



New York State
EDUCATION DEPARTMENT

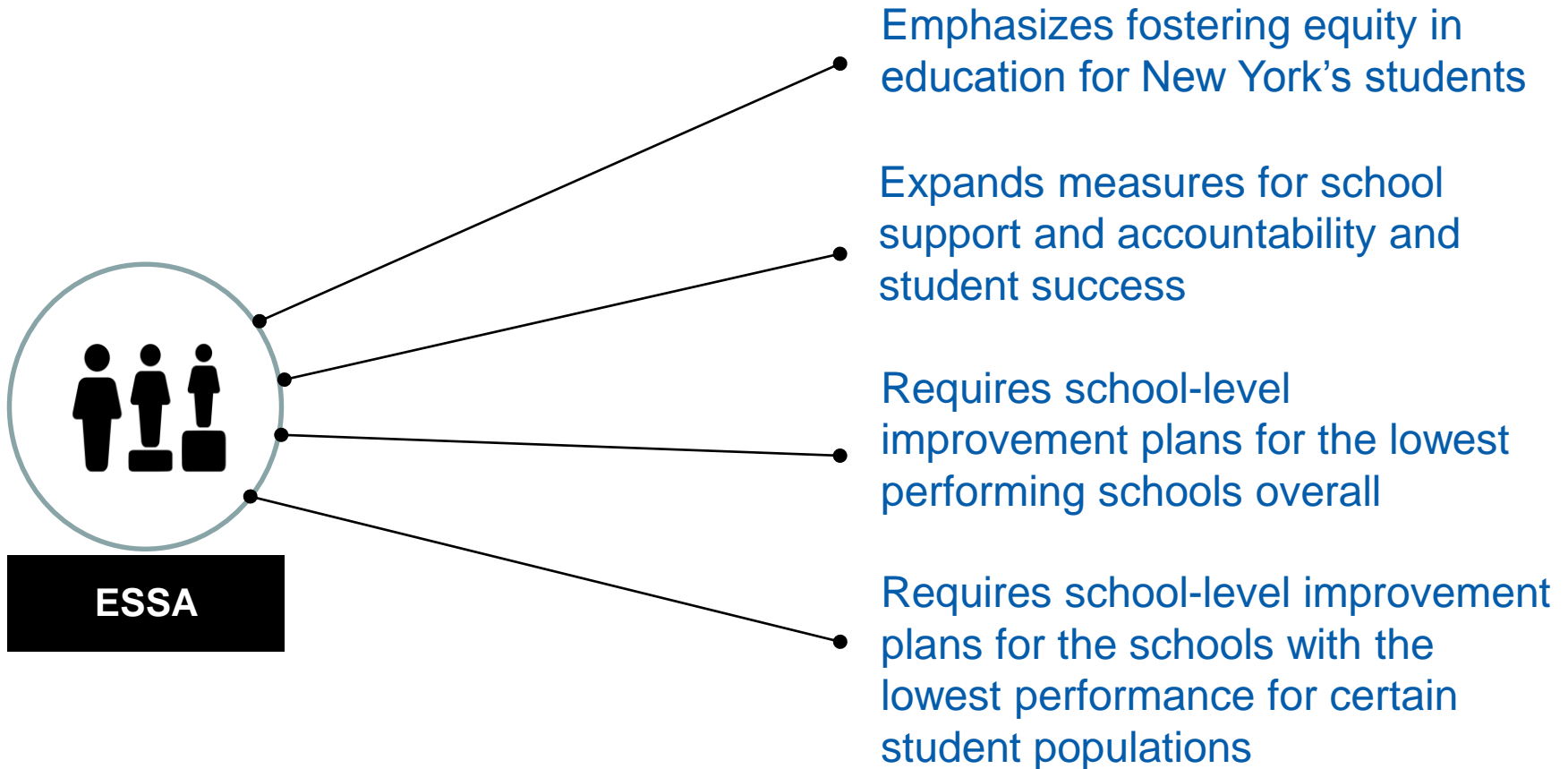
Knowledge > Skill > Opportunity

June Graduation Rates for 2014 Cohort

February 11, 2019



ESSA is Equity



New York State is committed to ensuring that all students succeed in school no matter who they are, where they live, where they go to school, or where they come from.

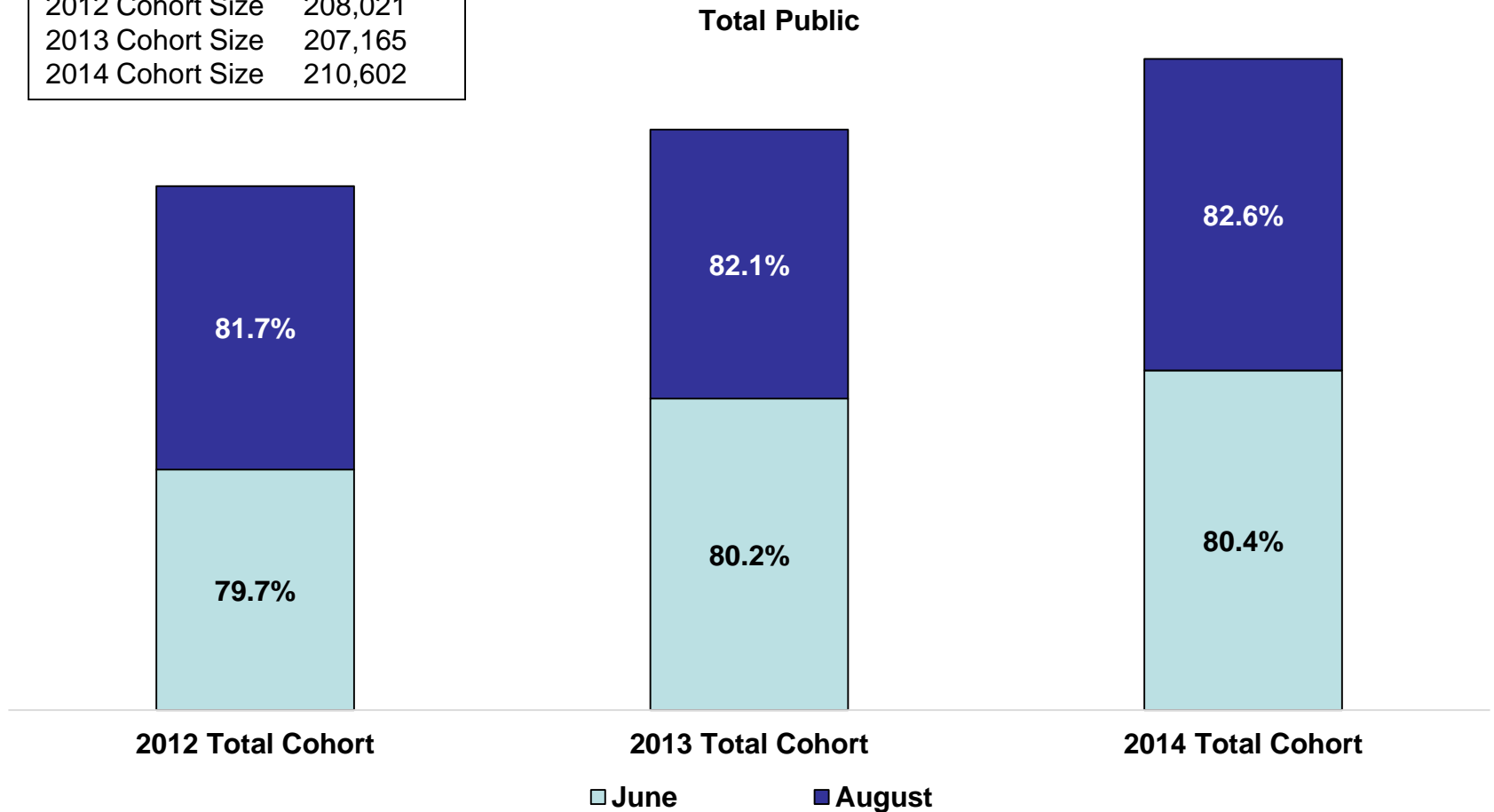
June Graduation Rate Highlights – 2014 Cohort

