Our Challenge: Graduating Students College & Career Ready

The Long Island Regional Advisory Council on Higher Education
January 31, 2013
Graduating College and Career Ready

New York's 4-year high school graduation rate is 74% for All Students. However, the percent graduating college and career ready is significantly lower.

**June 2011 Graduation Rate**

<table>
<thead>
<tr>
<th>Graduation under Current Requirements</th>
<th>% Graduating</th>
<th>Calculated College and Career Ready*</th>
<th>% Graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>74.0</td>
<td>All Students</td>
<td>34.7</td>
</tr>
<tr>
<td>American Indian</td>
<td>59.6</td>
<td>American Indian</td>
<td>16.8</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>82.4</td>
<td>Asian/Pacific Islander</td>
<td>55.9</td>
</tr>
<tr>
<td>Black</td>
<td>58.4</td>
<td>Black</td>
<td>11.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58.0</td>
<td>Hispanic</td>
<td>14.5</td>
</tr>
<tr>
<td>White</td>
<td>85.1</td>
<td>White</td>
<td>48.1</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>38.2</td>
<td>English Language Learners</td>
<td>6.5</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>44.6</td>
<td>Students with Disabilities</td>
<td>4.4</td>
</tr>
</tbody>
</table>

*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services
Over 50% of students in NYS two-year institutions of higher education take at least one remedial course.

Source: NYSED Administrative Data for all Public, Independent and Proprietary 2- and 4-year institutions of higher education
### College and Career Readiness on Long Island

<table>
<thead>
<tr>
<th></th>
<th>Nassau</th>
<th>Suffolk</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Rate</strong></td>
<td>88%</td>
<td>87%</td>
</tr>
<tr>
<td><strong>College and Career Ready</strong></td>
<td>56%</td>
<td>48%</td>
</tr>
<tr>
<td><strong>Graduation Rate</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: NYSED Office of Information and Reporting Services, 2010 results
Impact of Readiness on Students and Families

• At Suffolk County Community College, the percentage of new students needing remediation rose from 48.7% in Fall 2002 to 61.3% this past Fall. The College also compiled data showing that the more remedial courses students take, the worse their chances of graduating.

• At Nassau Community College, the percentage of students attending college for the first time who needed remedial course was between 71% and 72% for Fall 2008 through Fall 2011.

Source: Newsday, January 17, 2012
American Students Must Compete Globally

• The children in America's schools are competing for highly-skilled jobs against peers in Finland and Singapore, where students are better-prepared.

• The international achievement gap makes the U.S. less competitive.

If we hope to compete on a global level, we can’t afford delay in raising student achievement.

Children of College-Educated Parents

Percent of 15-Year-Olds Proficient in Math

- United States: 42%
- Canada: 50%
- Shanghai: 75%

Underperformance Costs $1 Trillion

- America’s urban school districts underperform compared with their suburban counterparts.
- America’s suburban school districts underperform compared with their international counterparts.
  - Very few American suburban students outperform their counterparts in Finland and Singapore, two of the world’s top school systems.
- If American students performed at the same level in math as Canadian students, we would add $1 trillion annually to the economy.

Talent Dividend

If New York increased its college attainment rate by just one percent – from 33.8 to 34.8 percent – the region would capture a $17.5 billion Talent Dividend.

Source: CEOs for Cities: http://ceosforcities.org
Pathways to Prosperity

“...tonight I ask every American to commit to at least one year or more of higher education or career training. This can be community college, a four-year school, vocational training, or an apprenticeship. But whatever the training may be, every American will need to get more than a high school diploma.”

- President Obama’s address to a Joint Session of Congress
February 24, 2009

Source: Pathways to Prosperity Project, Harvard University, February 2011,
Labor Market Has Become More Demanding

A post-secondary education is the “Passport to the American Dream”:

Of the projected 47 million job openings between 2009-2018, nearly two-thirds will require workers to have at least some post-secondary education.

14 million job openings will go to people with an associate’s degree or occupational certificate and pay a significant premium over many jobs open to those with just a high school degree.

Career-focused pathways must span the last years of high school and at least one year of post-secondary education or training and lead to an industry-recognized credential.

**Key Challenge:**
To build enough differentiation in grades 11 and 12 that young people opting for occupations that require less formal academic training can take the initial steps toward viable careers.

Implementing Common Core standards and developing curriculum and assessments aligned to these standards to prepare students for success in college and the workplace.

Building instructional data systems that measure student success and inform teachers and principals how they can improve their practice in real time.

Recruiting, developing, retaining, and rewarding effective teachers and principals.

Turning around the lowest-achieving schools.
What is the Work? Implementing the Common Core

Instructional Shifts Demanded by the Core

6 Shifts in ELA/Literacy
- Balancing Informational and Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-based Answers
- Writing from Sources
- Academic Vocabulary

6 Shifts in Mathematics
- Focus
- Coherence
- Fluency
- Deep Understanding
- Applications
- Dual Intensity
What is College and Career Readiness?

