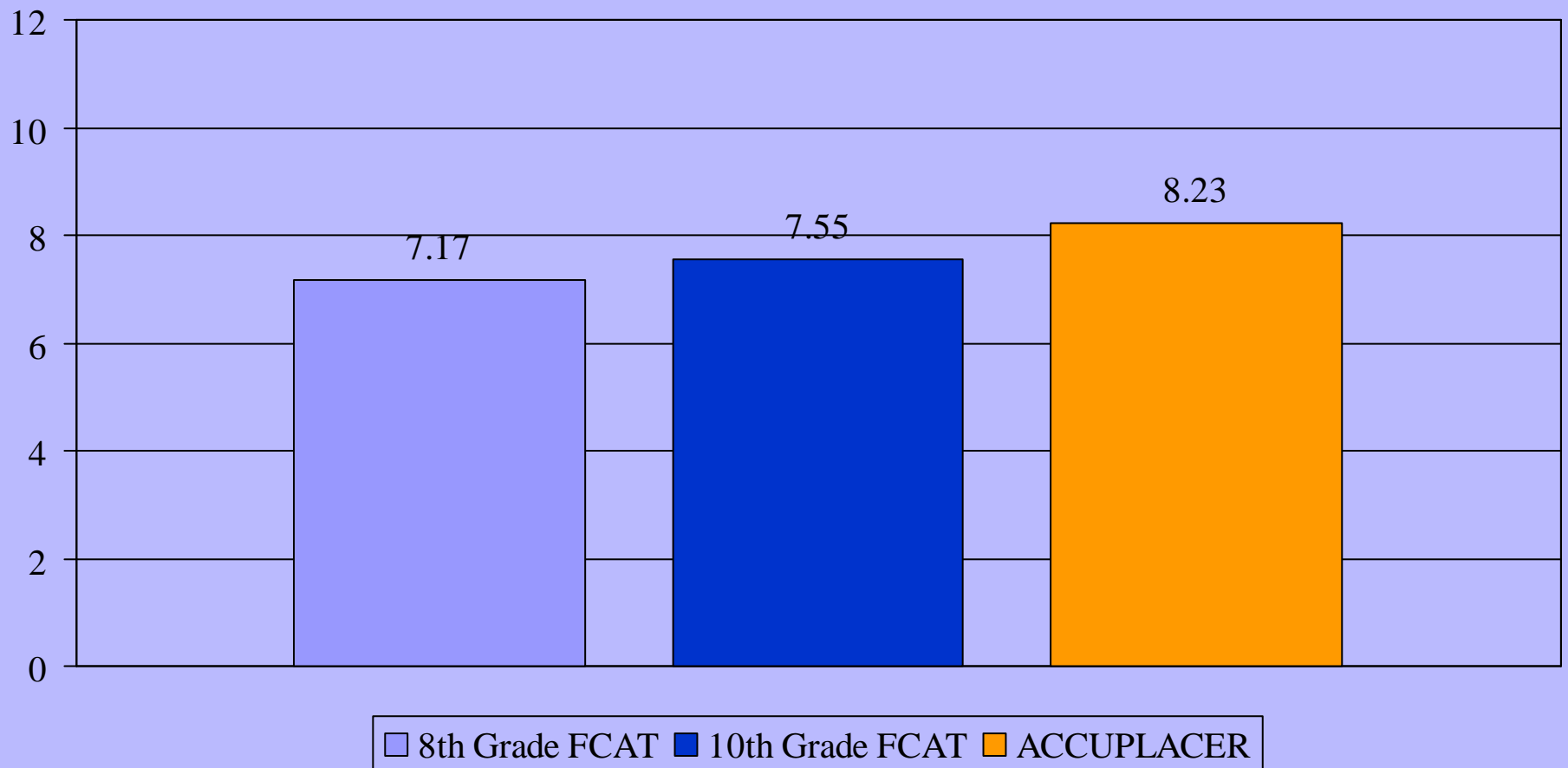
# Algebra content on 8<sup>th</sup> grade FCAT, 10<sup>th</sup> Grade FCAT & ACCUPLACER



# Cognitive demand on 8<sup>th</sup> grade FCAT, 10<sup>th</sup> Grade FCAT & ACCUPLACER



# 8<sup>th</sup> grade FCAT, 10<sup>th</sup> Grade FCAT & ACCUPLACER on international scale



# **ACHIEVE SUPPORT TO STATES IN THE ADP NETWORK**

# Achieve Support to States

- n Research and Development
- n Technical Assistance and Networking
- n Advocacy