- **2014 Cohort June graduation rates retained gains of previous years and generally remained level at 80.4%**
- **Continues the upward trend and is 9.5 percentage points higher than it was for the 2004 cohort (70.9%)**
- **Graduation rates increased most in NYC by 1.6 percentage points; charter schools went down 2.5 percentage points**
- **Achievement gaps narrowing among black and Hispanic students by 4.7 and 3.8 percentage points respectively since 2011 cohort**
- **Current ELLs and Students with Disabilities went up 2.4 percentage points and 1.7 percentage points respectively**
- **More work remains to be done to further close achievement gaps; part of this work is to identify where opportunity gaps exist**

Graduation Rate

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

2012 Cohort Size	208,021
2013 Cohort Size	207,165
2014 Cohort Size	210,602



2014 Cohort 4-Year Statewide Outcomes through June and August

Cohort Size is 210,602 students		June	August
Diploma Earned	Regents Diploma	41.8%	43.4%
	Regents Diploma with Advanced Designation	33.4%	33.5%
	Local Diploma	5.1%	5.7%
	Total Graduation Rate	80.4%	82.6%
Non-Diploma Credentials	Career Development & Occupational Studies (not pathway)	0.3%	0.3%
	Skills and Achievement	0.4%	0.4%
Still Enrolled		12.2%	10.0%
Dropped out		6.0%	6.0%
Transferred to an Approved High School Equivalency Program		0.6%	0.6%
Superintendents' Determination School Year 2017-18: 952 Local Diplomas Awarded (based on school year when local diploma awarded, not tied to cohort)			

- Beginning with the 2013-14 school year, IEP diplomas were no longer available. Students with disabilities may become members of a graduation cohort based upon their date of birth and these students earned IEP diplomas prior to the 2013-14 school year.
- Due to rounding, numbers may not add up to 100%.

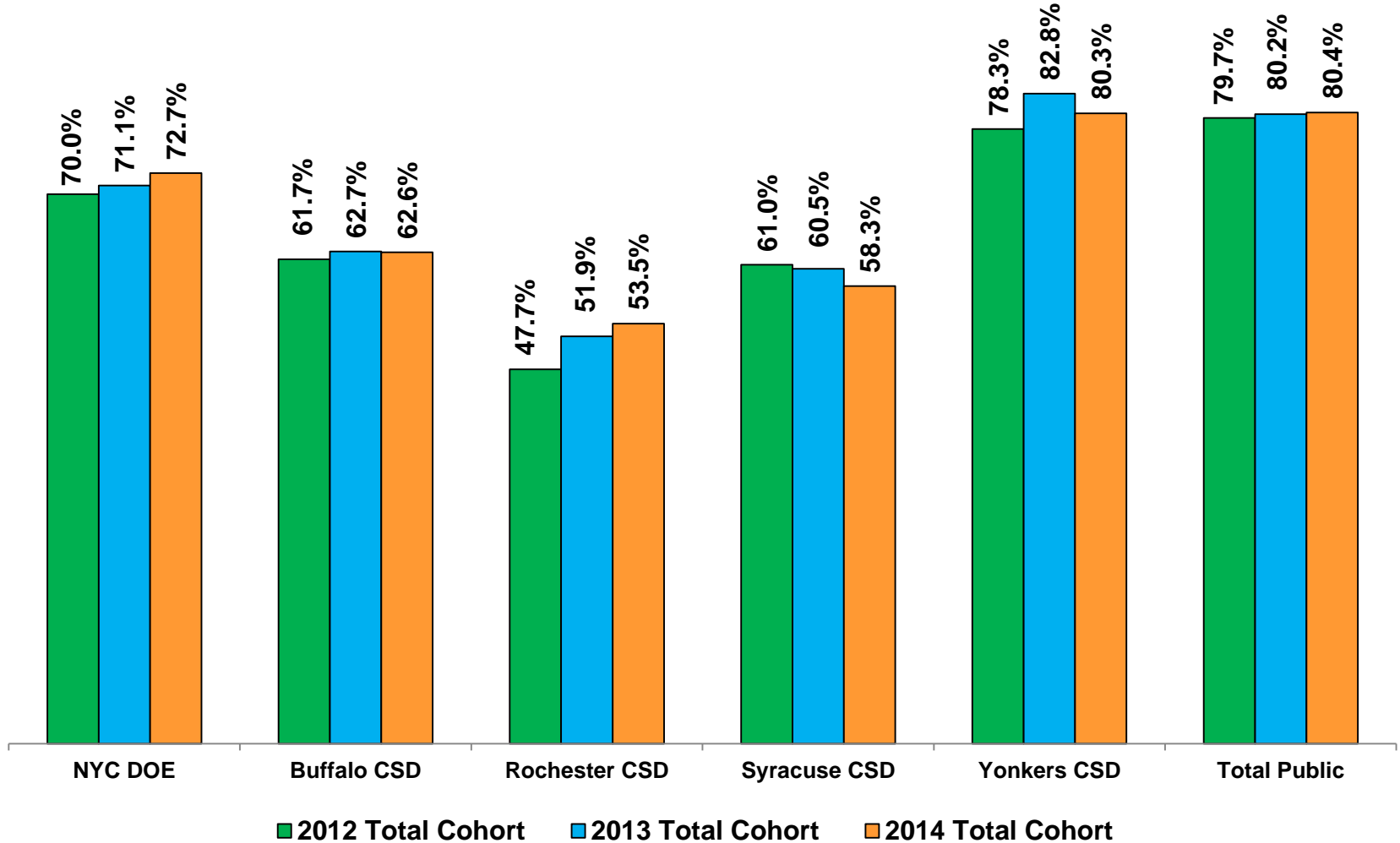
2014 Cohort Sizes at the Big 5 City School Districts

2014 cohort reverses trend of declining cohort size, with 3,400 more students than 2013 cohort (1.7 percent increase)

	All Students	English Language Learners	Students with Disabilities	Economically Disadvantaged
Statewide	210,602	11,093	33,852	110,406
NYC DOE	74,948	6,771	13,665	55,392
Buffalo CSD	2,517	299	531	1,742
Rochester CSD	2,042	258	432	1,725
Syracuse CSD	1,460	157	262	1,203
Yonkers CSD	1,823	91	326	1,550

Big 5 Graduation Rates

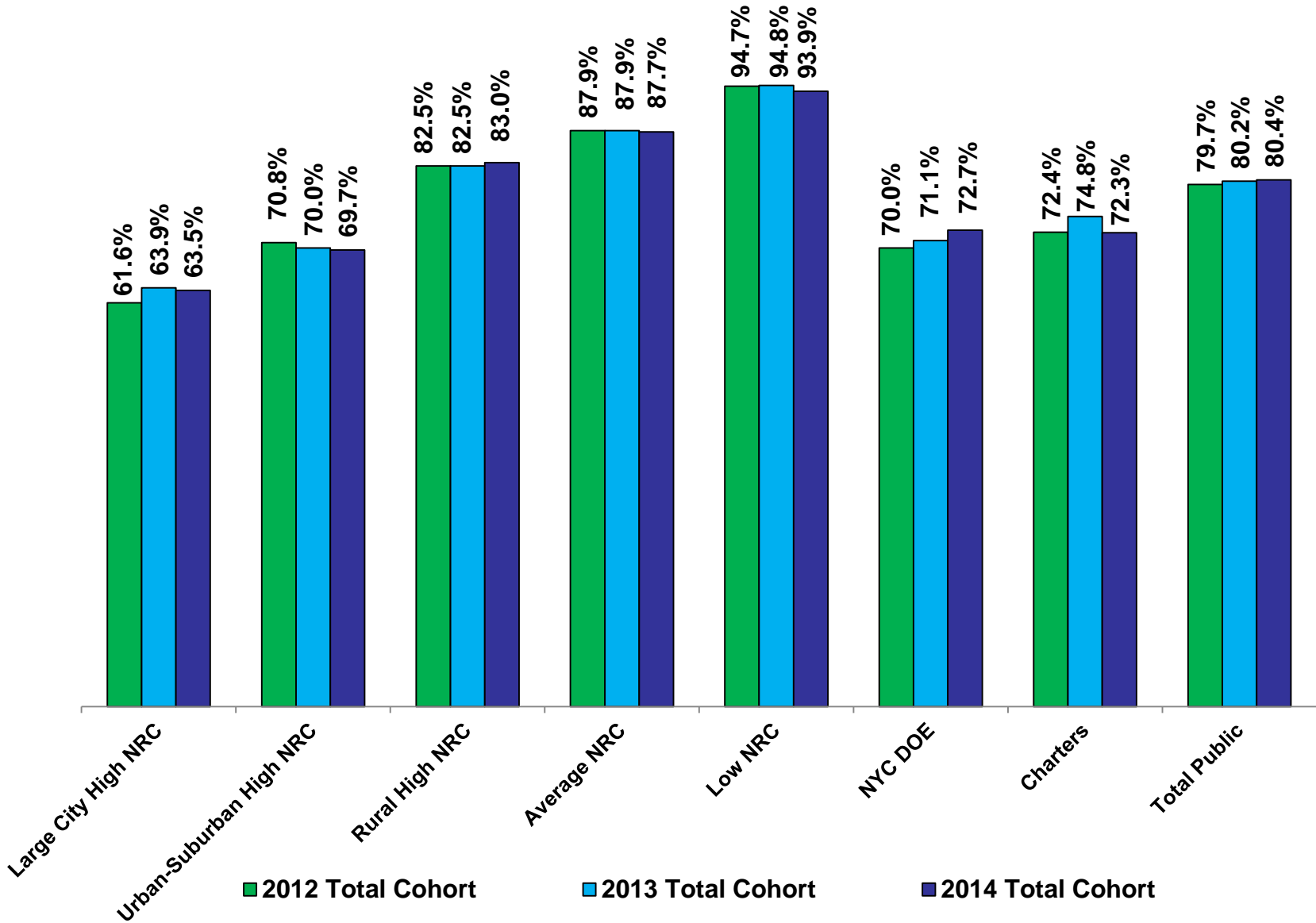
Percentage of Graduates After 4 Years Through June, All Students



