

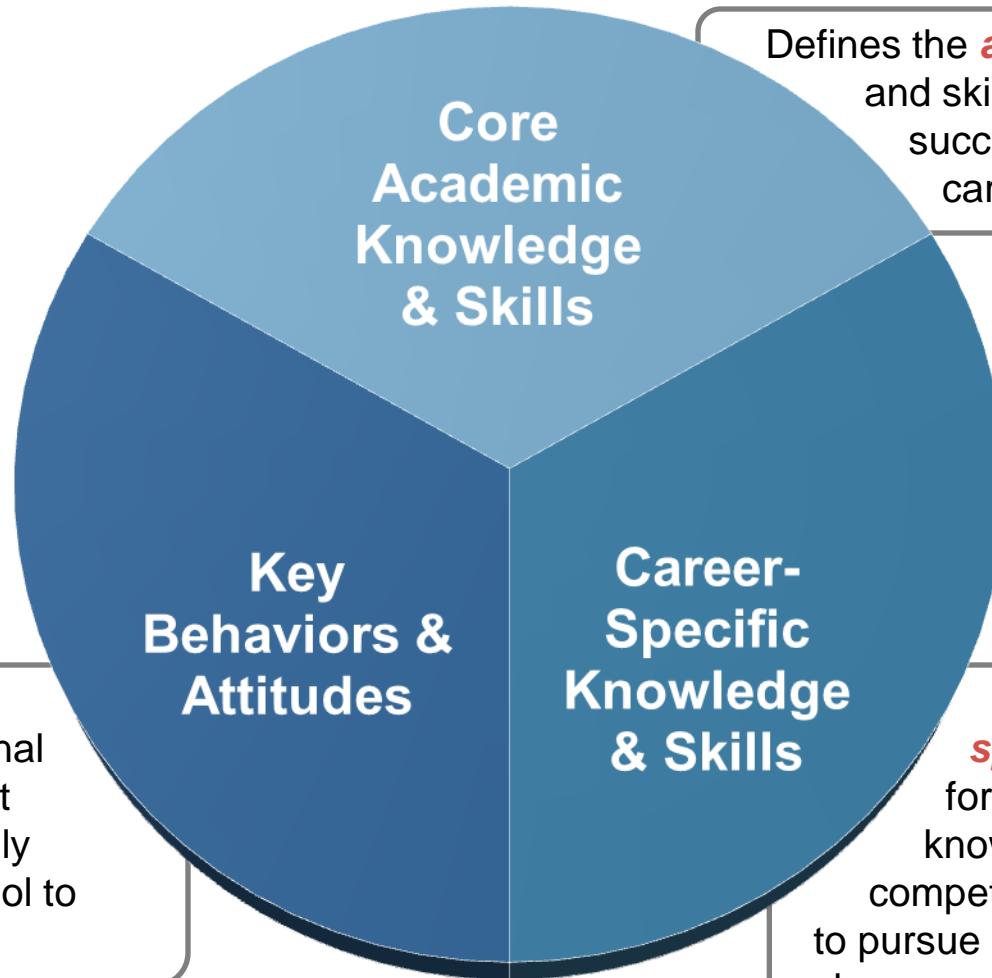
# **Graduation Rates: Students Who Started 9<sup>th</sup> Grade in 2005, 2006, 2007, 2008 and 2009**



# High School Completion

- Most students who entered Grade 9 in 2008 or later did not have a local diploma option for graduation.
- Despite these higher expectations, the statewide graduation rate increased again slightly for the 2009 cohort.
- The graduation rate for the 2009 cohort (74.9%) is about nine percentage points higher than it was for the 2001 cohort (65.8%), which means that about 20,000 more students graduated in June 2013 than in June 2005.

# 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.

# Academic Readiness for College and Careers

- Too few students exit their fourth year of high school with academic readiness for college or the workforce.
- This is true, regardless of the definition of Academic Readiness:
  - The percent of students who graduate with higher scores on the English and a math Regents Exam: 37% of the 2009 cohort, or
  - The percent of students who graduate and complete the more rigorous and comprehensive coursework required for the Advanced Designation diploma: 31% of the 2009 cohort.

# Academic Readiness for College and Careers (cont'd)

- To earn an Advanced Designation diploma, a student must
  - complete additional coursework in a language other than English (LOTE) or Career and Technical Education (CTE) or the Arts and
  - pass two additional Regents Exams in math and one additional Regents Exam in science.
- The percentage of students who complete the Advanced Designation diploma has remained relatively flat over the years.
- Large achievement gaps remain, particularly on the Advanced Designation diploma.

# The Path Forward

- The Board of Regents continues to advance an educational reform agenda with the goal of ensuring that all students are college and career ready.
- The graduation rates announced today, covering the cohort of students who entered Grade 9 in 2009, do not yet fully reflect the impact that the Regents reform agenda will have on student outcomes.

# The Path Forward (cont'd)

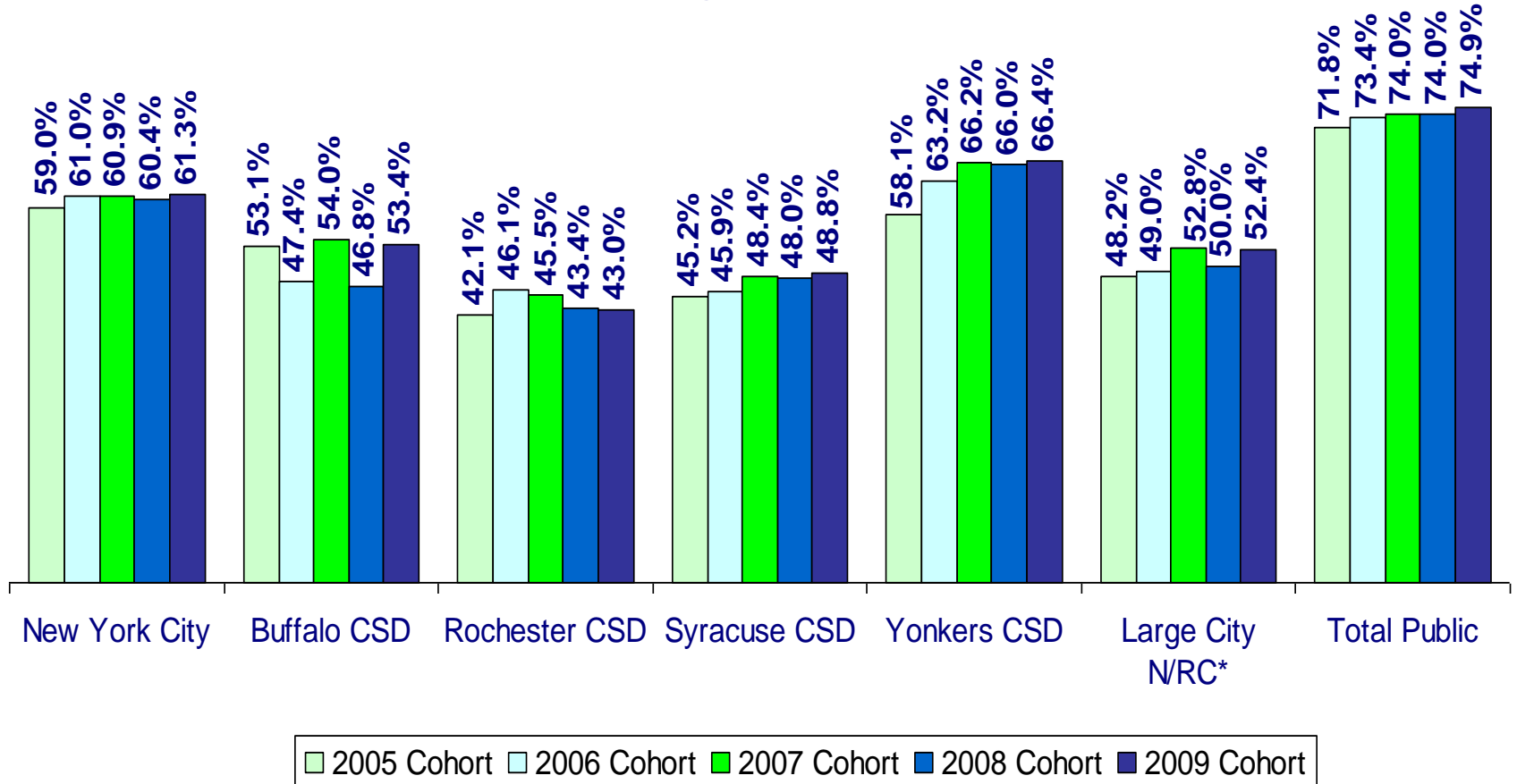
Critical aspects of the reform agenda that are expected to prepare students for college and careers include:

- Implementing **Common Core standards**, curriculum and instruction aligned to the standards, and statewide assessments that measure student progress on the standards;
- Supporting **instructional data systems** that display student achievement and help teachers and principals improve their practice;
- Recruiting, developing, retaining, and rewarding **effective teachers and principals**;
- **Turning around** the lowest-achieving schools.

# Graduation rates reported statewide and for Big 5 Districts as of June 2013 have generally increased slightly for the 2009 cohort.

