



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

Graduation under Current Requirements

	% Graduating
All Students	74.0
American Indian	59.6
Asian/Pacific Islander	82.4
Black	58.4
Hispanic	58.0
White	85.1
English Language Learners	38.2
Students with Disabilities	44.6

Calculated College and Career Ready*

	% Graduating
All Students	34.7
American Indian	16.8
Asian/Pacific Islander	55.9
Black	11.5
Hispanic	14.5
White	48.1
English Language Learners	6.5
Students with Disabilities	4.4

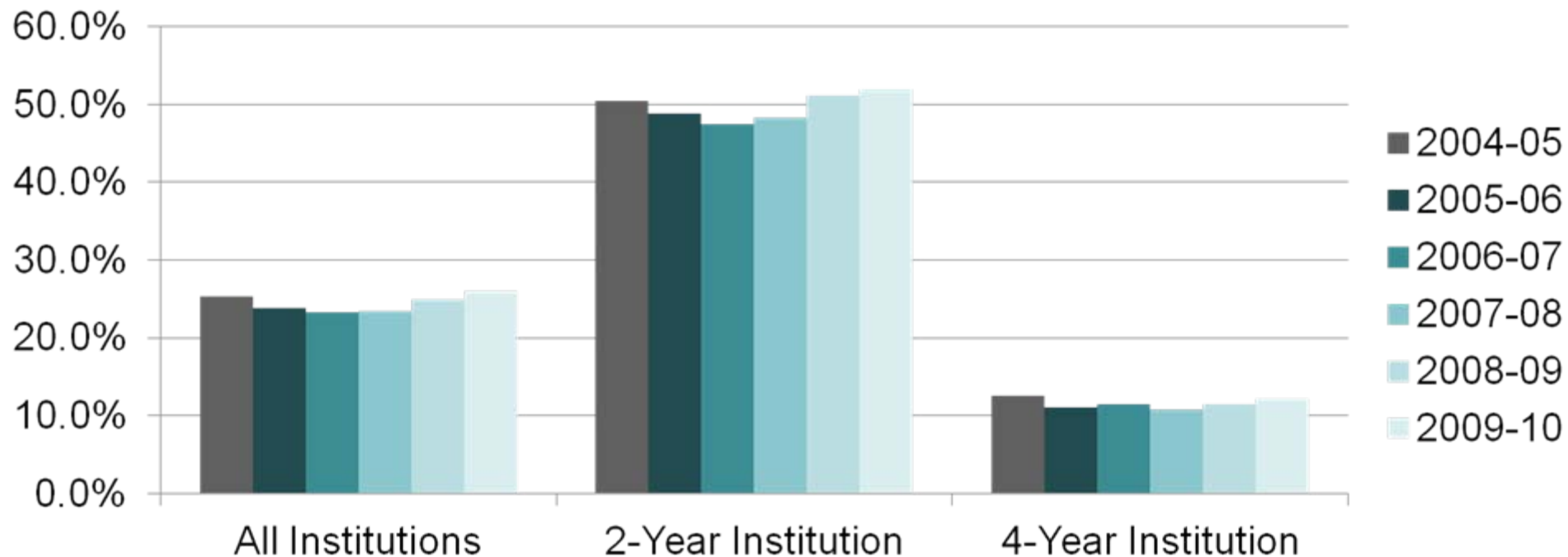
*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services

College Remediation in NYS

Over 50% of students in NYS two-year institutions of higher education take at least one remedial course.

Remediation Rates for First-time, Full-time Undergraduates



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

	Nassau	Suffolk
Graduation Rate	88%	87%
College and Career Ready Graduation Rate	56%	48%