- These data points reflect the data submitted, verified and certified by schools and districts. Any Data discrepancies at the local level must first be resolved locally and then resubmitted to the NYSED.

Graduation Rates by Need/Resource Group

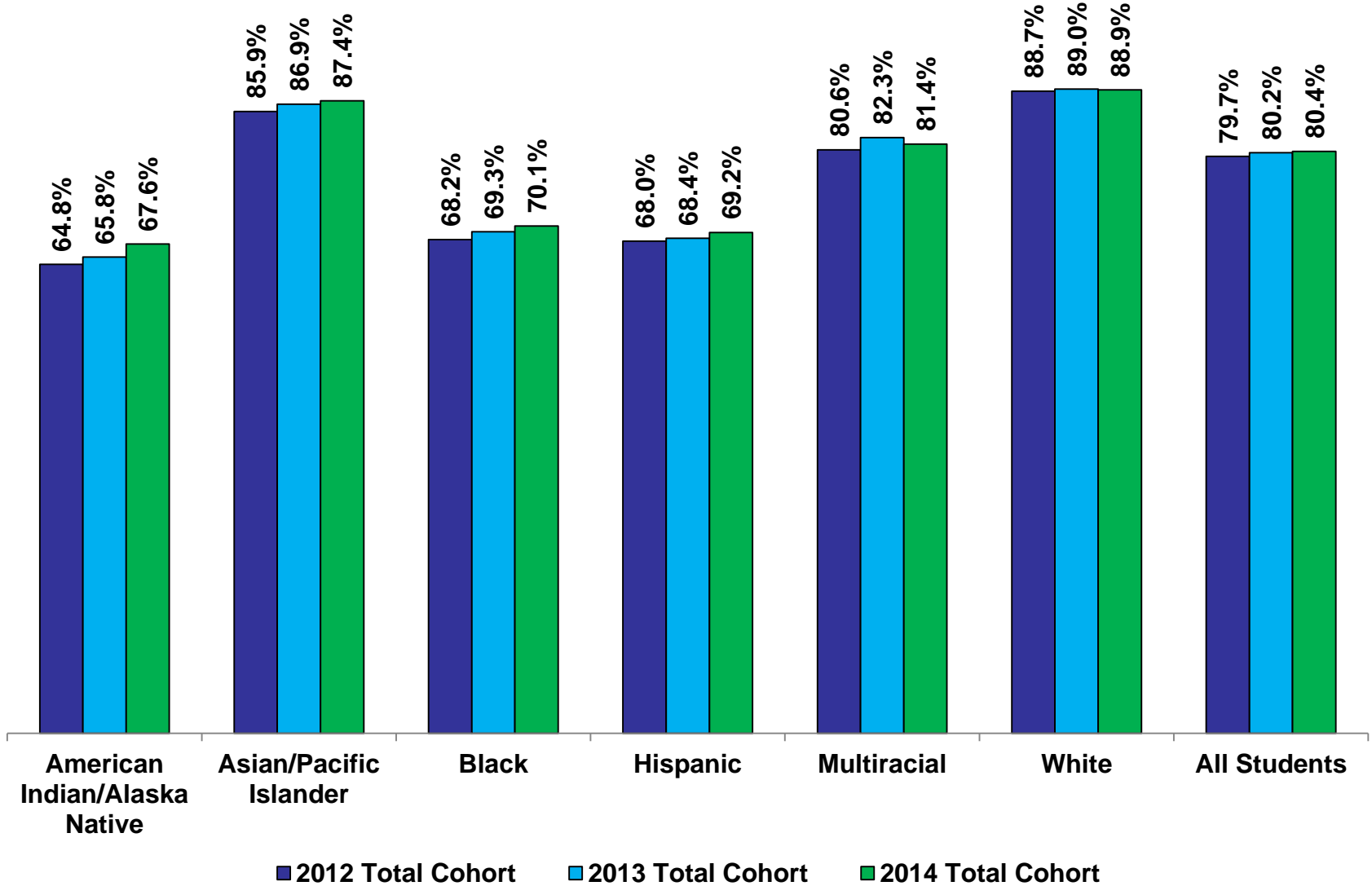
Percentage of Graduates After 4 Years Through June, All Students



• Large City High NRC = Buffalo, Rochester, Syracuse, and Yonkers combined.

• These data points reflect the data submitted, verified and certified by schools and districts. Any Data discrepancies at the local level must first be resolved locally and then resubmitted to the NYSED.

2012, 2013 and 2014 4-Year Graduation Rates by Race/Ethnicity – June



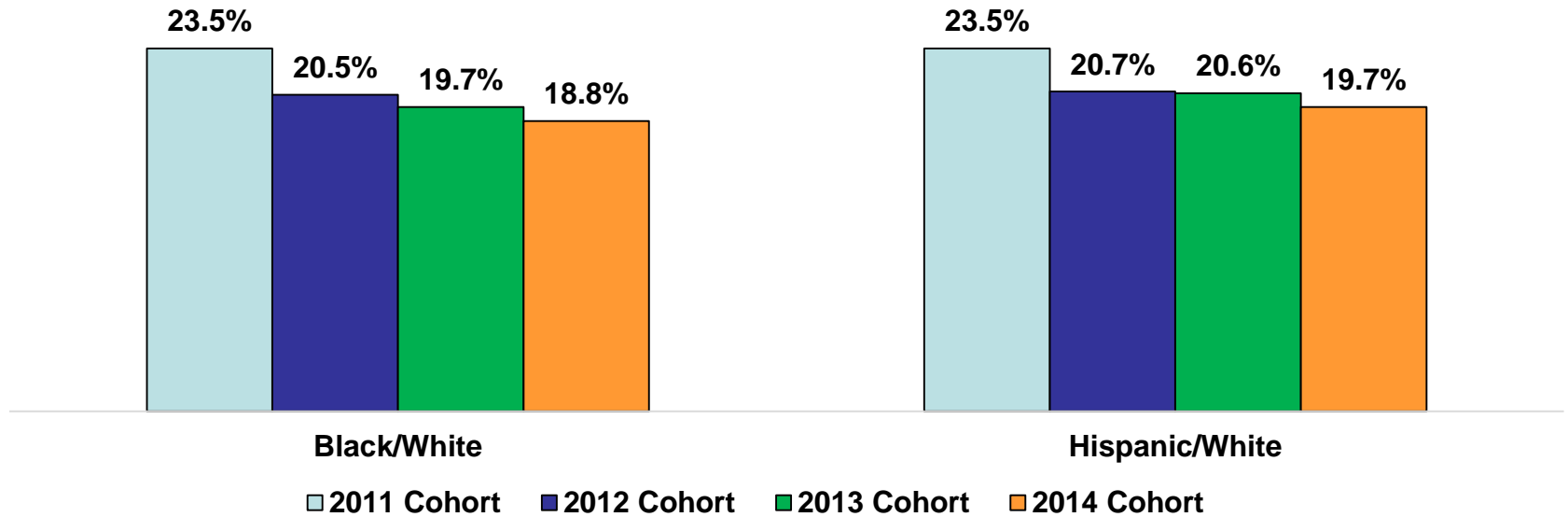
Statewide, the graduation rate achievement gap by racial/ethnic group persists, particularly for the Advanced Designation Diploma