Percentage of Students Graduating with a Local, Regents, or Regents with Advanced Designation Diploma After 4 Years

Results Through June, All Students



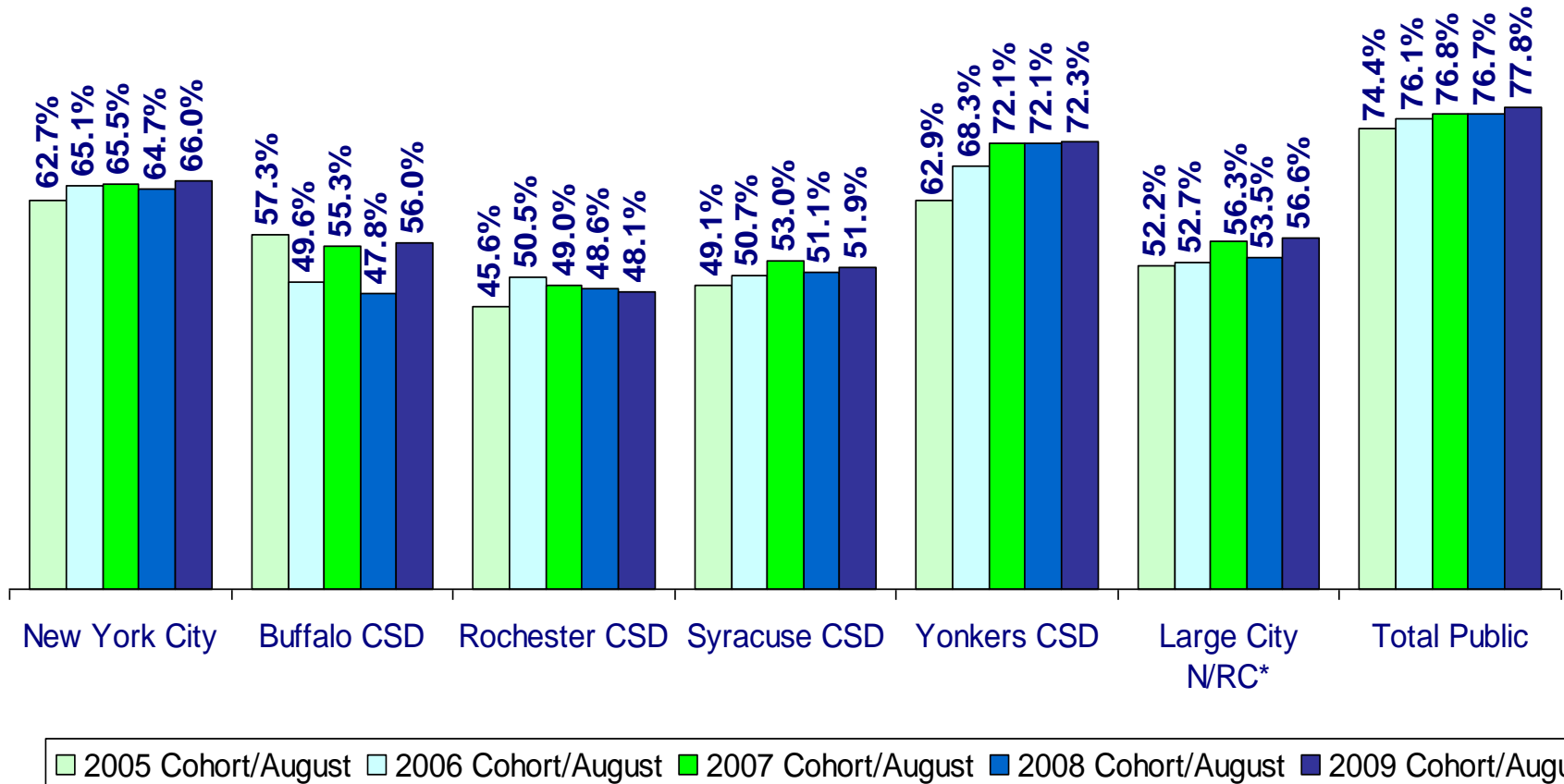
\* Large City N/RC = Buffalo, Rochester, Syracuse, and Yonkers combined.



# Graduation rates reported statewide and for Big 5 Districts as of August 2013 have generally increased slightly for the 2009 cohort.

Percentage of Students Graduating with a Local, Regents, or Regents with Advanced Designation Diploma After 4 Years

Results Through August, All Students

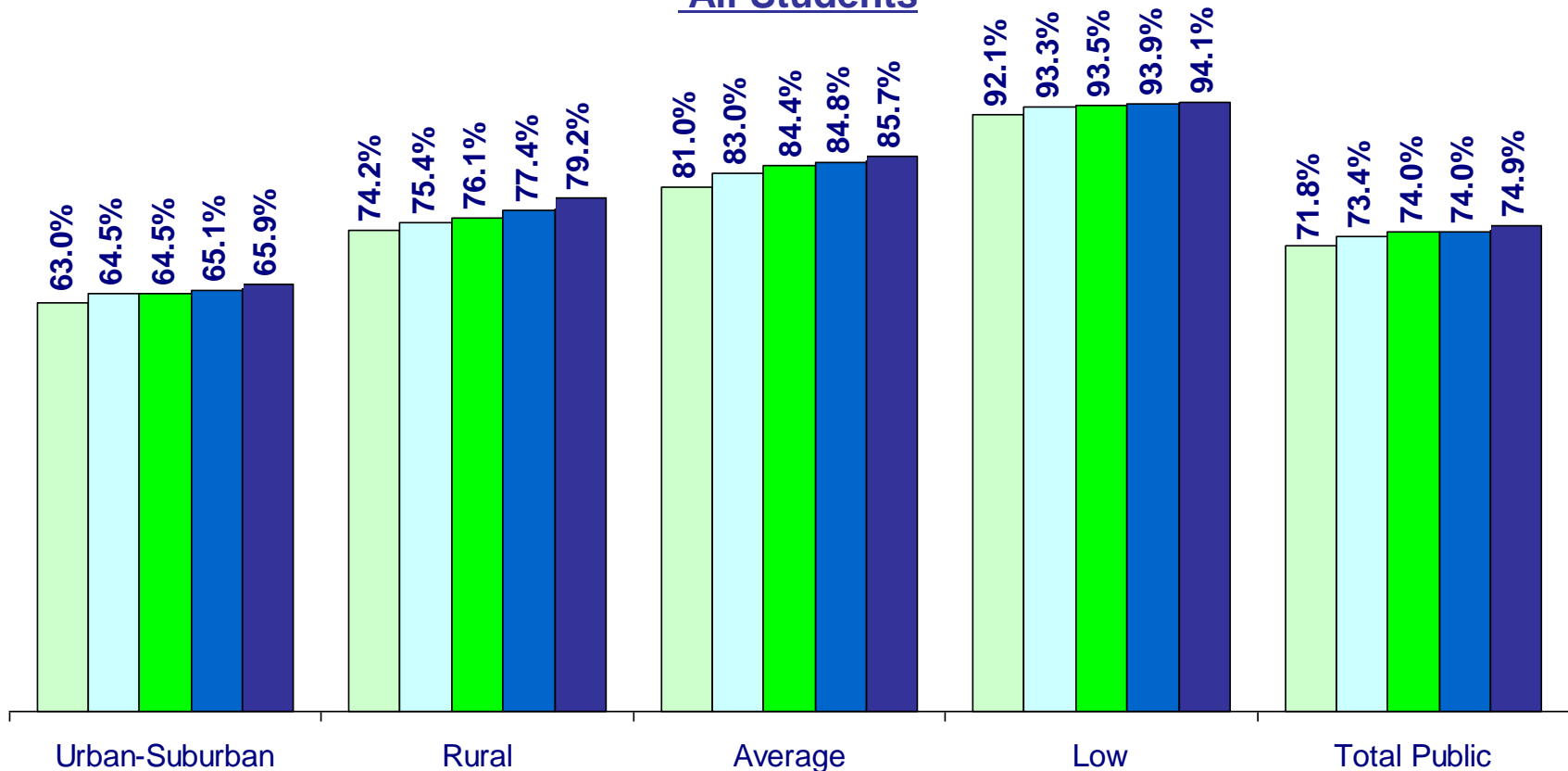


\* Large City N/RC = Buffalo, Rochester, Syracuse, and Yonkers combined.

# Graduation rates for high need urban/suburban and rural districts have increased over the past five years. Average and low need districts have the highest graduation rates.