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.**

American Students Must Compete Globally

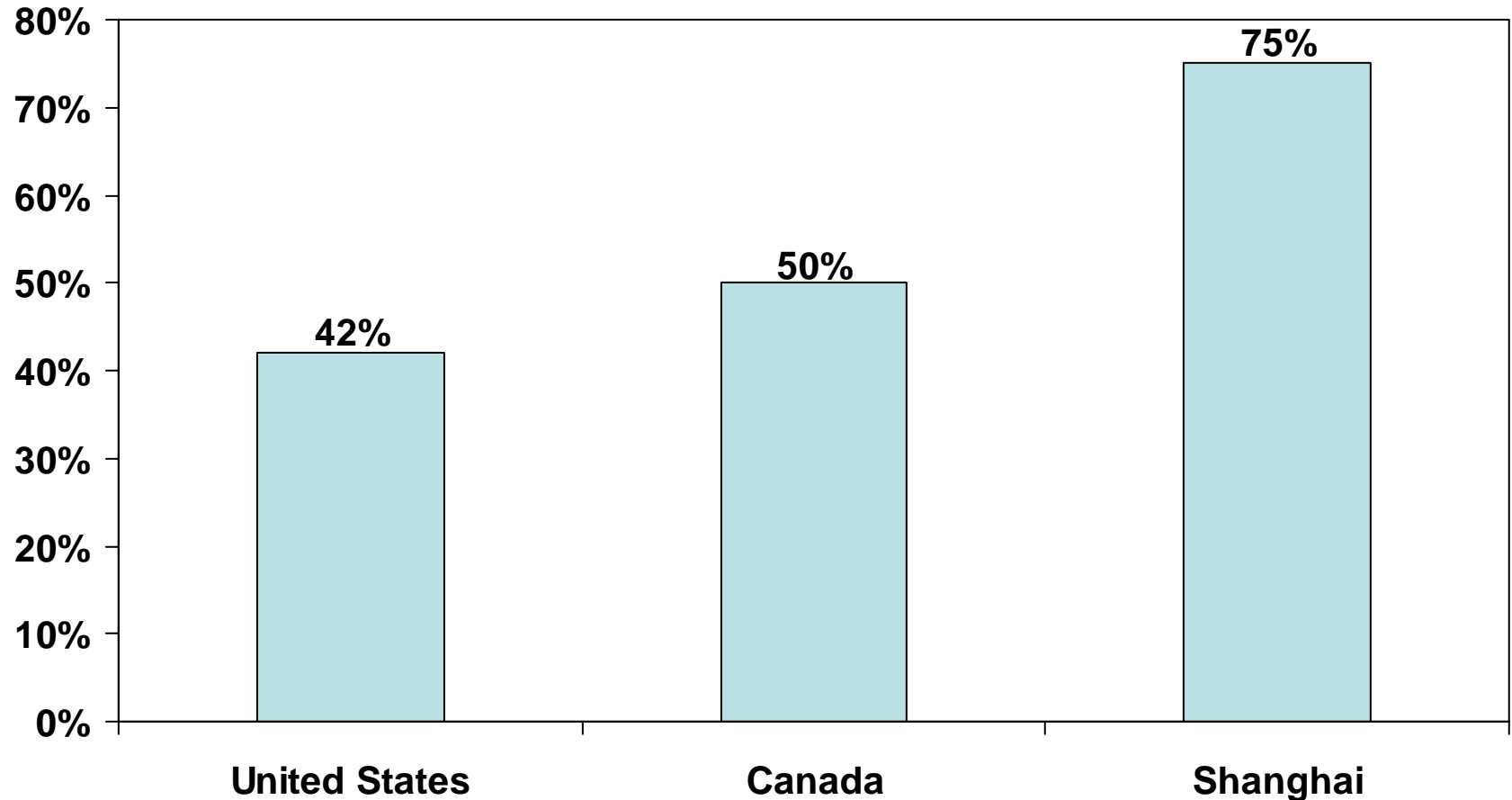
- The children in America's schools are competing for highly-skilled jobs against peers in Finland and Singapore, where students are better-prepared.
- The international achievement gap makes the U.S. less competitive.

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

Source: Levine, Arthur. "The Suburban Education Gap." *The Wall Street Journal*. 2012.
<http://online.wsj.com/article/SB10000872396390444223104578041181255713360.html>

Children of College-Educated Parents

Percent of 15-Year-Olds Proficient in Math



Source: Levine, Arthur. "The Suburban Education Gap." *The Wall Street Journal*. 2012.
<http://online.wsj.com/article/SB10000872396390444223104578041181255713360.html>

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.**

Source: Levine, Arthur. "The Suburban Education Gap." *The Wall Street Journal*. 2012.
<http://online.wsj.com/article/SB10000872396390444223104578041181255713360.html>

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,
[http://www.gse.harvard.edu/news_events/features/2011/Pathways to Prosperity Feb2011.pdf](http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf)

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.

Sources: Pathways to Prosperity Project, Harvard University, February 2011; Georgetown Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, June 2010.

Career-Focused Pathways

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.

