

### Research Purpose

Since 2007, Virginia's education agencies have worked together to better understand the courses and achievement levels that high school graduates need to be successful in college. This information has helped policy makers assess the potential impact of their actions, and can help educators and parents set learning and achievement goals for students.

### Research Methodology

Virginia's CCRI research focused on the high school graduating classes of 2006-2008, with the most in-depth analysis focused on the class of 2008. Researchers used de-identified data from VDOE, the National Student Clearinghouse, and SCHEV to describe the Virginia-specific high school achievement indicators that predict college enrollment and success. Some of the work is ongoing.

### Research Insights

The research showed that students who meet the following Virginia-specific indicators have a relatively high chance of enrolling in college, and earning a grade of C or better in first-year credit bearing courses *regardless of race, ethnicity, or income.*

### Virginia factors associated with passing entry-level college courses that count towards graduation

Research at the national level has identified scores on college entry tests, such as SAT and ACT,

which predict students' success in their first year of college. Virginia recognizes these measures, but the CCRI research program has identified measures that are available for all students:

- Earning an Advanced Studies Diploma
- Advanced Proficient scores on SOL tests administered prior to 2009
- Participating in high school chemistry and Algebra II

Students who participated in dual-credit courses while in high school increased their chances of a successful first-year in college as compared to their peers with similar prior achievement.

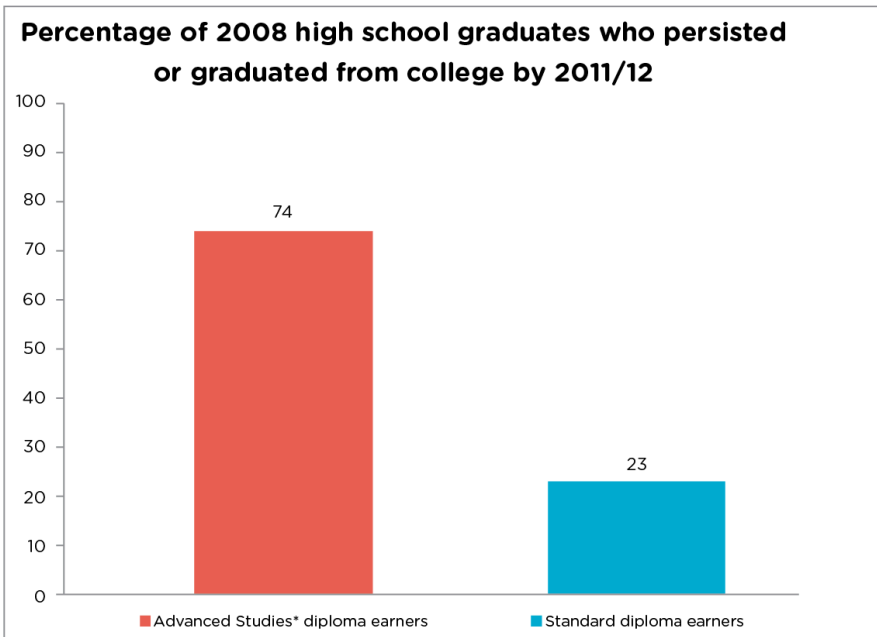
### Persistence and college graduation linked to high school achievement

Preliminary results from research following the 2008 cohort through four years of college suggests that at least some of

these indicators predict which students remain enrolled in college and are more likely to earn credentials.

- Most students who earned Advanced Studies diplomas and enrolled in college remained enrolled or had earned a credential within four years
- On average, high school graduates who earned Advanced Studies diplomas had accumulated almost 3 times the number of college credit in four years compared to other high-school degree holders

Researchers are continuing to conduct this work, with a long-term goal of understanding how recent policy changes, such as new learning standards and graduation requirements, impact students' chances of success after high school.



\*Includes International Baccalaureate diplomas

For more information about Virginia's College and Career Readiness Initiative, visit

[http://www.doe.virginia.gov/instruction/college\\_career\\_readiness/index.shtml#resources](http://www.doe.virginia.gov/instruction/college_career_readiness/index.shtml#resources)

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