## Percentage of Students Graduating with a Local, Regents, or Regents with Advanced Designation Diploma After 4 Years

### Results Through June All Students



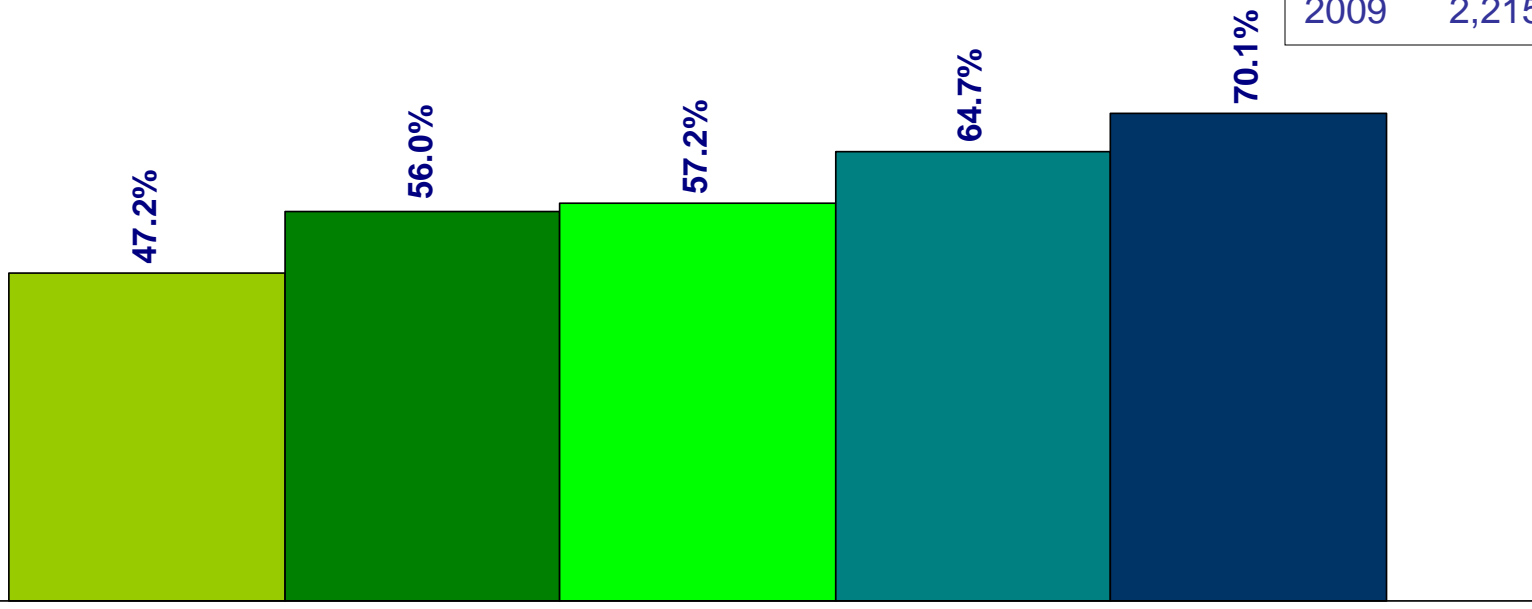
2005 Cohort 2006 Cohort 2007 Cohort 2008 Cohort 2009 Cohort

# The Graduation Rate for Charter Schools

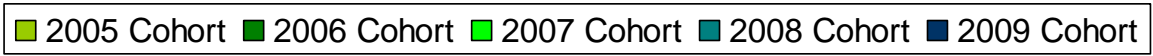
Percentage of Students Graduating with a Local, Regents, or Regents with Advanced Designation Diploma After 4 Years

Results Through June, All Students

Cohort Membership	
2005	807
2006	1,011
2007	1,115
2008	1,628
2009	2,215

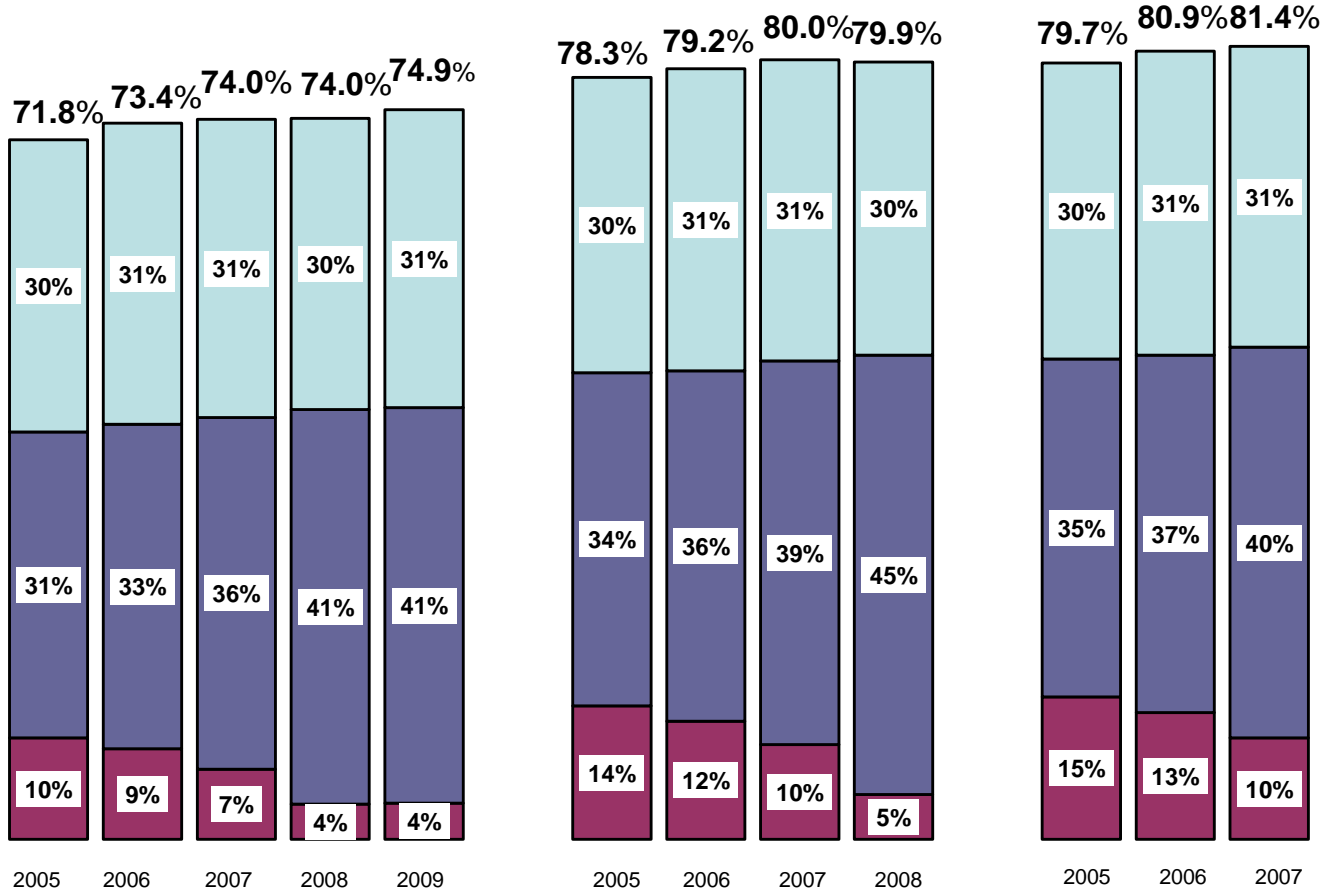


Charters



# The statewide percentage of students earning Local Diplomas has decreased. The percentage of students earning Regents Diplomas with Advanced Designation remains relatively flat.

Statewide, the Percentage of Cohort Members Earning a Local, Regents, or Regents with Advanced Designation Diploma



## Cohort Membership

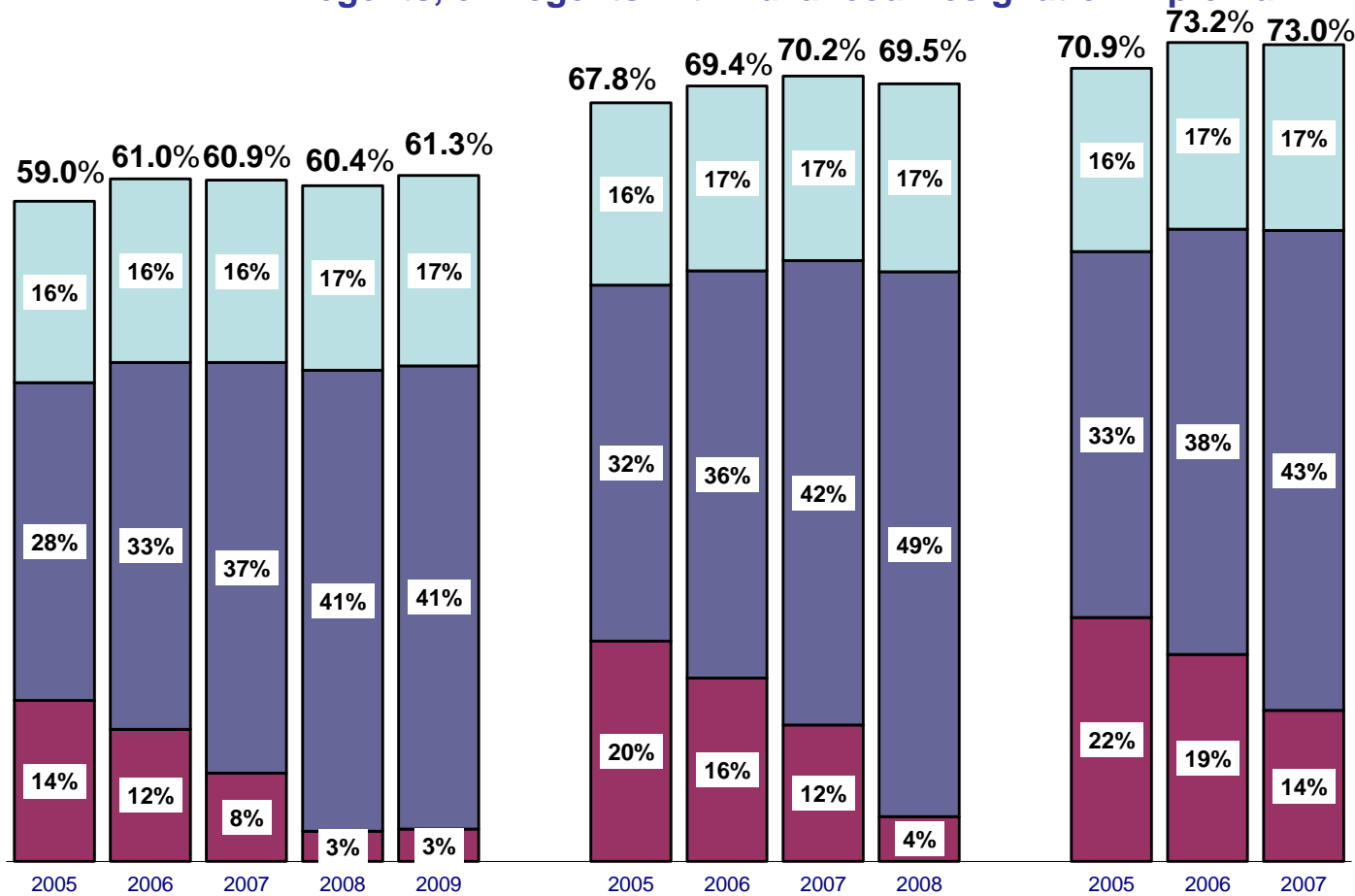
2005	224,822
2006	224,744
2007	223,285
2008	221,366
2009	218,469

The cohort graduation rate is presented at the top of the columns. The overall rate may not equal the sum of each diploma type due to rounding.