All Students in Public Schools After 4 Years Results Through June

	Black Cohort Members	Hispanic Cohort Members	White Cohort Members
Regents Diploma	50.4%	47.1%	37.8%
Regents Diploma with Advanced Designation	11.9%	15.7%	46.9%
Local Diploma	7.9%	6.4%	4.2%
Total Graduates	70.1%	69.2%	88.9%
Still Enrolled	20.2%	19.2%	6.1%
Non-Diploma Credentials (stand-alone CDOS, Skills & Achievement)	0.8%	0.5%	0.8%
Dropped out	7.8%	10.1%	3.7%
Transferred to an Approved High School Equivalency Program	0.9%	1.0%	0.4%

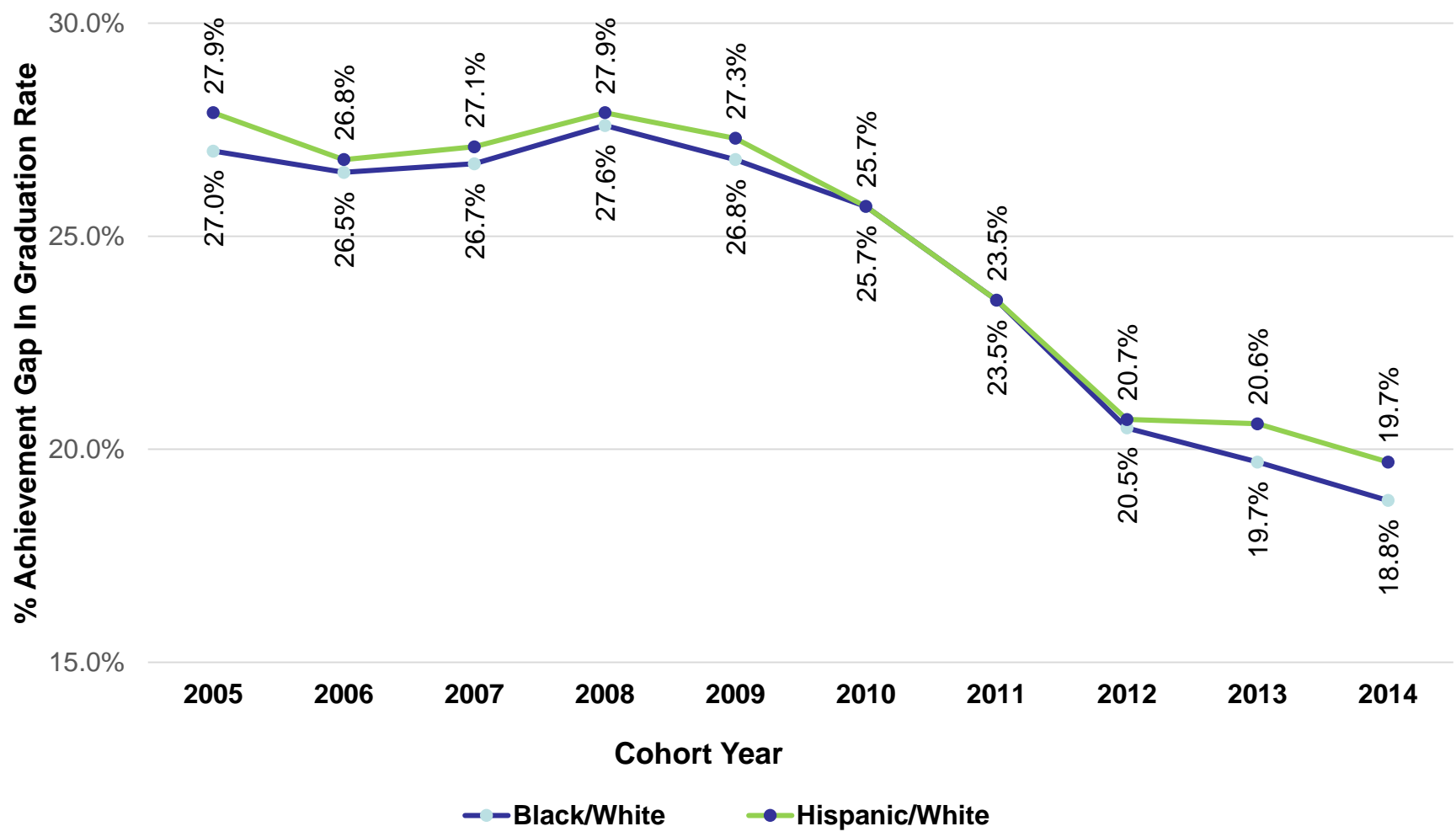
Closing Achievement Gaps

Difference in Graduation Rate between Black and Hispanic subgroups compared to White subgroup

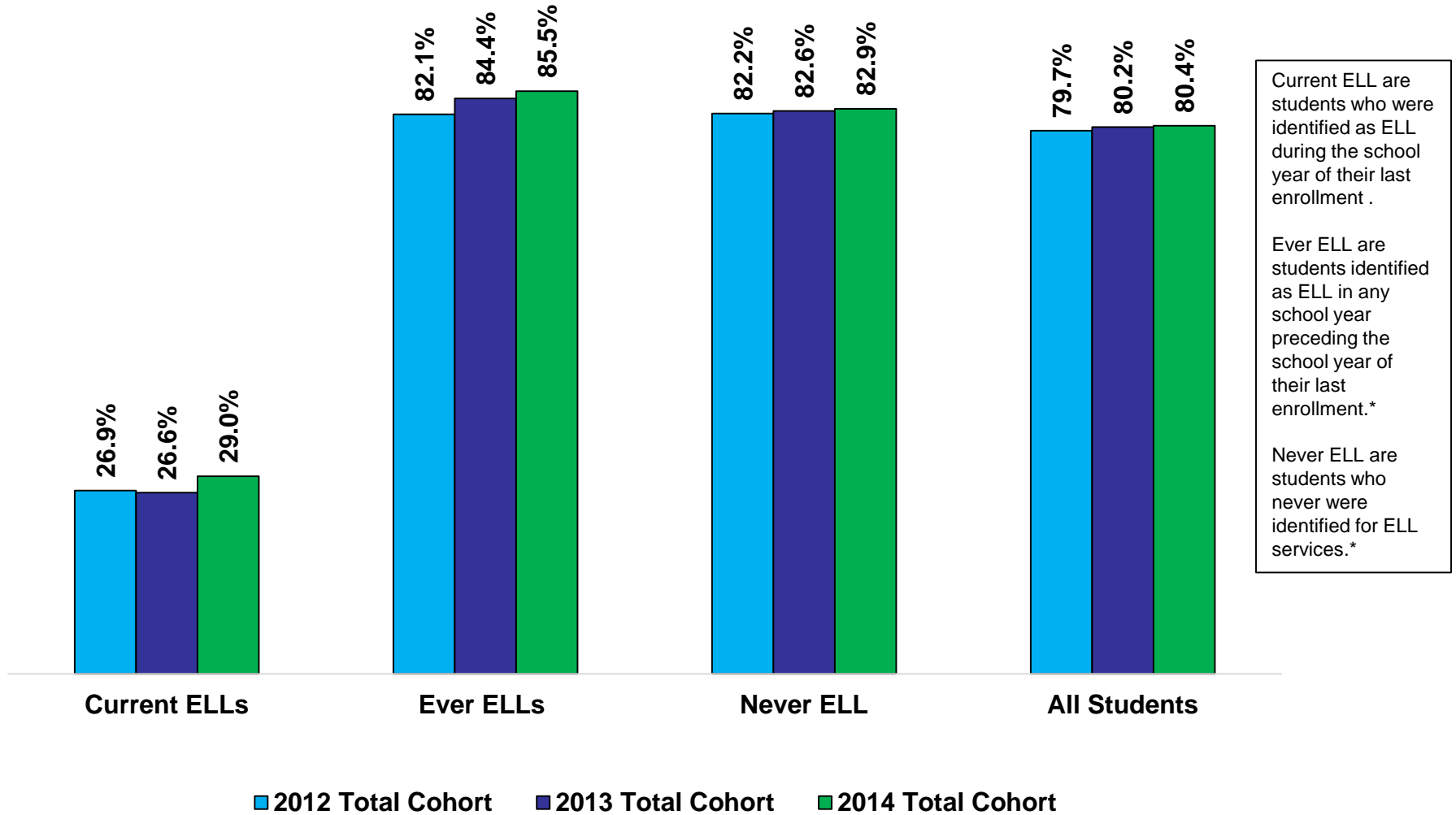


10-Year Achievement Gaps by Cohort

Difference in Graduation Rate between Black and Hispanic students compared to White students