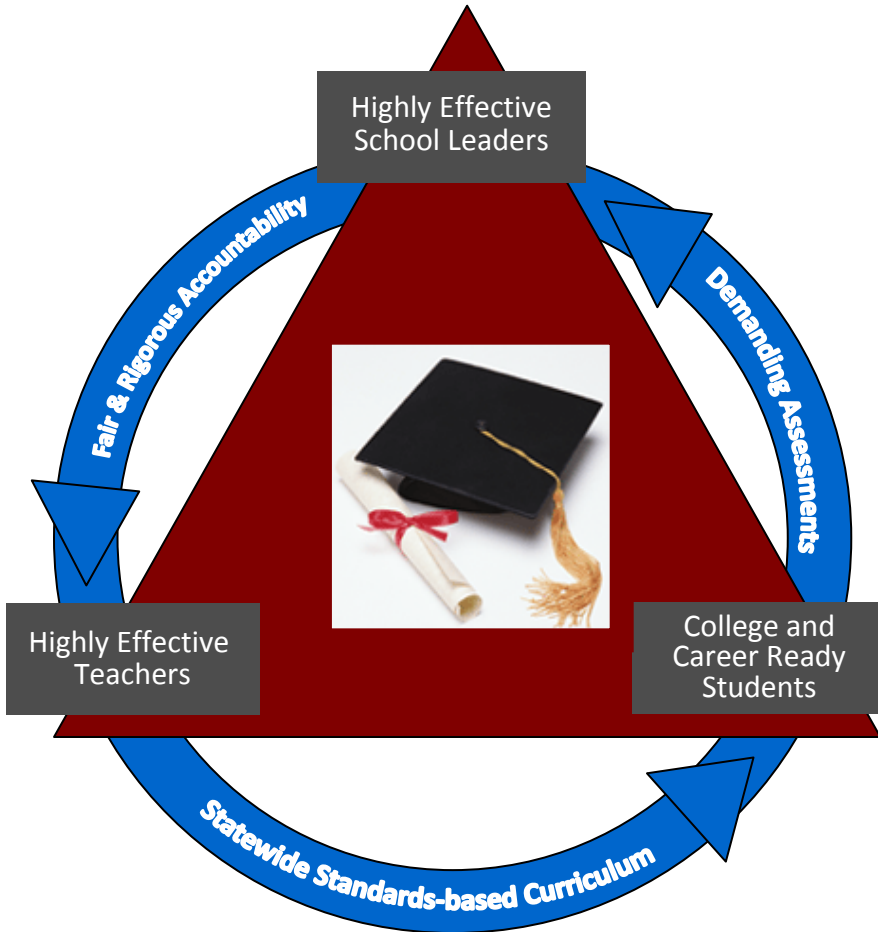
Key Challenge:

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.



Source: Pathways to Prosperity Project, Harvard University, February 2011,
[http://www.gse.harvard.edu/news_events/features/2011/Pathways to Prosperity Feb2011.pdf](http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf)