■ Local Diploma   
 ■ Regents Diploma   
 ■ Regents Diploma with Advanced Designation

# The four-year graduation rate for New York City has increased slightly. A decreasing percentage of students earned a Local Diploma.

## The Percentage of Cohort Members Earning a Local, Regents, or Regents with Advanced Designation Diploma



Cohort Membership	
2005	77,378
2006	78,346
2007	79,476
2008	79,719
2009	78,721

The cohort graduation rate is presented at the top of the columns. The overall rate may not equal the sum of each diploma type due to rounding.

Four Years

Five Years

Six Years

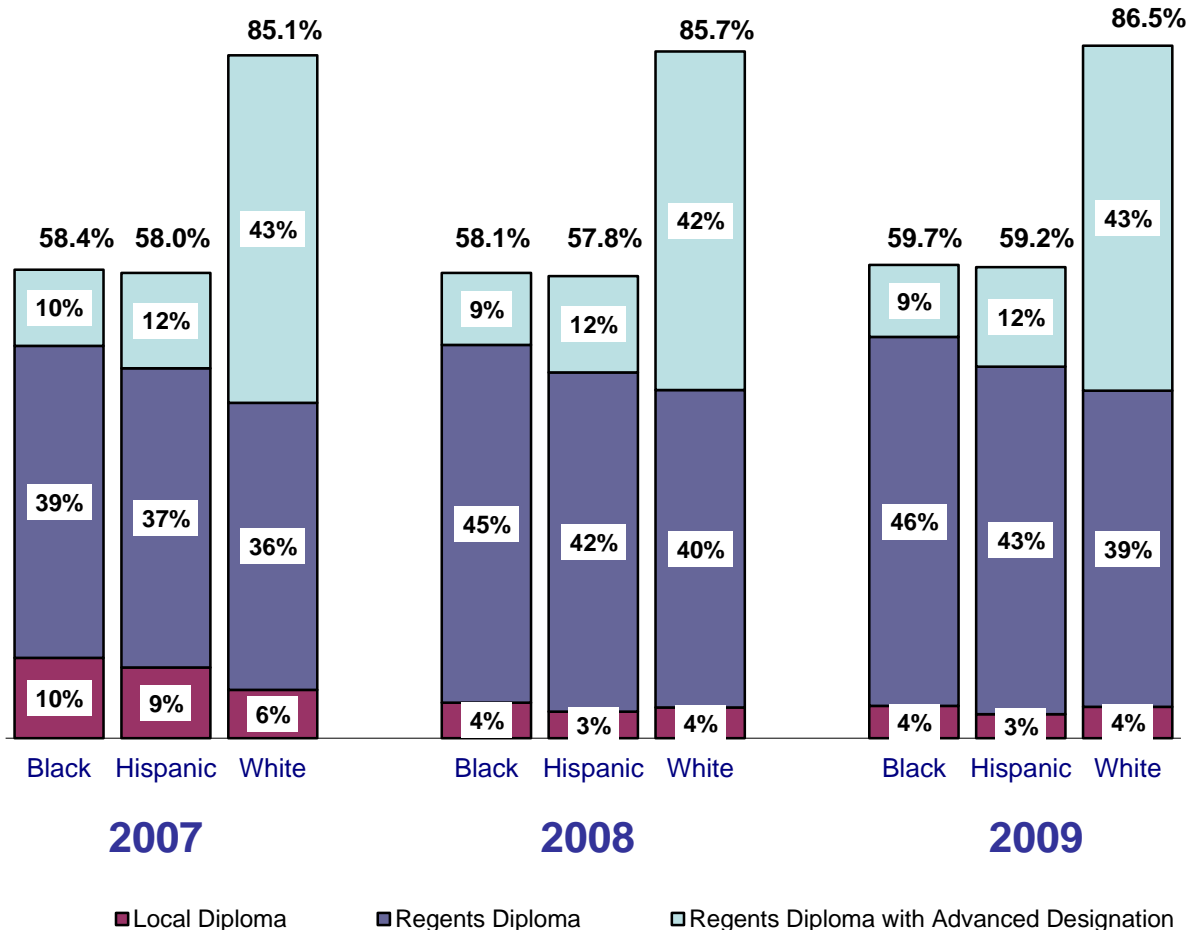
■ Local Diploma   ■ Regents Diploma   ■ Regents Diploma with Advanced Designation

# The Achievement Gap Persists

- The graduation rate achievement gap across racial/ethnic groups remains relatively stable.
- The gap is widest for the Advanced Designation diploma.
- Differences are decreasing between the cohort percentages of Black or Hispanic and White students earning Local Diplomas.
- Achievement gaps exist between females and males across all racial/ethnic groups.

**Statewide, the graduation rate achievement gap has remained relatively stable. The gap is largest based on the percent of the cohort that earned a Regents Diploma with Advanced Designation. Differences are decreasing between the cohort percentages of Black or Hispanic and White students earning Local Diplomas.**

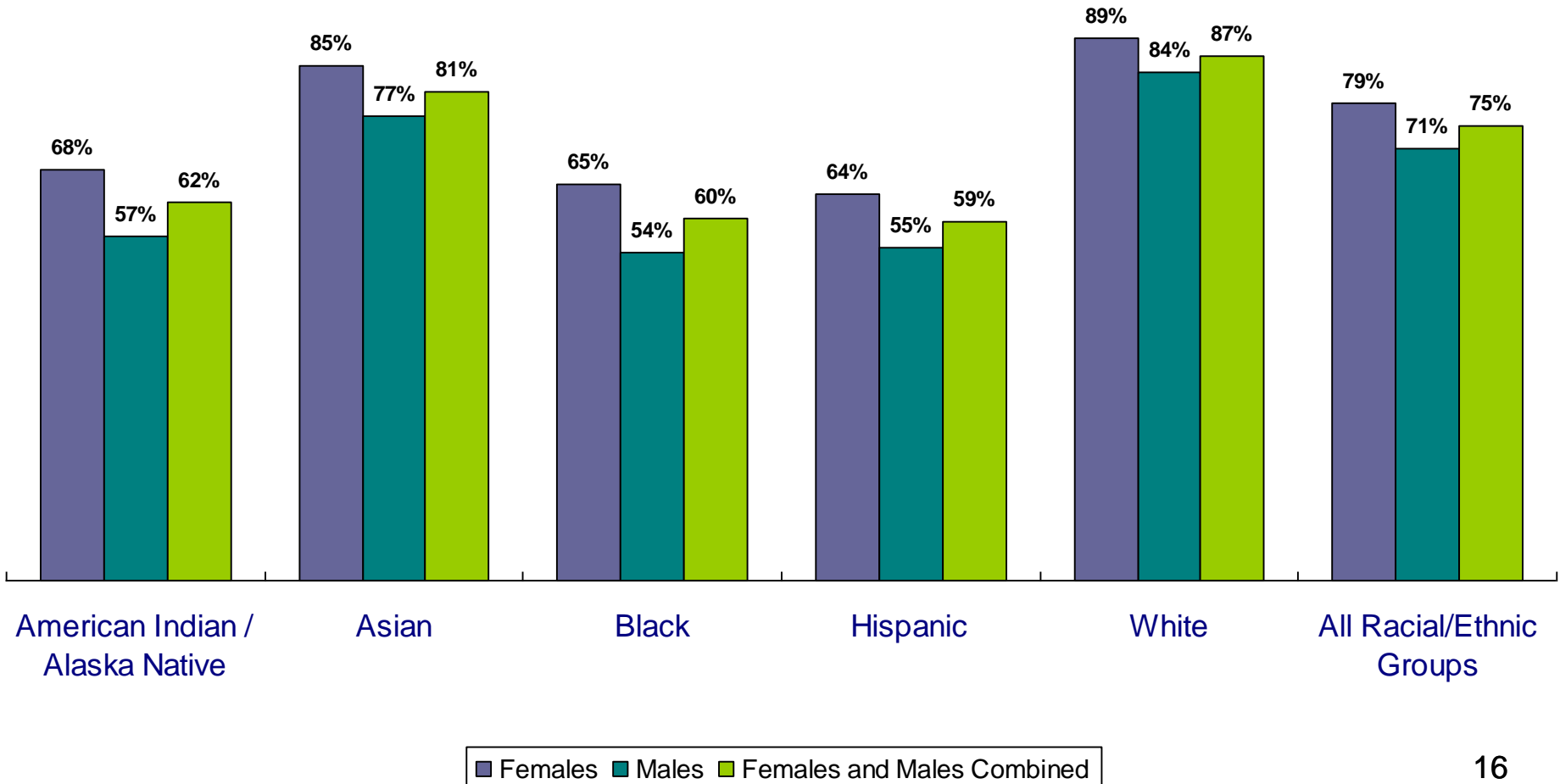
**Statewide percentage of cohort members by diploma type after 4 years**



The cohort graduation rate is presented at the top of each column. The overall rate may not equal the sum of each diploma type due to rounding.