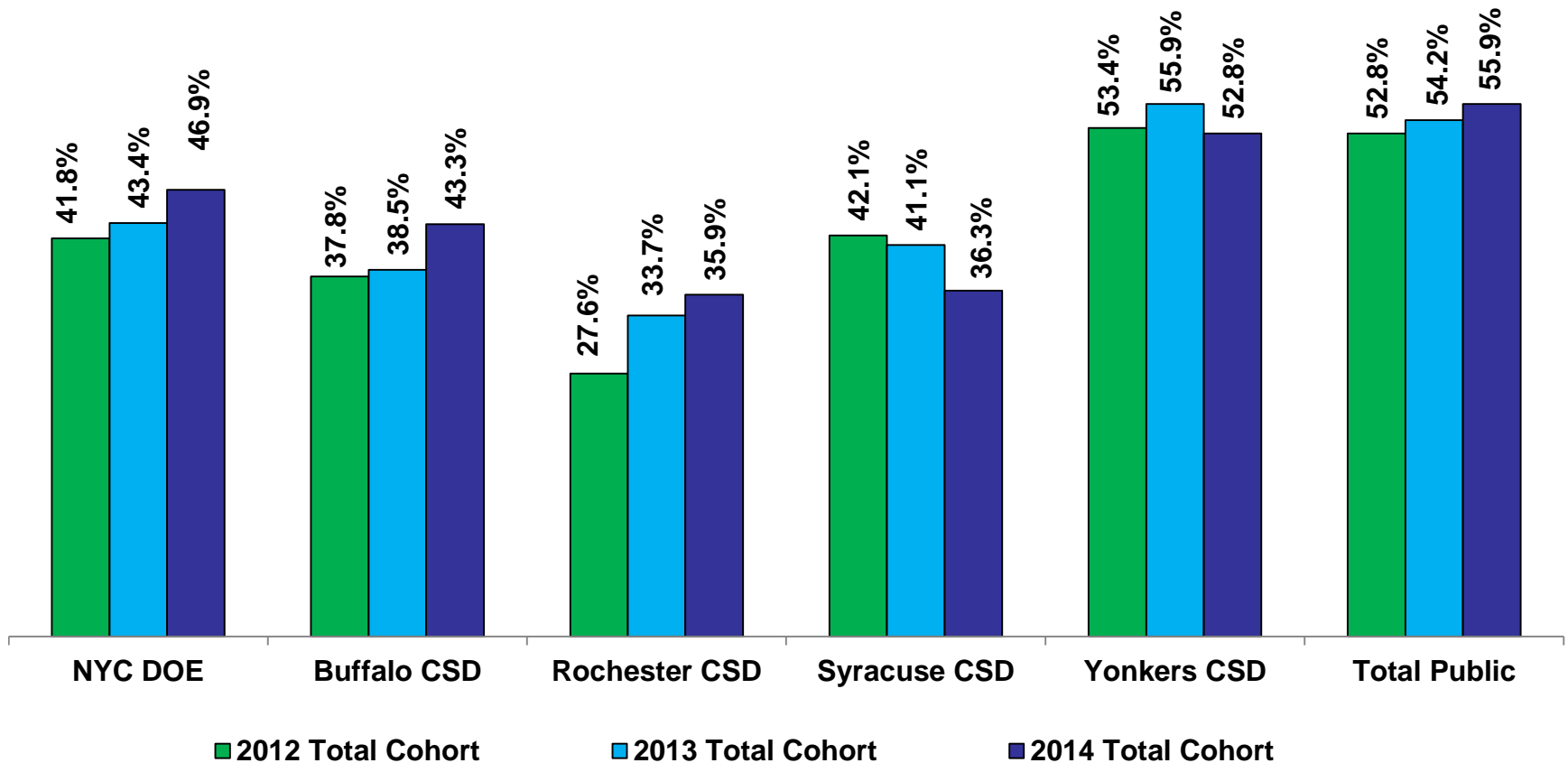
English Language Learner Graduation Rates



* Data are available for the 2005-06 to 2017-18 school years only. Therefore, students who received ELL services prior to 2005-06 are not identified as Ever ELL.

Graduation Rate for Students with Disabilities

Percentage of Graduates After 4 Years Through June, Students with Disabilities



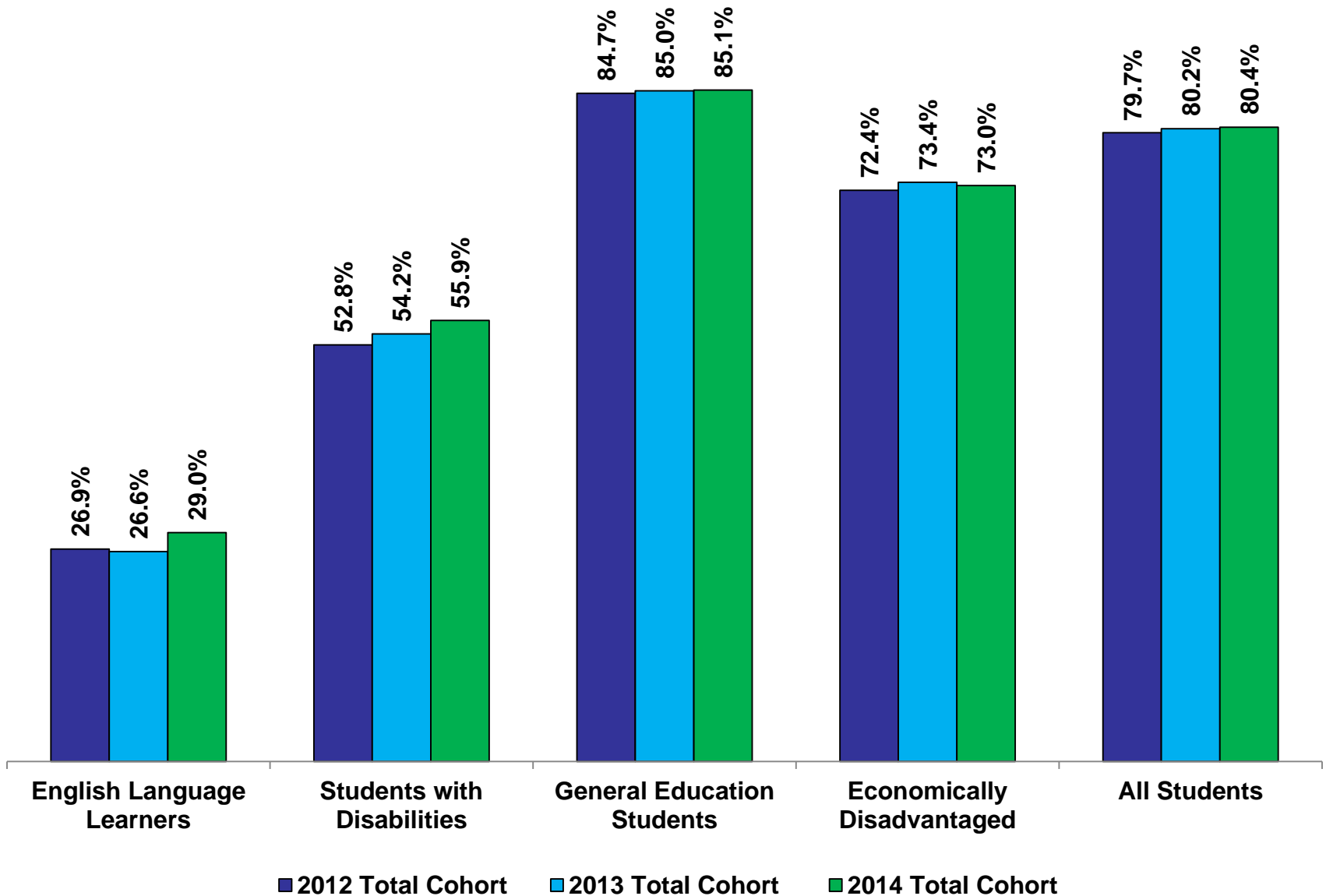
Given the relatively small size of this subgroup in these districts, with the exception of NYC, there will be greater fluctuations in the data from year to year.