Regents Reform Agenda



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

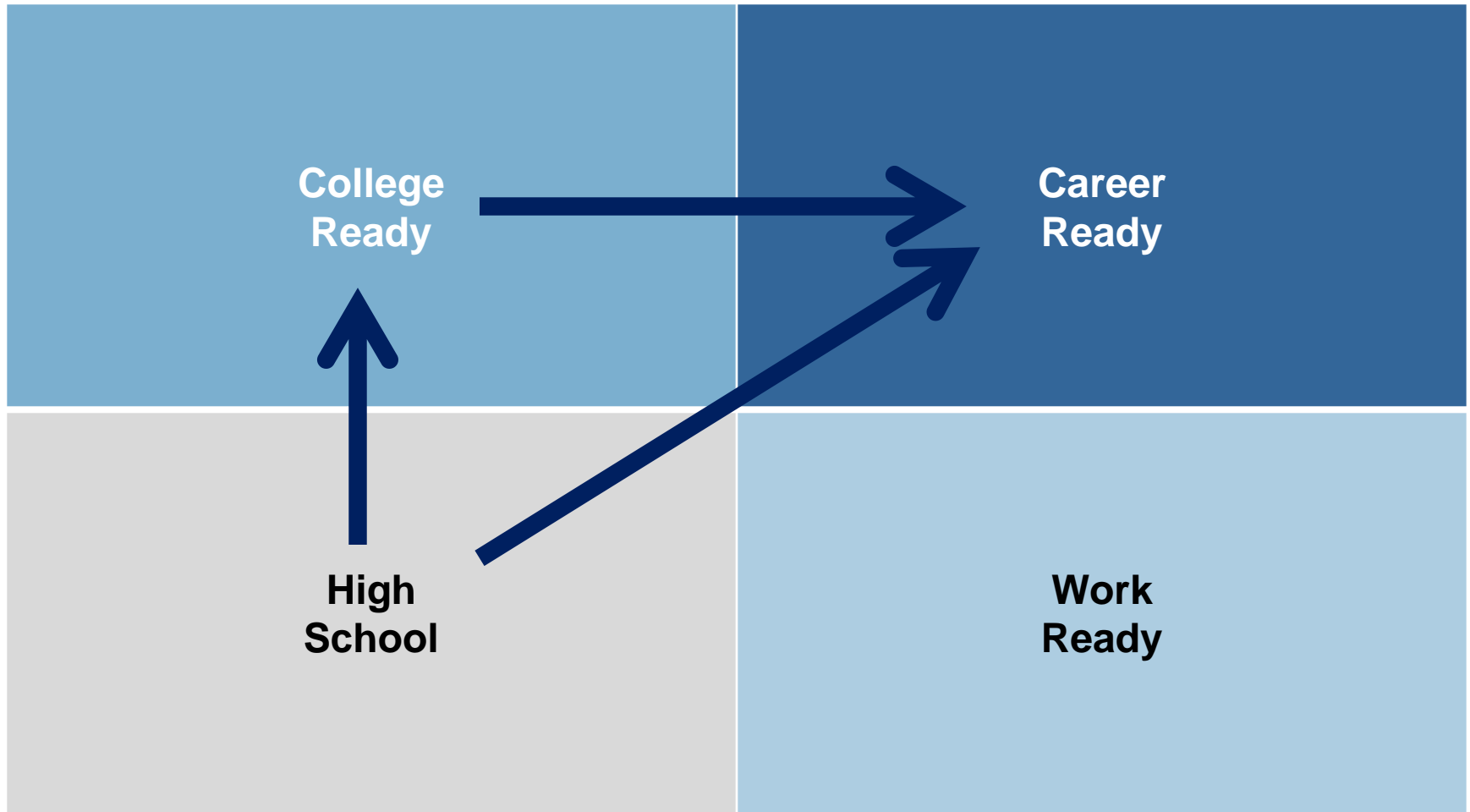
6 *Shifts* in Mathematics

Focus
Coherence
Fluency
Deep Understanding
Applications
Dual Intensity

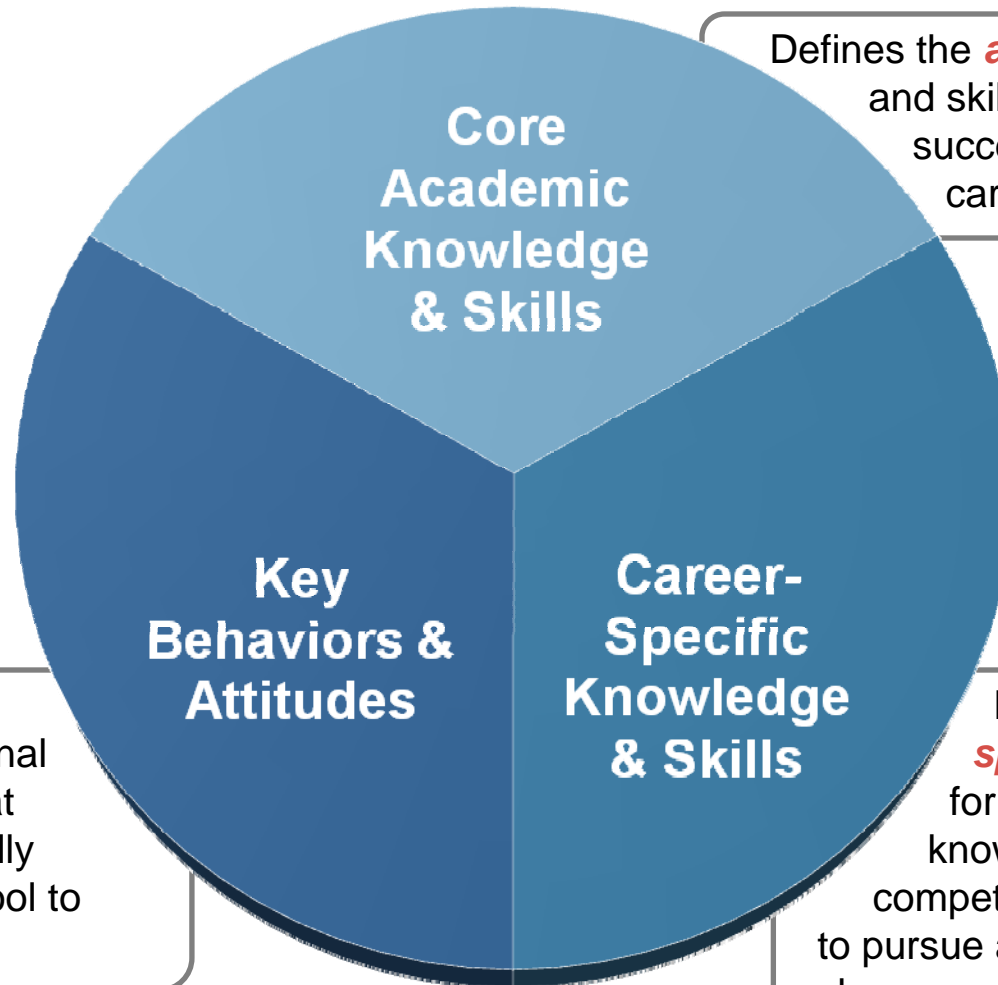
What is College and Career Readiness?