# Statewide, the achievement gap exists between females and males across all racial/ethnic groups.

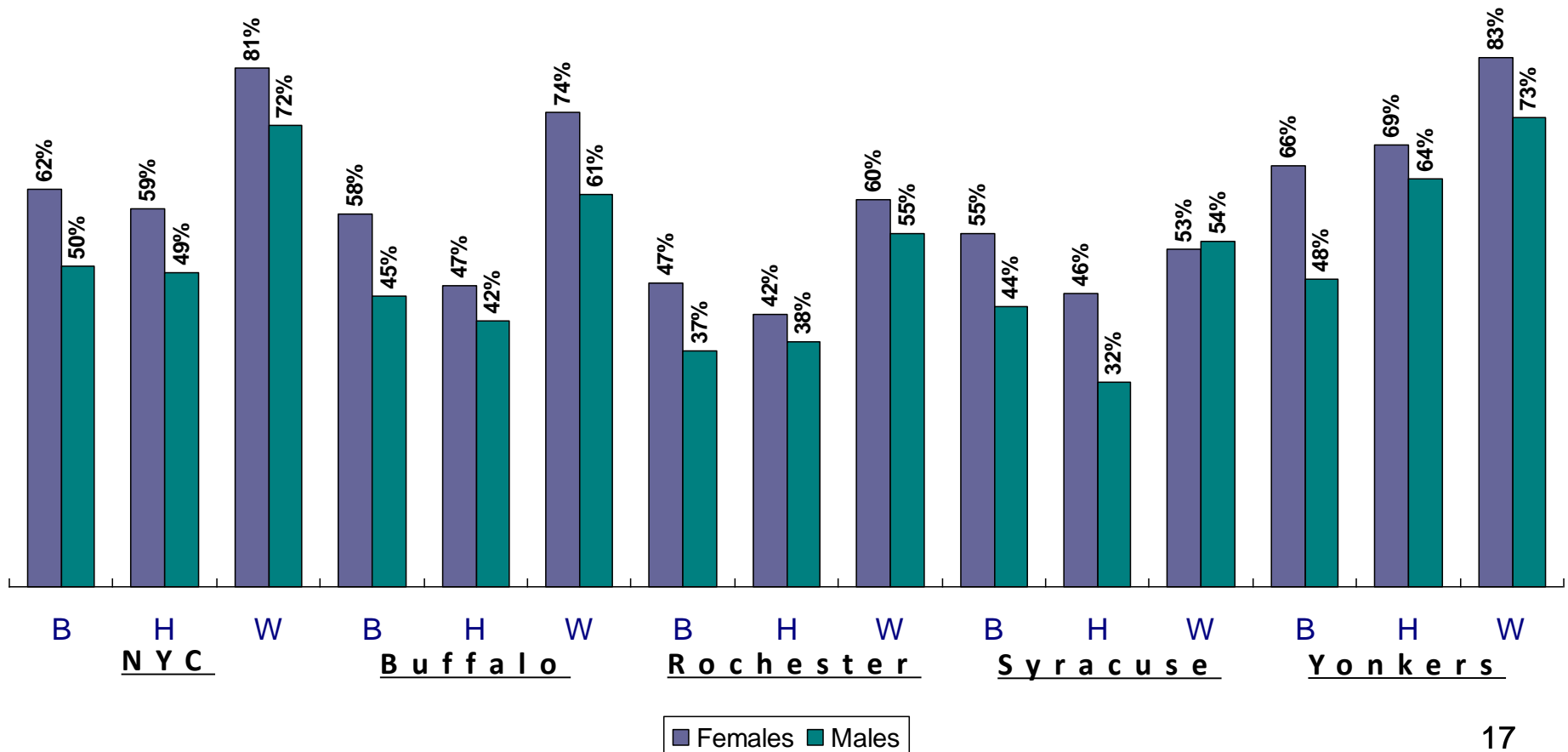
*Percentage of Students in 2009 Total Cohort Graduating with Regents or Local Diploma After Four Years Through June 2013*





# Race/ethnicity and gender achievement gaps exist across the Big 5 Districts.

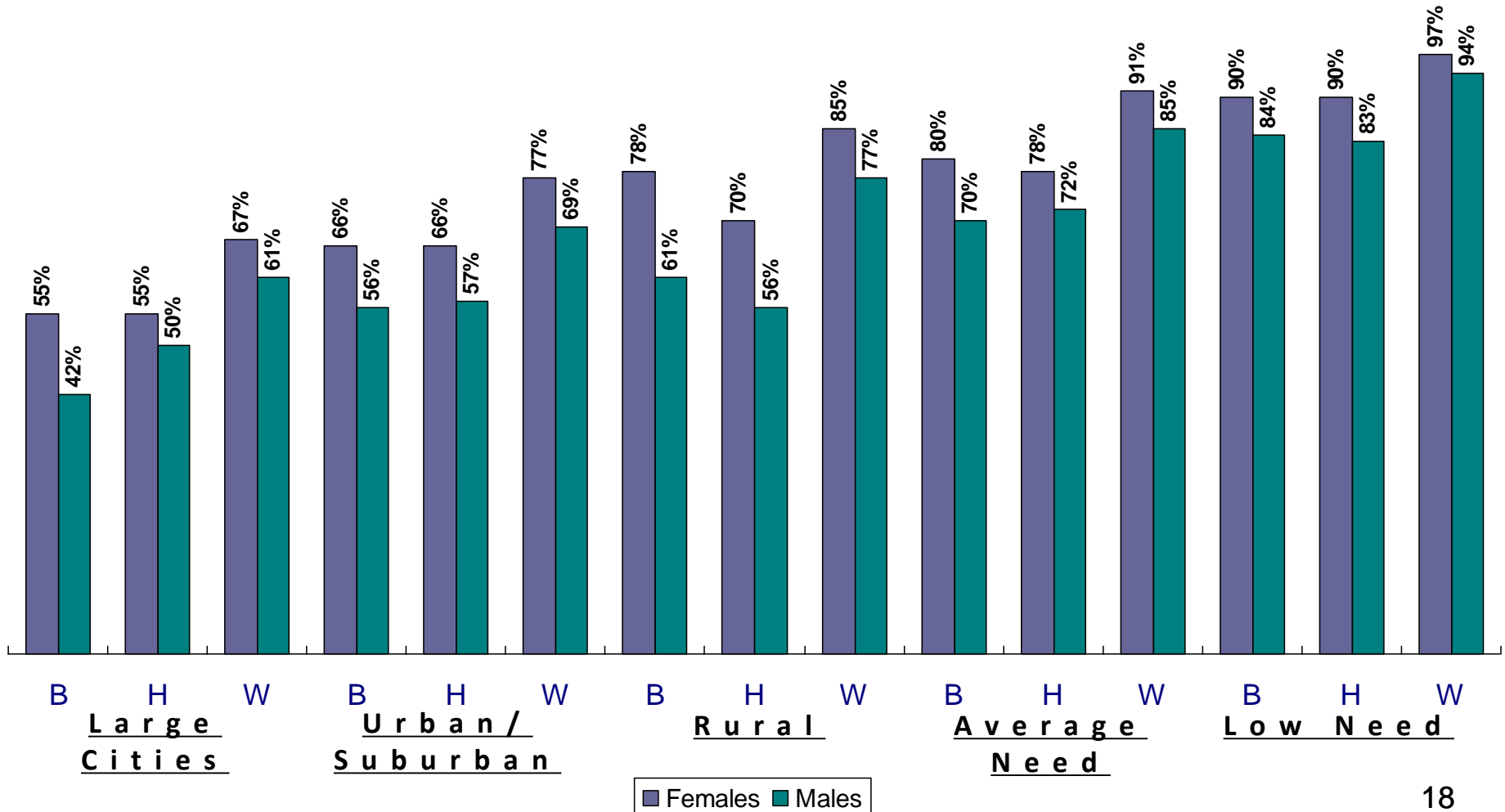
*Percentage of Students in 2009 Total Cohort Graduating with Regents or Local Diploma After Four Years Through June 2013*



B = Black Students, H = Hispanic Students, W = White Students

# Race/ethnicity and gender achievement gaps exist across remaining Need/Resource Groups.

*Percentage of Students in 2009 Total Cohort Graduating with Regents or Local Diploma After Four Years Through June 2013*