Students with Disabilities: 2012, 2013 and 2014 Cohorts – June

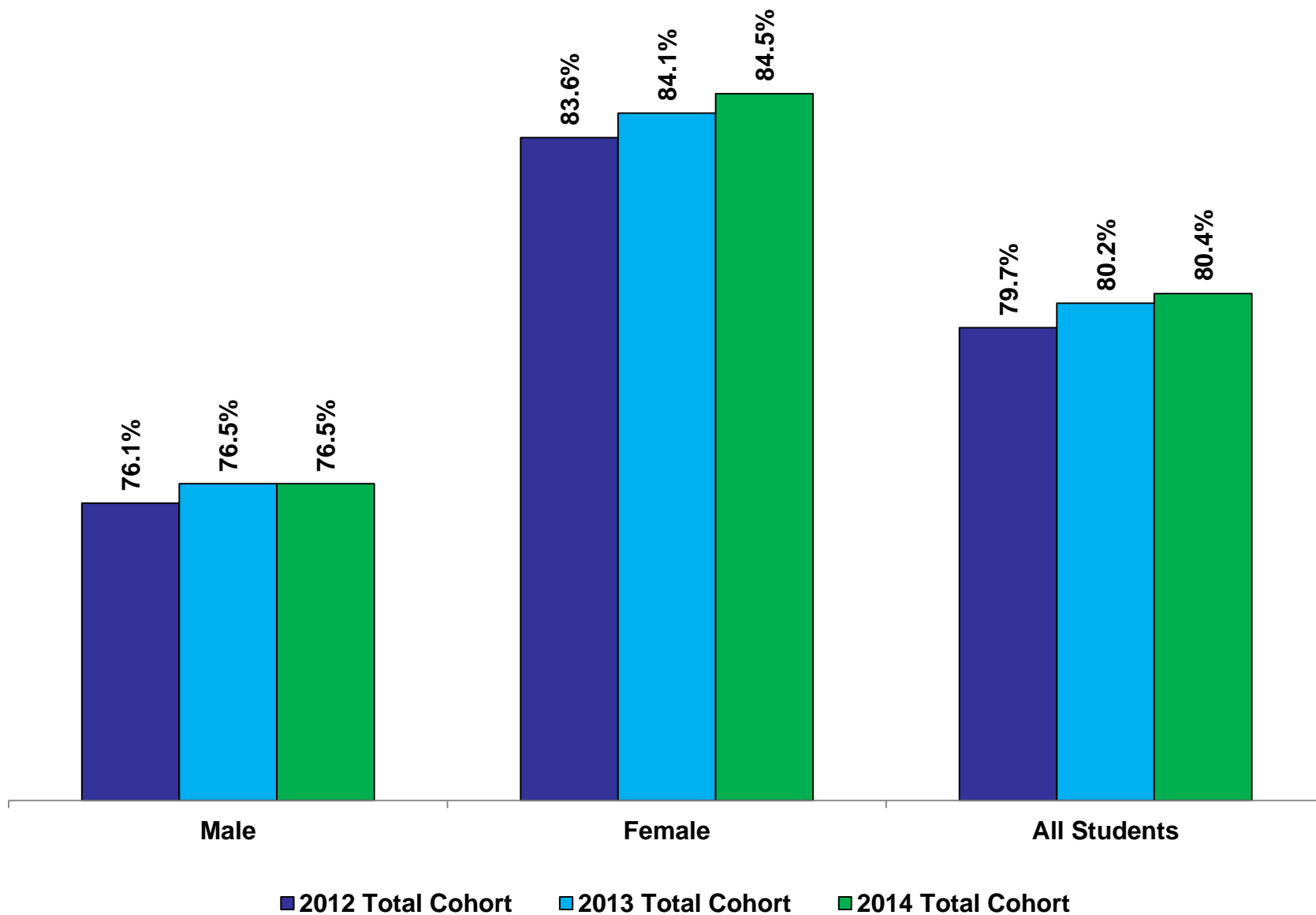
Students with Disabilities in Public Schools After 4 Years Results Through June

	2012 Total Cohort	2013 Total Cohort	2014 Total Cohort
Regents Diploma	28.8%	28.7%	28.9%
Regents Diploma with Advanced Designation	3.0%	3.5%	3.5%
Local Diploma	21.0%	22.0%	23.5%
Total Graduates	52.8%	54.2%	55.9%
Still Enrolled	29.0%	28.5%	27.9%
Non-Diploma Credentials (CDOS, Skills & Achievement)	4.6%	4.4%	4.0%
Dropped out	12.3%	11.6%	11.1%
Transferred to an Approved High School Equivalency Program	1.0%	1.0%	1.1%
Local Diplomas Awarded Through Superintendents' Determination (based on school year when local diploma awarded, not tied to cohort)		School Year 2016-17	School Year 2017-18
		315	952