• There is no common definition or one single measure of college and career readiness.

• Research suggests:
  - College and career readiness is defined by the content knowledge, skills, and habits that students need to be successful after high school whether in postsecondary education or training that leads to a career pathway.

Career Readiness for All Students

- College Ready
- High School
- Work Ready
- Career Ready
Domains of College and Career Readiness

Core Academic Knowledge & Skills
- Defines the *academic* knowledge and skills students need to be successful in college and careers.

Key Behaviors & Attitudes
- Specifies the *non-cognitive*, socio-emotional knowledge and skills that help students successfully transition from high school to college or careers.

Career-Specific Knowledge & Skills
- Describes the *career-specific* opportunities for students to gain the knowledge, skills, and competencies they need to pursue and succeed in their chosen career.
Measuring CCR today in NYS

Aspirational Measures on New York State Regents Exams

NY Graduates are College and Career Ready

NY HS Grads can enroll and succeed in entry-level, credit-bearing college courses in their 1st semester and/or embark on a career pathway
Academic Readiness: Beyond State Assessments

• Advanced coursework and non-state assessments
  • Academic readiness can also be measured by indicators such as:
    • Performance on other assessments (SAT, ACT, AP exams)
    • Advanced coursework such as AP and IB
    • Performance on industry-certified exams
    • Success in entry-level coursework

• SED will begin to collect and report more data needed for a broader definition of academic readiness.
Beyond Academic Readiness: Key Attitudes and Behaviors

• Research widely recognizes that readiness for college and career extends beyond academic skills and achievements to non-cognitive and transitional skills.
  
  ○ Such as:

  - Persistence
  - Resiliency
  - Goal Setting
  - Academic Behaviors like Study Skills
  - College Awareness
  - Career Awareness

• These attitudes and behaviors are harder to measure, but SED will encourage early efforts and consider how to shape consistent, statewide approaches.
Beyond Academic Readiness: Career-Specific Knowledge & Skills

• These skills refer to those that are necessary for students’ success in their careers whether they enter these careers immediately from high school or after college.
  ○ May include technical skills for a trade or manufacturing career or academic skills for careers in research, medicine, or law.

• New York’s CTE course sequences increasingly lead to postsecondary enrollment or to direct entry into meaningful careers.
Progress Reports on College and Career Readiness

• SED will begin to report multiple indicators of college and career readiness on low-stakes reports for districts and high schools.

• They will be designed for use by districts and schools to identify areas for improvement in the school's educational program to address students' readiness for college and careers.
Sample High School
High School Report
This report provides information about your former high school students’ outcomes at CUNY. You can use the fields to the right to select a 4-year graduation cohort as well as subpopulations to compare. To see additional subpopulations, click on the “Data” tab.

Note: Results representing fewer than 5 students are suppressed.

THEN

603
4-year graduates in 2006-2007

NOW

260
4-year graduates in 2006-2007 who enrolled at CUNY in Fall 2007

CUNY Outcomes

Percent of 2007 4-Year Graduates Enrolled at CUNY Who Required Remediation*

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
<th>Any</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>8%</td>
<td>8%</td>
<td>15%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Average Performance of 2007 4-Year Graduates in the Fall 2007 Semester at CUNY

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>2.93</td>
<td>2.62</td>
</tr>
<tr>
<td>Credits Earned</td>
<td>11.5</td>
<td>9.3</td>
</tr>
<tr>
<td>Credits Attempted</td>
<td>12.7</td>
<td>10.7</td>
</tr>
<tr>
<td>% Credits Passed</td>
<td>90%</td>
<td>87%</td>
</tr>
</tbody>
</table>

*Note on Remediation: Students who require remediation are not fully prepared for college and must take (and pay for) remedial courses for which they receive no credit. Citywide, these students on average accumulate fewer credits, have lower persistence, and lower GPAs.

For the years represented in this report, CUNY’s proficiency standards required: a 75+ on the relevant Regents exam (Math A or B, English) OR 480+ on the relevant SAT exam (Math, Critical Reading) OR 20+ on the relevant ACT exam (Math, English) OR passing the relevant CUNY basic skills exam (Pre-Algebra, Reading, Writing). For details on CUNY’s current proficiency standards, visit www.cuny.edu/academics/testing/cuny-assessment-tests/faqs.html.
Early Assessment Programs

- Creates a more coherent P-20 system with clear, aligned expectations for readiness and opportunities to identify and address gaps in readiness for postsecondary education.

**Early Assessment**
- A 10th or 11th grade assessment that measures academic readiness for college and careers.

**CCR Determination**
- The early assessment provides students, teachers, and parents an indicator of student readiness early enough to provide academic intervention.

**12th Grade Coursework**
- Students who are not ready receive instruction to build the skills and knowledge needed to be academically prepared.
- Students who are ready receive opportunities for college-level work.
Thank You.

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