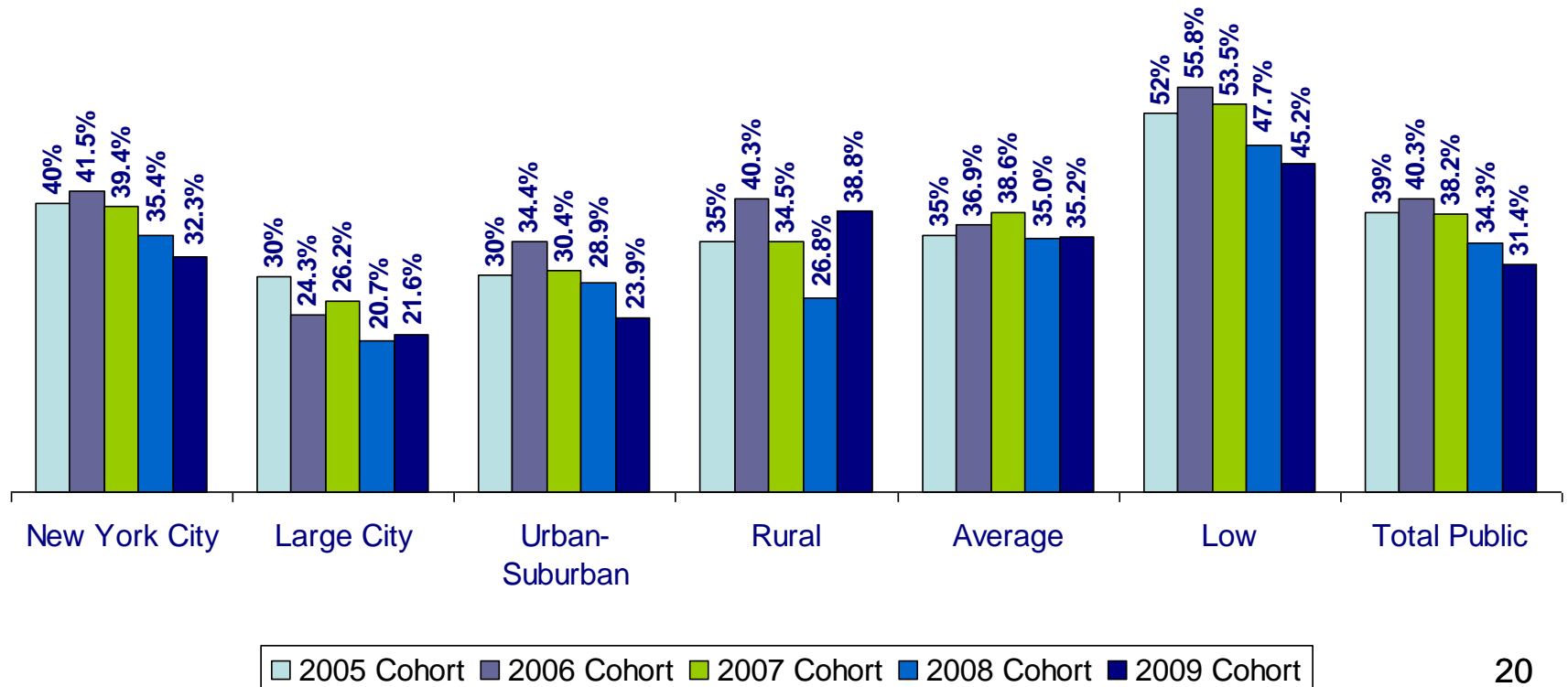
B = Black Students, H = Hispanic Students, W = White Students

# English Language Learners

- The graduation rates for English Language Learners have generally decreased.
- The percentage of English Language Learners earning the Regents Diploma after four years has not increased sufficiently to offset the decrease in those earning the Local Diploma.
- However, the graduation rate for students who exited and no longer receive English Language Learner services is comparable to the general population.

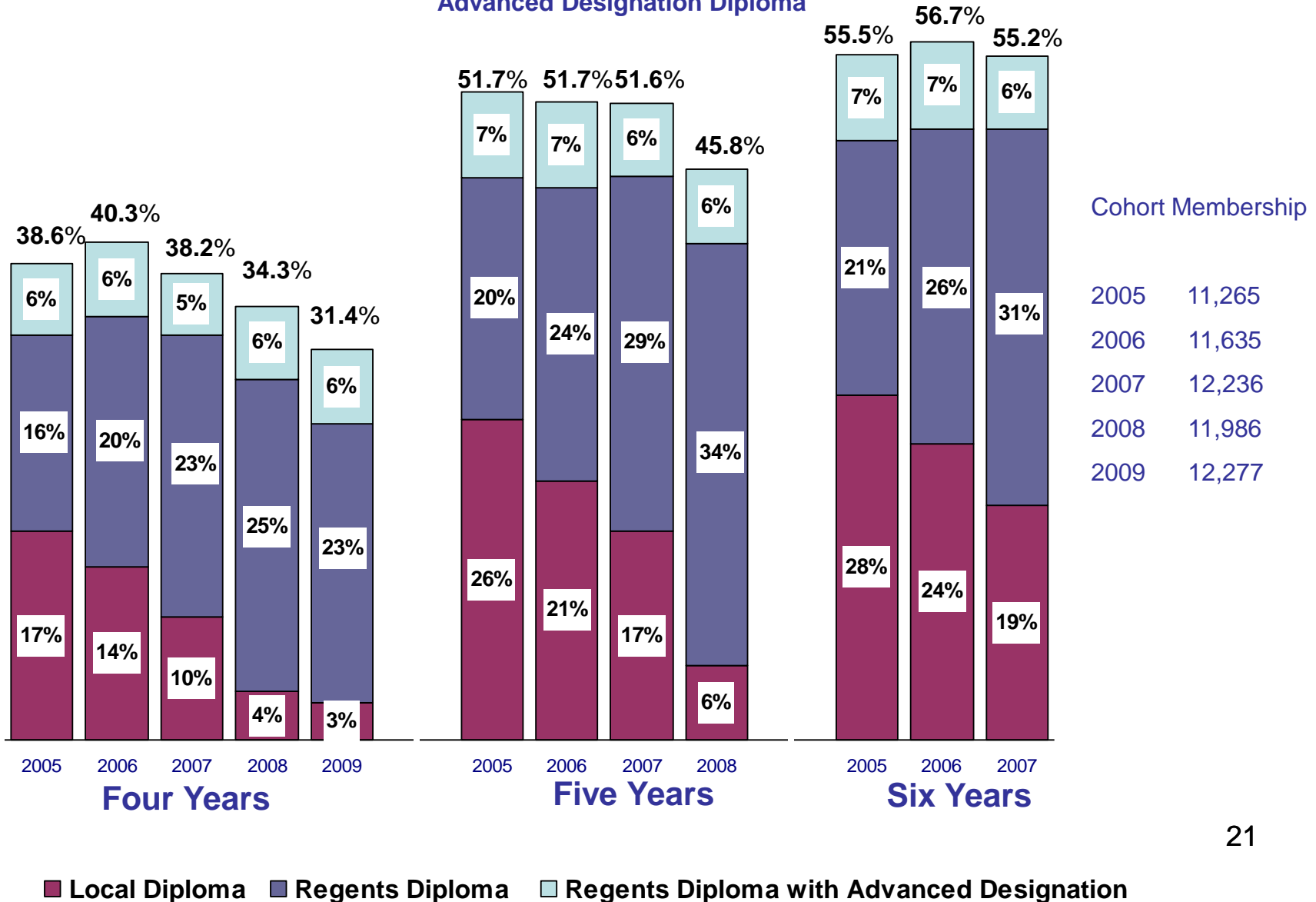
# The graduation rates for English Language Learners have generally decreased.

Percentage of English Language Learner Students Graduating with Regents or Local Diploma as of June of Year 4



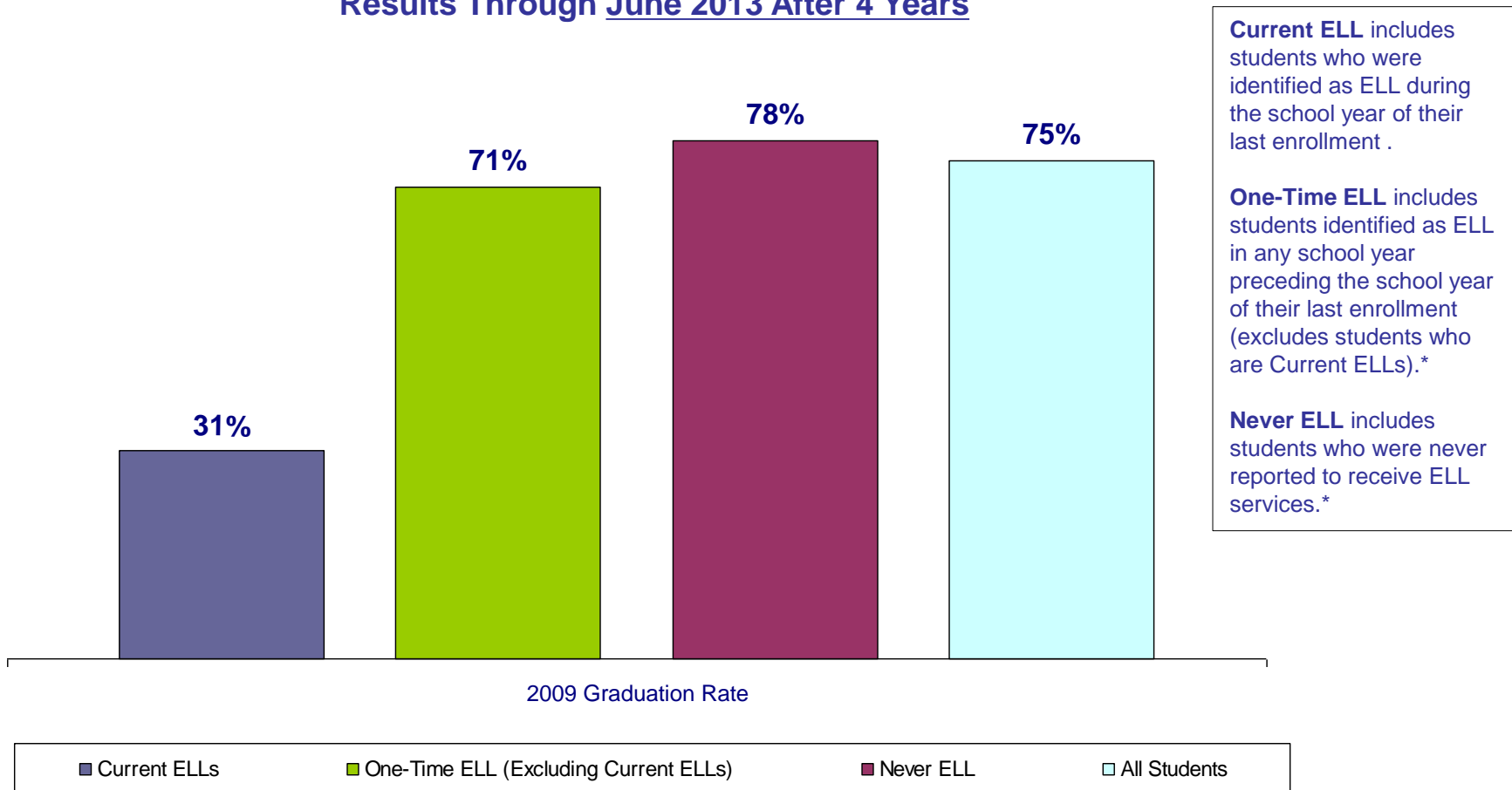
# The percentage of English Language Learners earning the Regents Diploma after four years has not increased sufficiently to offset the decrease in those earning the Local Diploma.