2012, 2013 and 2014 4-Year Graduation Rates by Subgroup – June

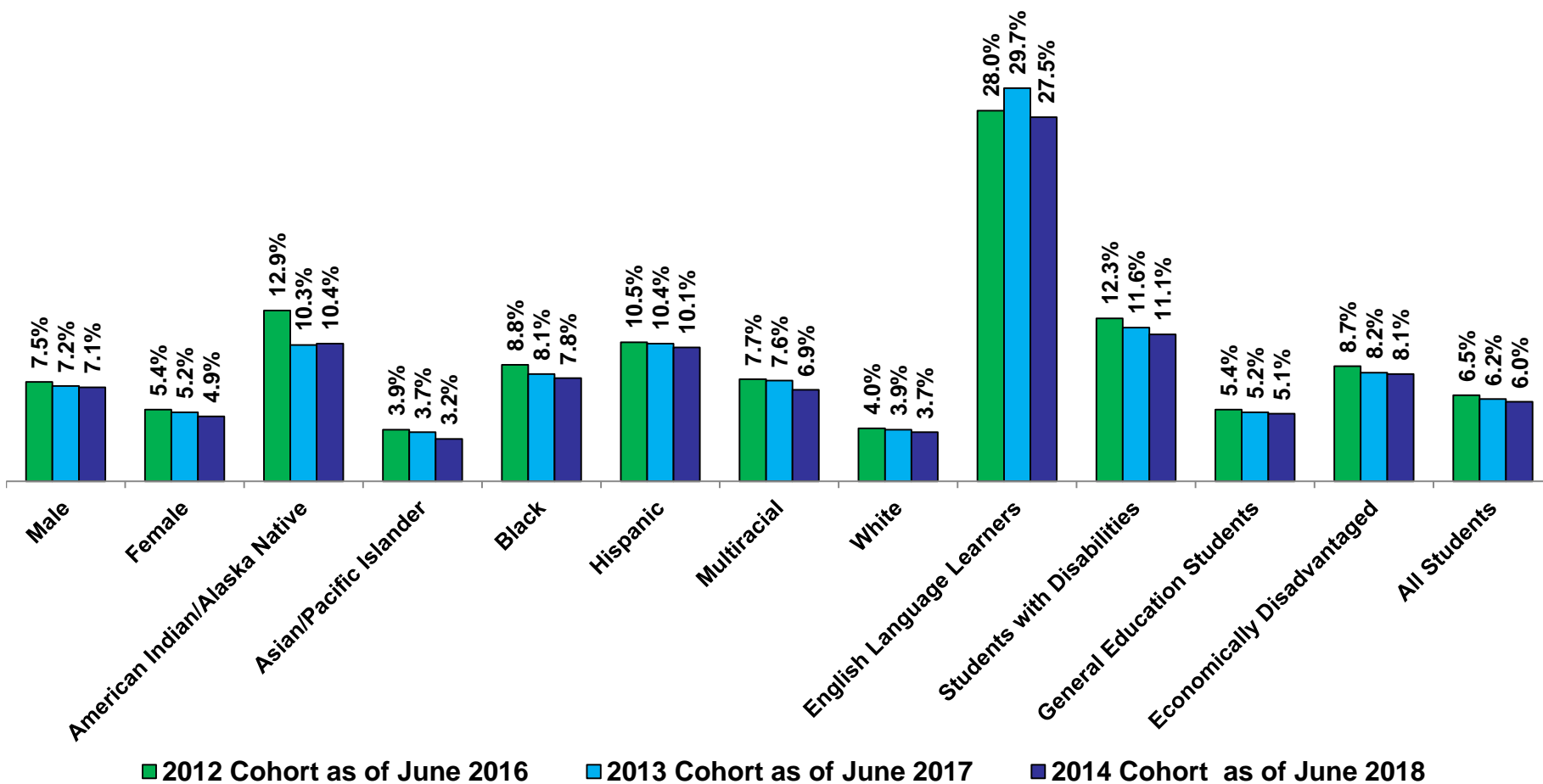


2012, 2013 and 2014 4-Year Graduation Rates by Gender – June

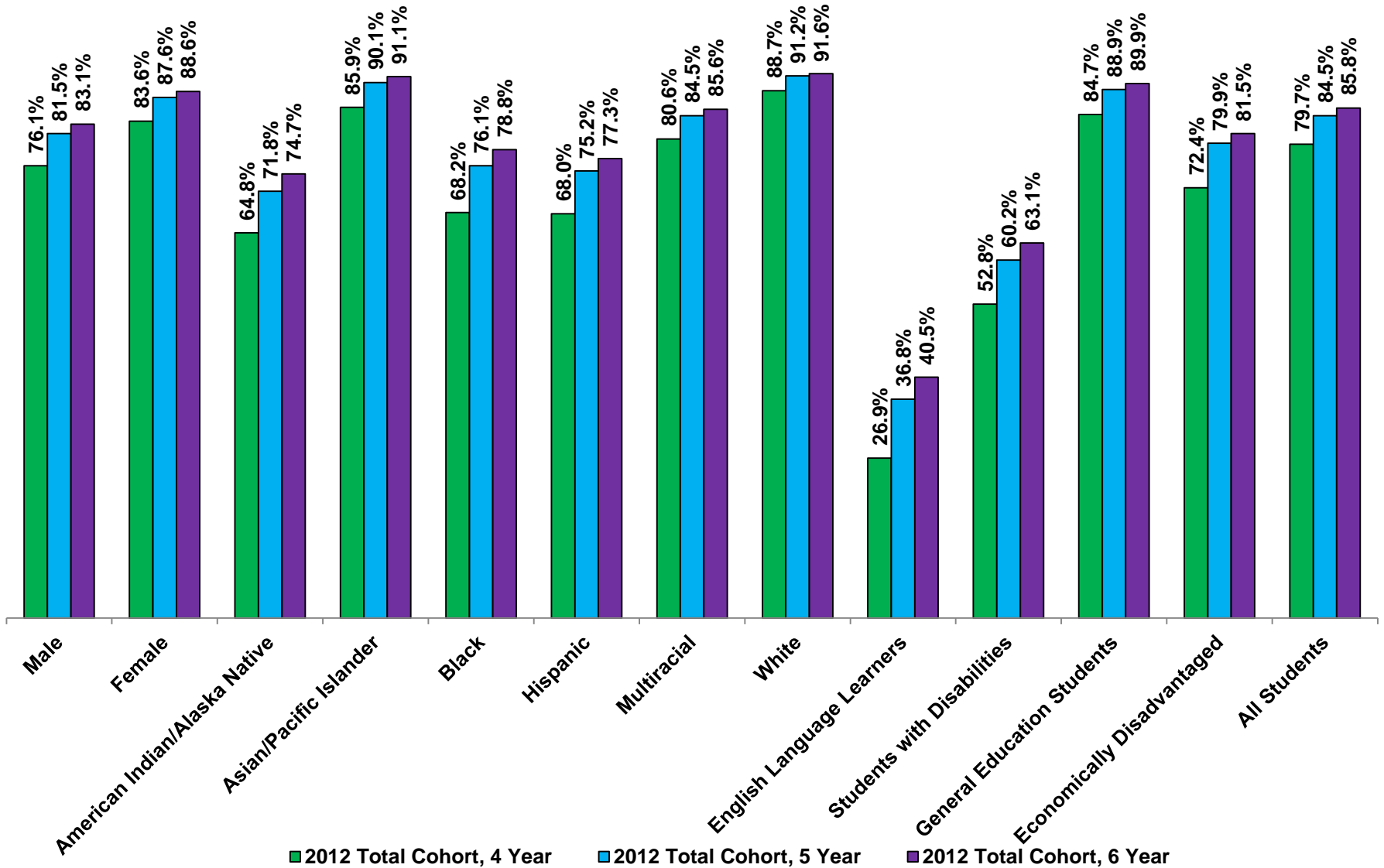


Dropout Rates after 4 Years by Subgroup

2012 Cohort Size	208,021
2013 Cohort Size	207,165
2014 Cohort Size	210,602



2012 Cohort Graduation Rate after 4, 5 and 6 Years by Subgroup



5 year outcomes include cumulative data, including those students in the same cohort who graduated in previous years.

Regents Actions on Multiple Pathways to Graduation

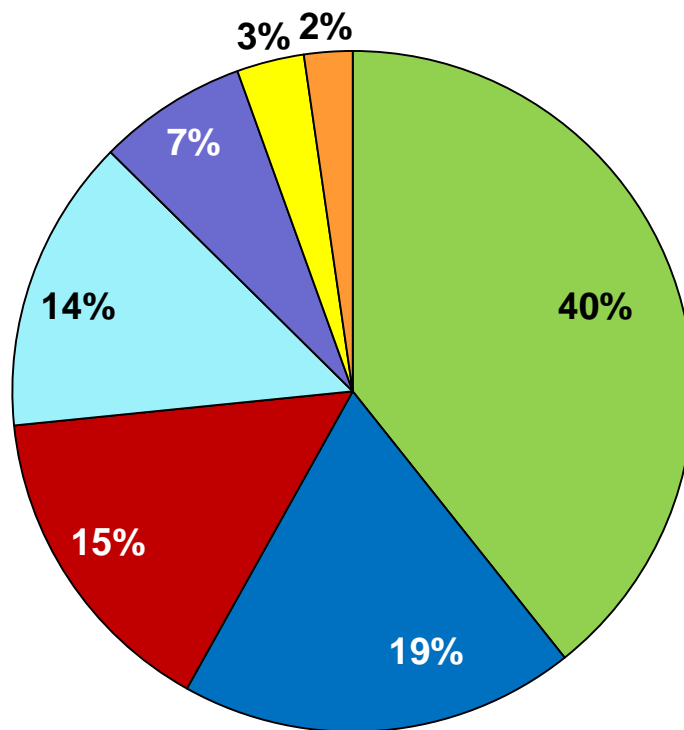
- **Jan. 2015: Approved multiple assessment pathways in:**
 - **Arts**
 - **Language Other Than English (LOTE)**
 - **Career/Technical Education**
 - **Humanities**
 - **Science, Technology, Engineering and Mathematics (STEM)**
- **Jun. 2016: Established a new Career Development Occupational Studies (CDOS) graduation pathway**
- **March 2018: Approved five languages other than English exams expanding access to a LOTE pathway in four different languages**

Regents Actions for Students with Disabilities

- **Jun. 2016: Enabled superintendents to make a determination on the academic proficiency of certain students with disabilities to graduate with a local diploma**
- **Dec. 2017: Expanded the superintendent determination to allow CDOS credential for students with disabilities who pass Regents-level ELA & Math courses but not Regents exams**

New Graduation Pathways – 2014 Cohort, June Graduates after 4 years Statewide

Districts Reported 11,200 Students Earned a Diploma Through a New Pathway; Increase of 13 Percent Over Last Year



■ STEM Science ■ STEM Math ■ CTE ■ CDOS ■ Humanities Alternative ■ Arts ■ LOTE

Identifying Opportunity Gaps

To ensure equity across the state, we need to increase opportunities to support successful students.

