



NEW HAMPSHIRE



New Hampshire has addressed four of the 10 Blueprint policies to improve college readiness in the state.

The state has addressed two of the four high school anchor policies. It has put in place core standards for more rigorous coursework and is part of the Smarter Balanced Assessment Consortium (SBAC) to test students on their mastery of the standards.

New Hampshire has not developed policies for any of the four college anchor benchmarks, possibly due to the decentralized nature of its higher education system. It has implemented programs for both bridge policies. The state has a clear college and career readiness definition, as well as a statewide data system.

POLICY REVIEW	NEW HAMPSHIRE	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO No No No No	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No No No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	4 out of 10	

STRENGTHS

New Hampshire has put in place a P-20 data pipeline that is able to provide student-level data to the people who need to make decisions about students' education — such as principals, teachers and parents. Robust P-20 data systems can support both state and local leaders in analyzing the performance and effectiveness of a number of policies and programs. To leverage this strength, New Hampshire should ensure that data can be used at the state-level — with high school feedback reports to leverage the collective results within the state — and at the local-level — to create early warning systems that use individual student data within the schools and districts. The data system also allows the state to identify high school students who are not college ready. That means educators have the ability to use the 11th and 12th grade to ensure that all students are ready for success after graduation.

New Hampshire is one of 42 states that uses data to provide feedback reports to its high schools on how well their graduates are performing in college. These reports delve into college readiness indicators as well as test scores.

CONSIDERATIONS

The New Hampshire legislature has explicitly established college and career readiness as the purpose of the accountability system. However, more clearly establishing college and career readiness indicators for determining school performance and more clearly reporting on these measures in school report cards would strengthen this work. Educators and leaders should consider strengthening the accountability system by developing college completion goals that are part of the education master plan.

The state also should consider setting college attainment goals as a strategy to connect postsecondary credentials and workforce needs. In addition, it could join the states that tie higher education institutions public funding to how well they address statewide goals and educate students.

The 32 states that have adopted performance-based funding systems that reward institutions for improving outcomes typically include metrics such as remedial course completion, retention and graduation.

RESOURCES AND STATE EXAMPLES

Recovery: Job Growth and Education Requirements Through 2020, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6>.

Outcomes-Based Funding: The Wave of Implementation by National Center for Higher Education Management Systems and Complete College America, <http://completecollege.org/pdfs/Outcomes-Based-Funding-Report-Final.pdf>.

Illinois – Set college attainment goals

In 2012, Gov. Pat Quinn declared his support for the **60 X 25** goal, which states that 60 percent of adults in Illinois will have a college degree, an associate degree or a career certificate by 2025. The 60 X 25 plan is an initiative from the Illinois Student Assistance Commission. This plan stems from Lumina Foundation's strategic plan, which provides multiple strategies for reaching the goal of a 60 percent attainment rate across the United States.

Wisconsin – Stakeholder engagement

Wisconsin's **Act 20** (2013) required the development and adoption of college and career readiness standards by seeking information from a broad range of sources, including elementary and secondary teachers, instructors and experts from postsecondary institutions. This approach attempts to strengthen the connection between secondary and postsecondary schools, better communicating what it means for students to be college and career ready.