The percentage of English Language Learner cohort members earning a Local, Regents or Regents with Advanced Designation Diploma



# However, the graduation rate for students who exited and no longer receive English Language Learner services is comparable to the general population.

Results Through June 2013 After 4 Years



\* Data are available for the 2005-06 to 2012-13 school years only. Therefore, students who received ELL services prior to grade 5 (prior to 2005-06 for students in grade 12 in the 2012-13 school year) will not be identified as One-Time ELL.

# **2009 Cohort Outcomes on Two Aspirational Performance Measures (APMs) are Reported for all Districts and High Schools.**

## **1. Advanced Regents Diploma Percentage APM**

The percentage of cohort students who earned a Regents Diploma with Advanced Designation (22 units of credit, 7-9 Regents examinations at 65 or above, and advanced course sequences in languages other than English, CTE, or the arts).

## **2. ELA/Math APM**

The percentage of cohort students who graduated with a Local, Regents, or Regents with Advanced Designation diploma **and** earned a 75 or greater on their English Regents examination **and** earned a 80 or greater on a math Regents examination.

**Outcomes on APMs are significantly lower than the overall graduation rates.**

We will report APMs for schools and districts while college and career-ready graduation requirements are phased in for students.

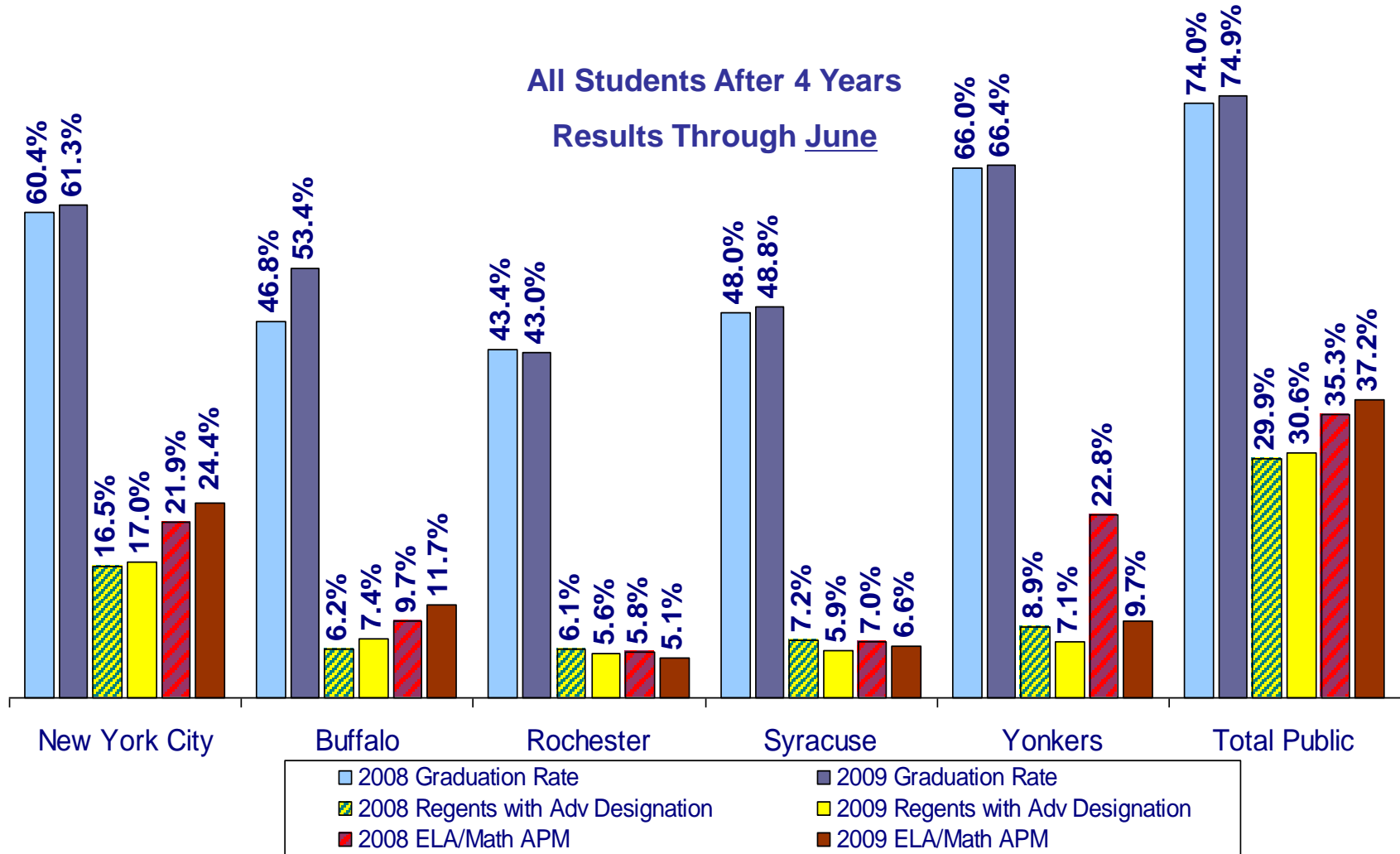
# Aspirational Performance Measures - Usage

NYSED will update these APMs as new research findings become available and as Regents Exams begin to measure the Common Core Learning Standards.

Although the ELA/Math APM remains a useful within-year comparison against performance benchmarks and across schools and districts, this measure is not directly comparable across cohorts, in part because of the different math Regents exams that were introduced and retired during the 2007-08 to 2009-10 school years.



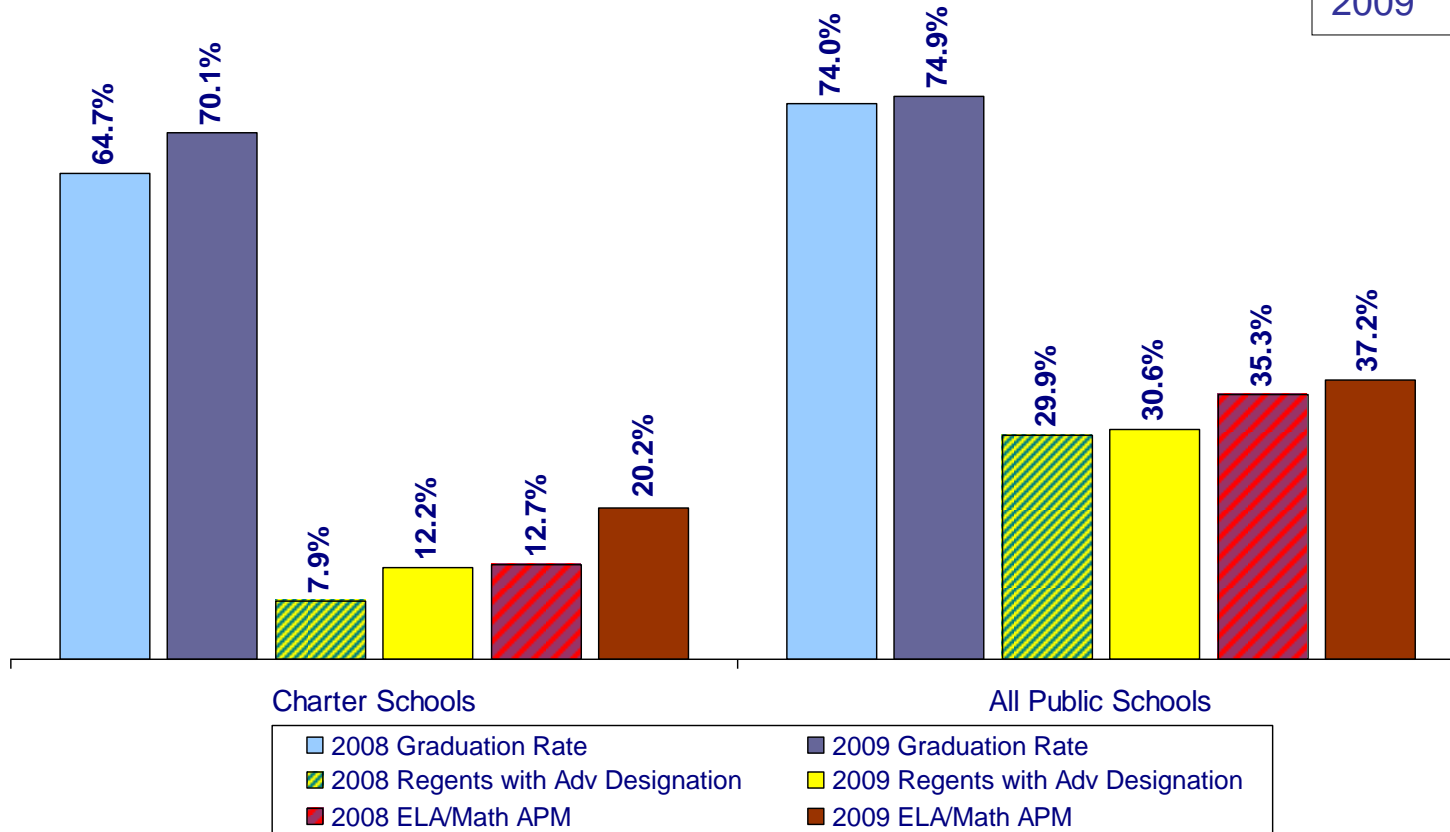
# Aspirational Performance Measures (APMs) as a Percentage of the Cohort Compared to Graduation Rate in the Big 5 School Districts