- 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



Domains of College and Career Readiness



Defines the **academic** knowledge and skills students need to be successful in college and careers.

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

Describes the **career-specific** opportunities for students to gain the knowledge, skills, and competencies they need to pursue and succeed in their chosen career.

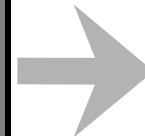
Measuring CCR today in NYS



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.

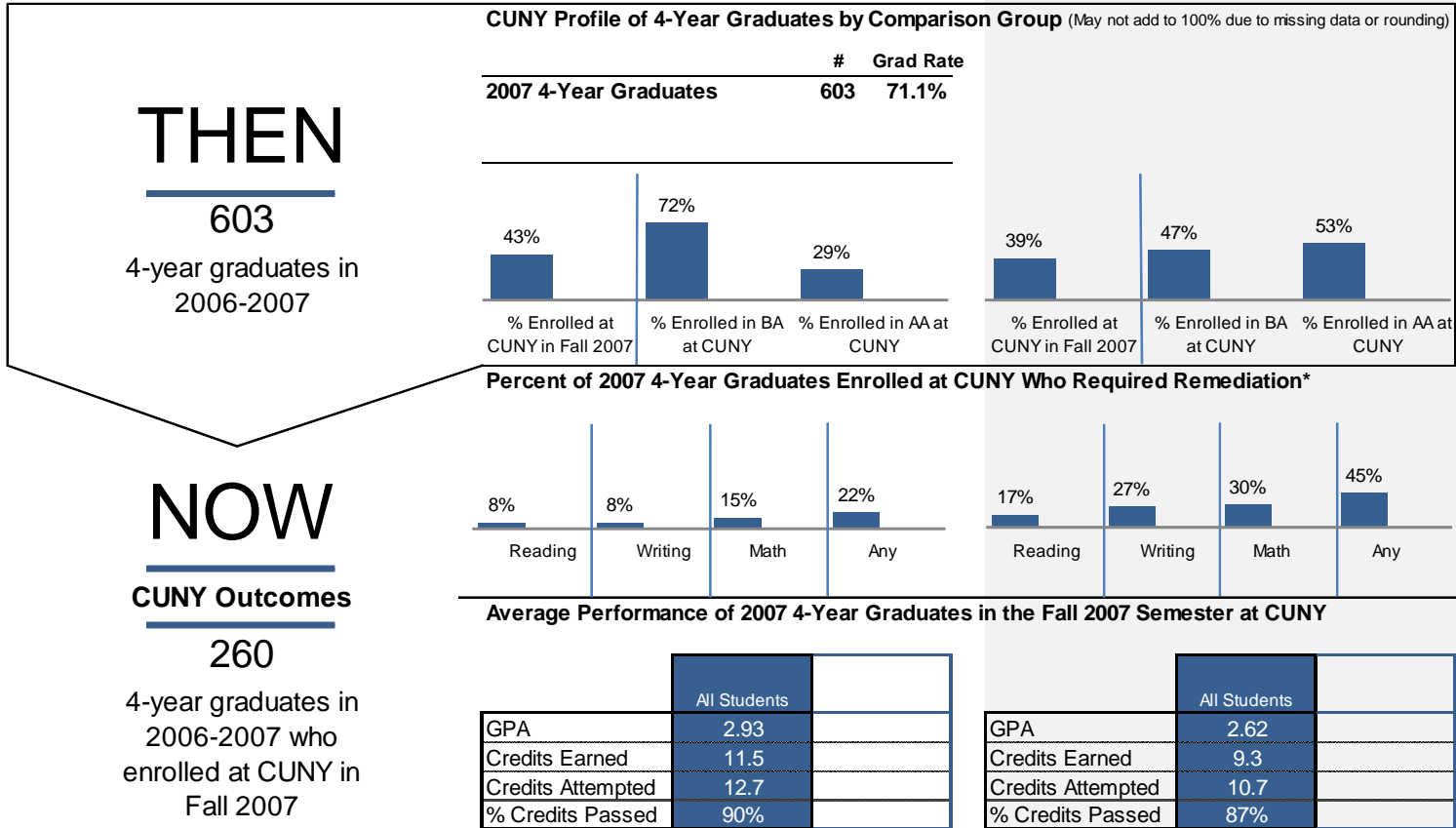
1. Select Graduation Cohort:
I (2007)

