



NEW YORK



New York has addressed four of the 10 Blueprint policies to improve college readiness in the state. It has made progress on two of the four transfer policies. The state has met three of the four high school anchor benchmarks. It has put in place rigorous Common Core standards and developed its own assessment system.

New York has developed policies to address none of the four college anchor benchmarks, but received partial credit for the remedial and placement policies. It is one of 18 states with systemwide remedial education. In addition, one of the higher education systems, the City University of New York (CUNY), also has common policies for course placement.

The state has addressed one of the bridge anchor policies and has a P-20 data pipeline in place.

POLICY REVIEW	NEW YORK	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , End-of-course	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	YES	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	PARTIAL* Yes Partial	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 Partial No Partial 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 Yes 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	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES No	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	4 out of 10	

*Partial indicates that both state postsecondary systems have separate but uniform remedial policies, and only one of the systems also has a common course placement policy.

STRENGTHS

New York is a good example of a state that put in place its own assessment system to track how well its students are mastering the Common Core standards. It is one of 11 states that will administer homegrown end-of-course assessments in grades 9 through 12 aligned to college and career readiness standards.

New York also has 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. The system allows for the ability to use data on individual students — including attendance patterns, discipline records and course grades — to ensure that all students are ready for success after graduation.

CONSIDERATIONS

New York should consider adding additional barometers of college and career readiness to its system of calculating school performance and to its school report cards. Regents exam scores are one measure currently used, but other states also consider college-going rates, ACT/SAT results or college remediation rates as readiness indicators. Others measure participation in dual enrollment courses, Advanced Placement (AP) scores or the number of industry certifications earned.

The state should also look at developing a statewide set of requirements for admission to four-year colleges, even though the two higher education systems often have separate policies. So far, 28 states have adopted either statewide or systemwide admission policies for their four-year institutions. Nearly all of the states require certain high school coursework as part of their admissions criteria, though an increasing number include other minimum indicators. The most common admission criteria in statewide policies are high school coursework, GPA, test assessments, class rank and an index score.

RESOURCES AND STATE EXAMPLES

Kentucky — School performance rooted in college and career readiness

In 2009, the commonwealth passed Senate Bill 1, creating **Unbridled Learning: College/Career-Ready for All**. The program emphasizes accountability with a focus on the end goal: college completion. It details what students should learn, what will be tested, how subjects will be tested, when tests are given and lays out how the elements are incorporated into public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

Colorado – Statewide admission policy

Colorado has adopted admission standards, effective in fall 2019, that no longer include high school coursework. The new policy emphasizes college readiness as measured by multiple indicators. The new admission requirements replace high school coursework with course rigor, which is fostering collaboration between secondary and postsecondary faculty on academic expectations for students. This policy aligns more clearly with the state's high school graduation requirements and remedial education policy. With the adoption of these new requirements, Colorado is incorporating alignment between high schools and postsecondary institutions.