# Aspirational Performance Measures (APMs) as a Percentage of the Cohort Compared to Graduation Rate for Charter Schools

Results Through June After 4 Years

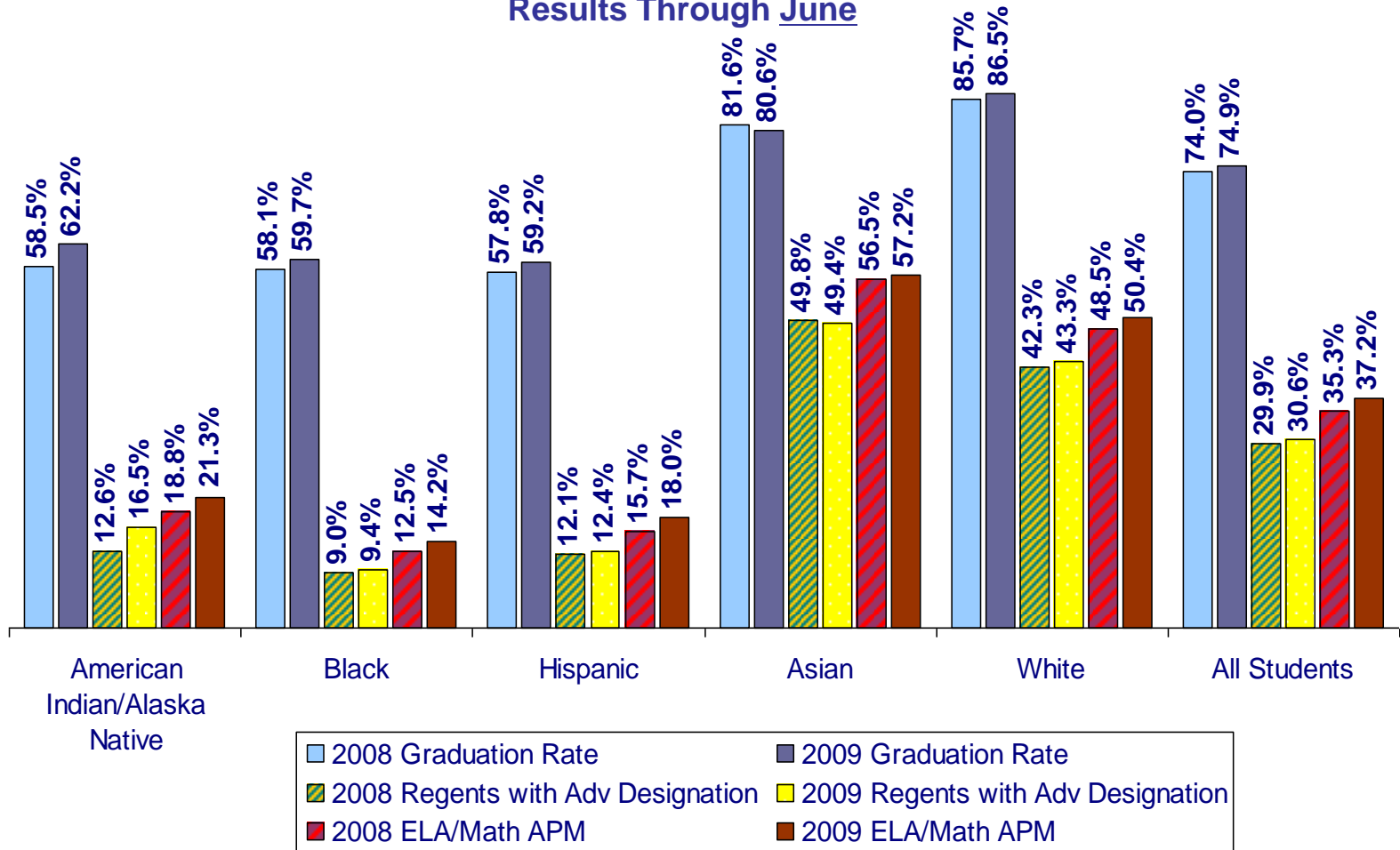
Cohort Membership Charter Schools	
2008	1,628
2009	2,215



# Aspirational Performance Measures (APMs) as a Percentage of the Cohort Compared to Graduation Rate by Race/Ethnicity

Students in Public Schools After 4 Years

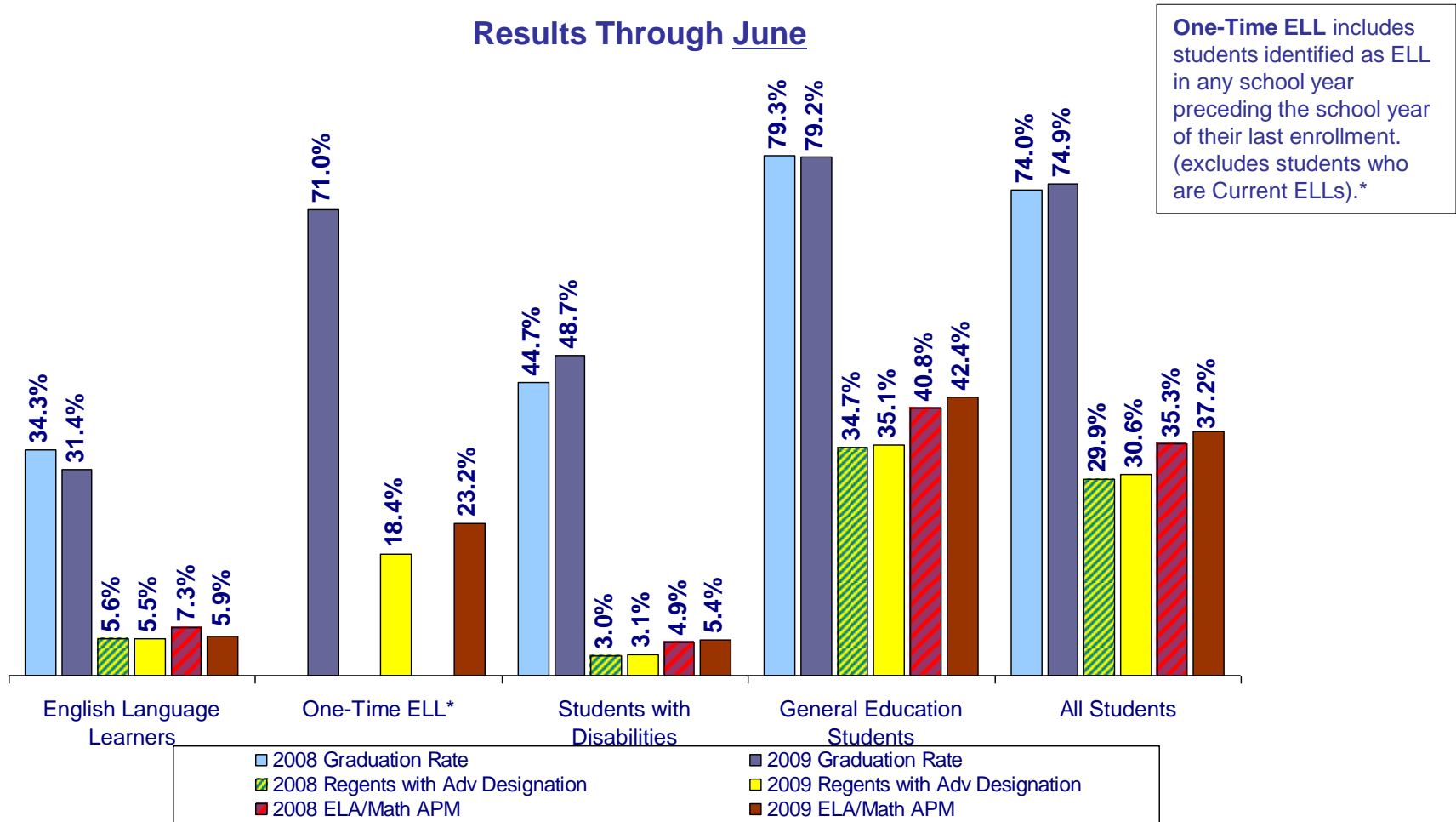
Results Through June



# Aspirational Performance Measures (APMs) as a Percentage of the Cohort Compared to Graduation Rate

## Students in Public Schools After 4 Years

### Results Through June



\*One-Time ELL status is available for the 2009 cohort only. Data are sourced from 2005-06 to 2012-13 school years only. Therefore, students who received ELL services prior to grade 5 (prior to 2005-06 for students in grade 12 in the 2012-13 school year) will not be identified as One-Time ELL.



# **Graduation Rates: Students Who Started 9<sup>th</sup> Grade in 2005, 2006, 2007, 2008 and 2009**