2. Select Comparison Group:
All Students

3. View Outcomes by Comparison Group
(outcomes presented are for graduates with these characteristics):

All Students

Note: Results representing fewer than 5 students are suppressed.

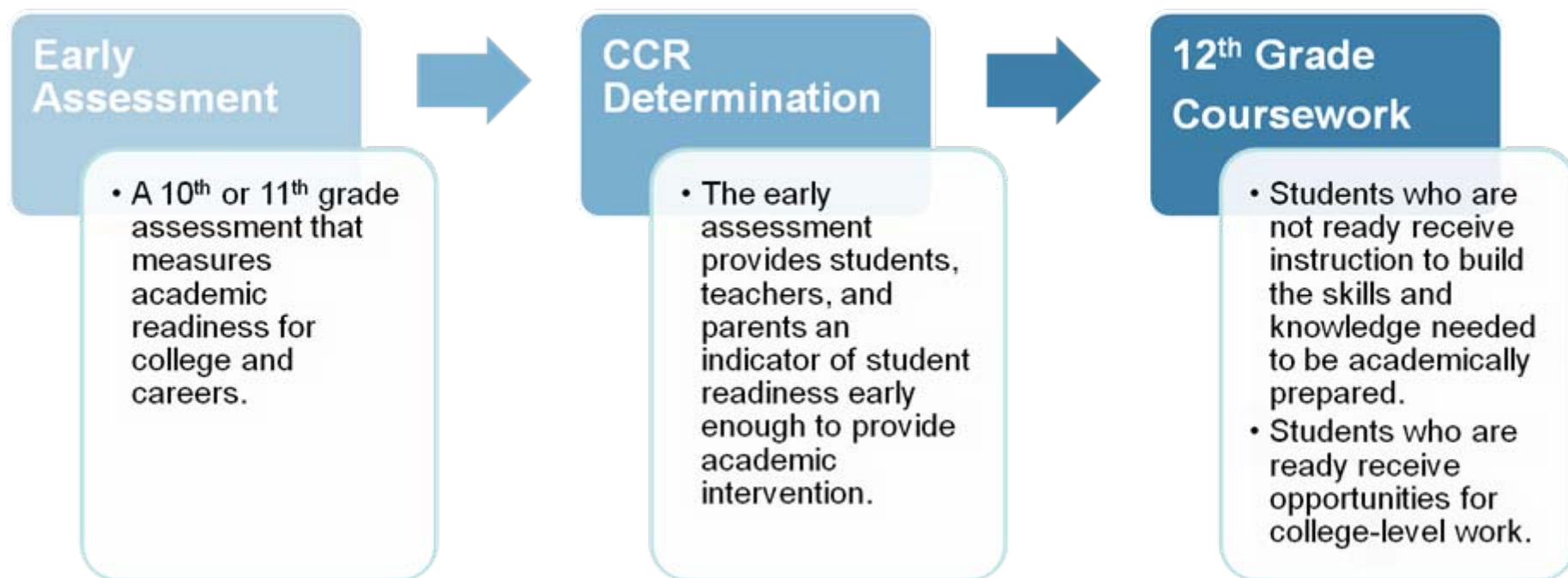


***Note on Remediation:** Students who require remediation are not fully prepared for college and must take (and pay for) remedial courses for which they receive no credit. Citywide, these students on average accumulate fewer credits, have lower persistence, and lower GPAs.

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.



Thank You.

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