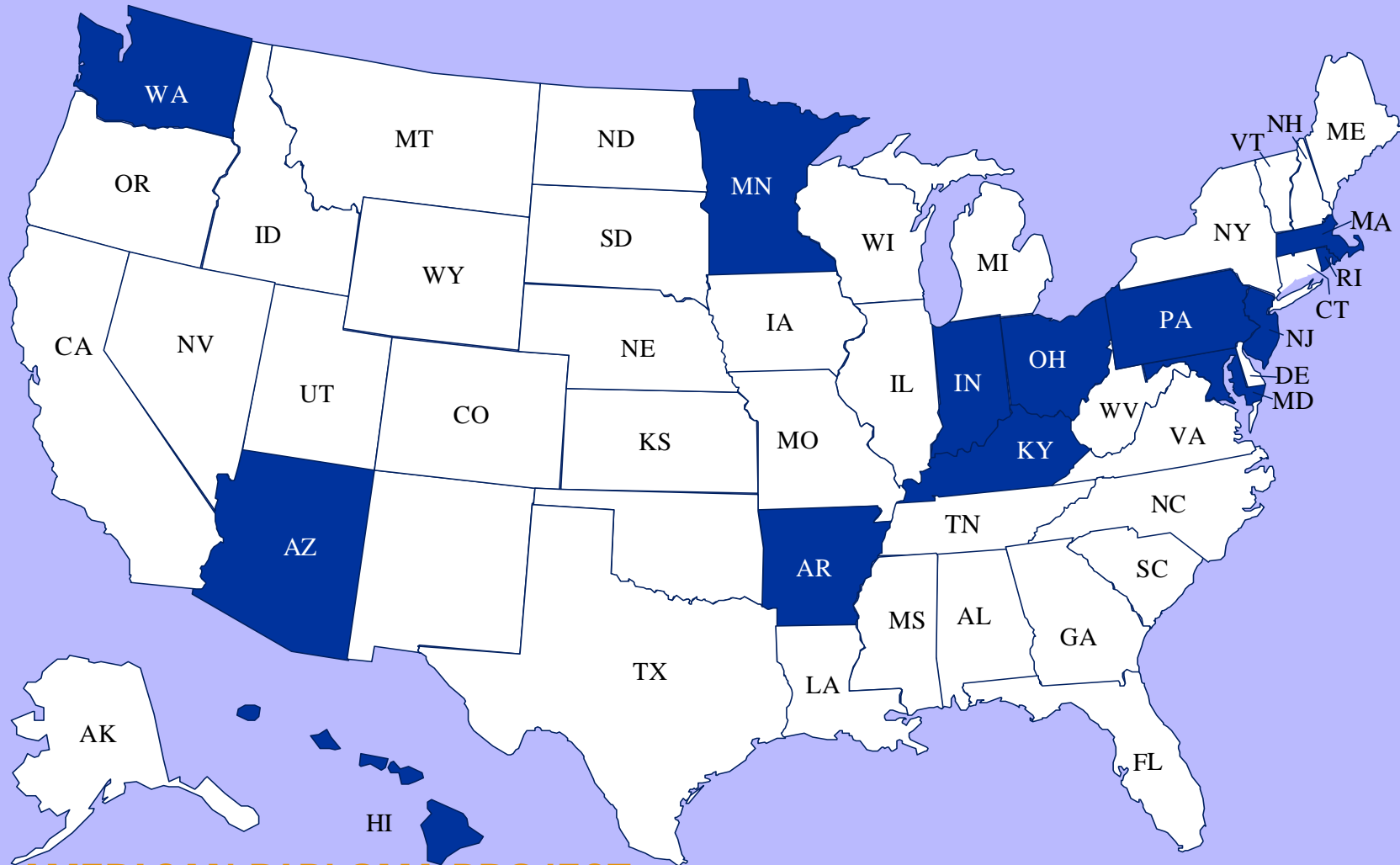
# Examples of Research & Development Support

- n To help states raise graduation *requirements* and graduation *rates*:
  - | *Identifying Potential Dropouts: Key Lessons for Building an Early Warning Data System*
- n To help states make well informed choices of college-ready assessments:
  - | *Aligned Expectations? A Closer Look at College Admissions and Placement Tests*
- n To help states improve high school assessments:
  - | Common End-of-Algebra II exam
- n To help states improve K-12 standards
  - | Backmapping of ADP math and ELA benchmarks

# ADP Algebra II End-of-Course Exam

- n Thirteen states are developing an end-of-course exam in Algebra II.
- n Test content aligned with ADP math benchmarks
- n Purposes of the test:
  - | To ensure consistent content and rigor in Algebra II courses within and among states
  - | To provide for comparisons in performance among the states
  - | To be used for postsecondary placement purposes
- n Initial test administration in Spring 2008
- n Additional states will be able to use this exam

# States participating in a common Algebra II EOC test



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# Research and Development: Looking Ahead

- n International Benchmarking of ADP Math Benchmarks
- n Next Generation Assessment and Accountability Systems
- n Science Standards and Assessments

# Technical Assistance and Networking

- n Support for Standards Alignment in 22 states
  - | Alignment Institute for 18 states
  - | Direct support for 4 states
- n Graduation Requirements Meeting for leaders from 18 states
- n Policy Audits in IN, MA, NC
- n Annual ADP Leadership Conference
- n Monthly Issue-Focused Conference Calls

# Advocacy Support

- n NGA/Achieve Communications Workshop
- n Downloadable Advocacy Toolkit  
([www.achieve.org](http://www.achieve.org))
- n Business Leaders Toolkit  
([www.biztools4schools.org](http://www.biztools4schools.org))
- n Achieve testimony/presentations in 21 ADP states this year
- n Strategic partnerships to engage key leaders

# Strategic Partnerships

- n Joint Achieve/NASBE conference for state board chairs from ADP states held in December '06
- n Joint NCSL/Achieve conference for legislators from ADP states to be held in August '07
- n Ongoing Collaboration with NGA and CCSSO
- n Ongoing Collaboration with Business Roundtable and U.S. Chamber of Commerce
- n Ongoing Collaboration with ACE, SHEEO, NASH

# Mobilizing Higher Education Community

- n Partnership with ACE, SHEEO and NASH
- n Op-ed in *Chronicle of Higher Education*
- n Special ADP issue of ACE's *Presidency Magazine*
- n Higher Education Leaders Summit for ADP Network States held in January '07
- n Issue-focused meetings to be held in '07-'08
  - | Oct. 07 – Using Algebra II test for placement purposes
- n Development of Higher Education Leaders Toolkit



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