Part of this effort will be to explore which schools offer opportunities for:

- **Multiple graduation pathways**
- **Participation in My Brother's Keeper programs**
- **Access to high level coursework**
- **Early College High School programs**
- **PTECH programs**

My Brother's Keeper

- **\$48 million awarded to more than 100 districts and colleges through 3 grant programs**
 - 23 Communities
 - 7 Tribal Nations
 - 40 Challenge Grants
 - 45 Family and Community Engagement Grants
 - 36 My Brother's Keeper (MBK) Fellows
 - 16 Teacher Opportunity Corps (TOC) II funded programs
 - 5 Exemplary School Model Practice Schools (ESMP)



Conclusion

- **Achievement gaps are starting to narrow; however, much work remains to be done**
- **Overall statewide graduation rate trend continues upward**
- **Board and Department remain focused on bringing educational equity to all New York students**

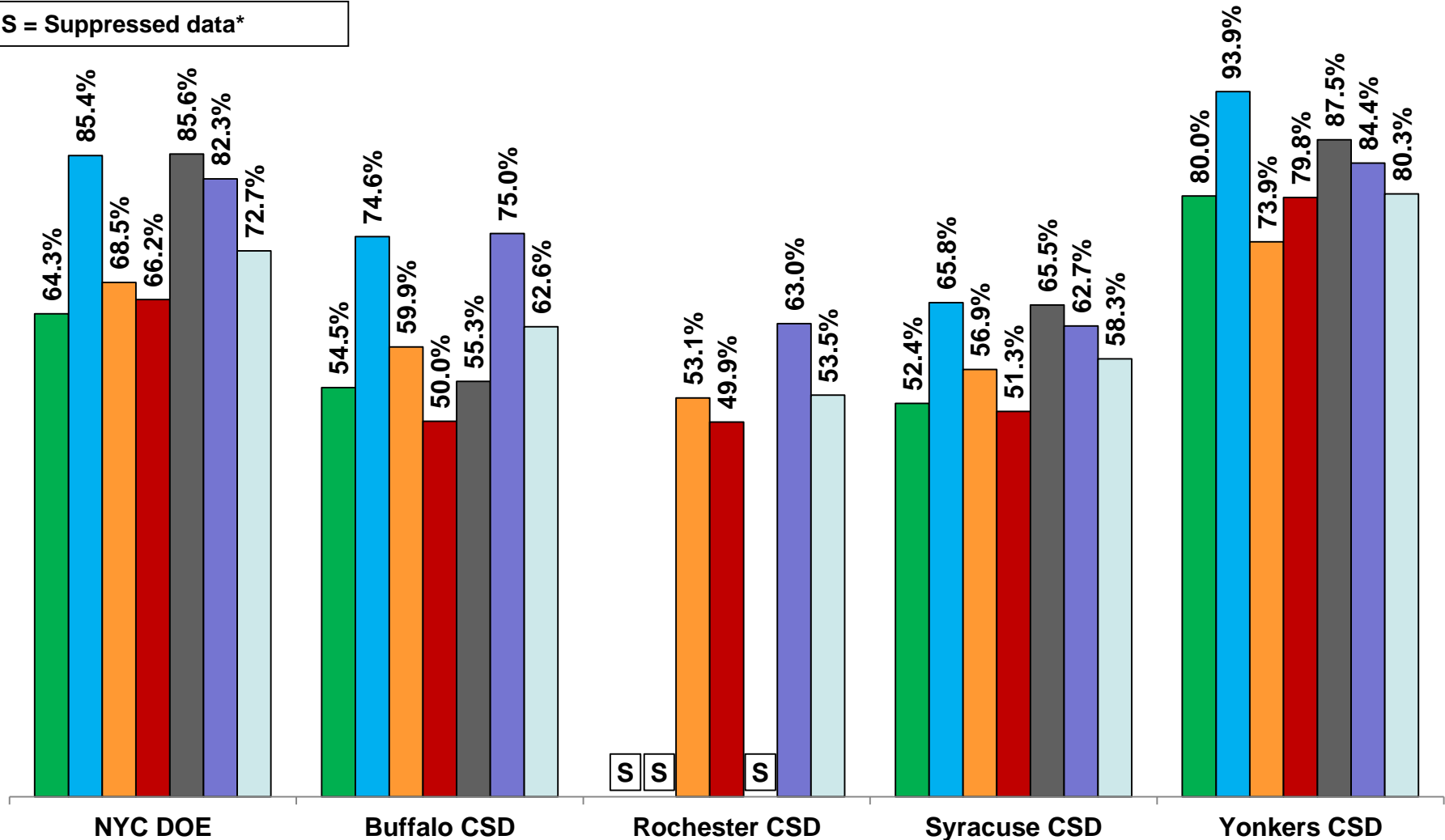


Additional Data



Big 5 Graduation Rates by Race/Ethnicity, 2014 Cohort - June

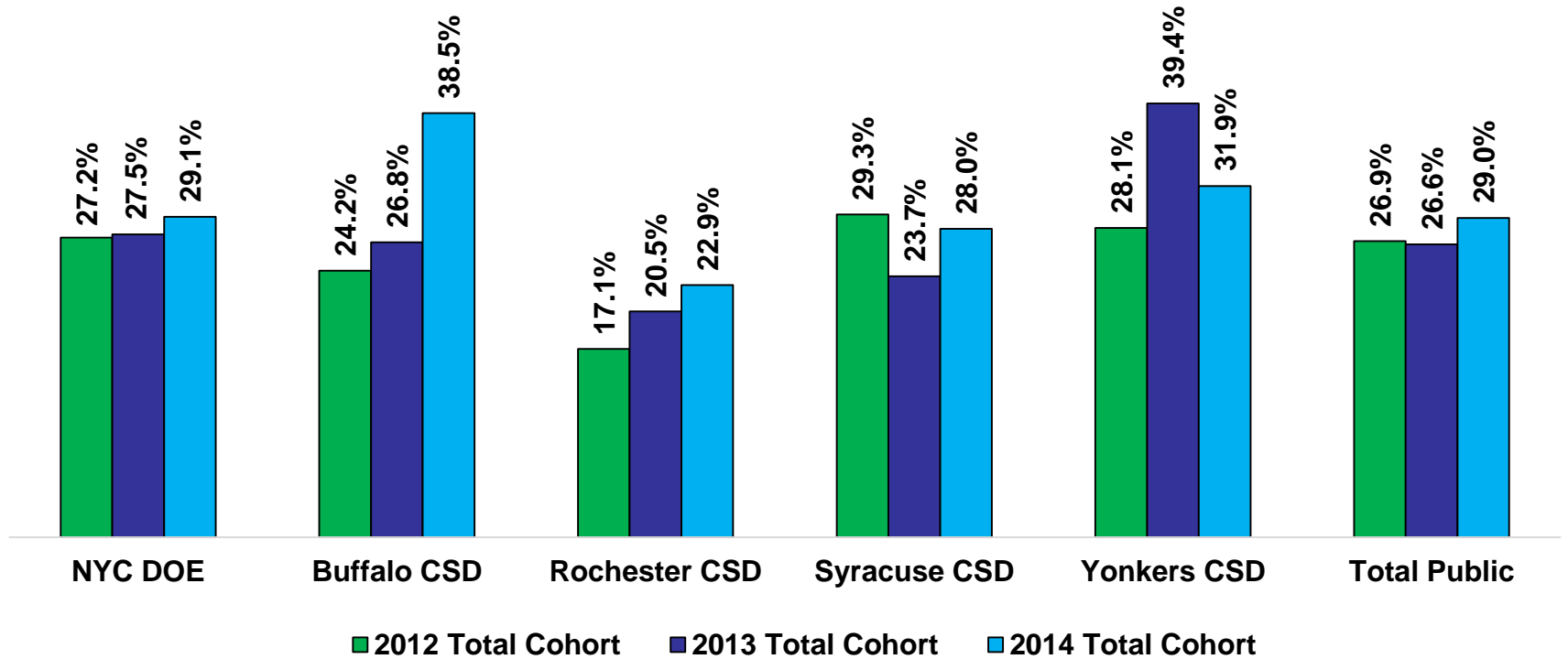
S = Suppressed data*



■ American Indian/Alaska Native
 ■ Asian/Pacific Islander
 ■ Black
 ■ Hispanic
 ■ Multiracial
 ■ White
 ■ All Students

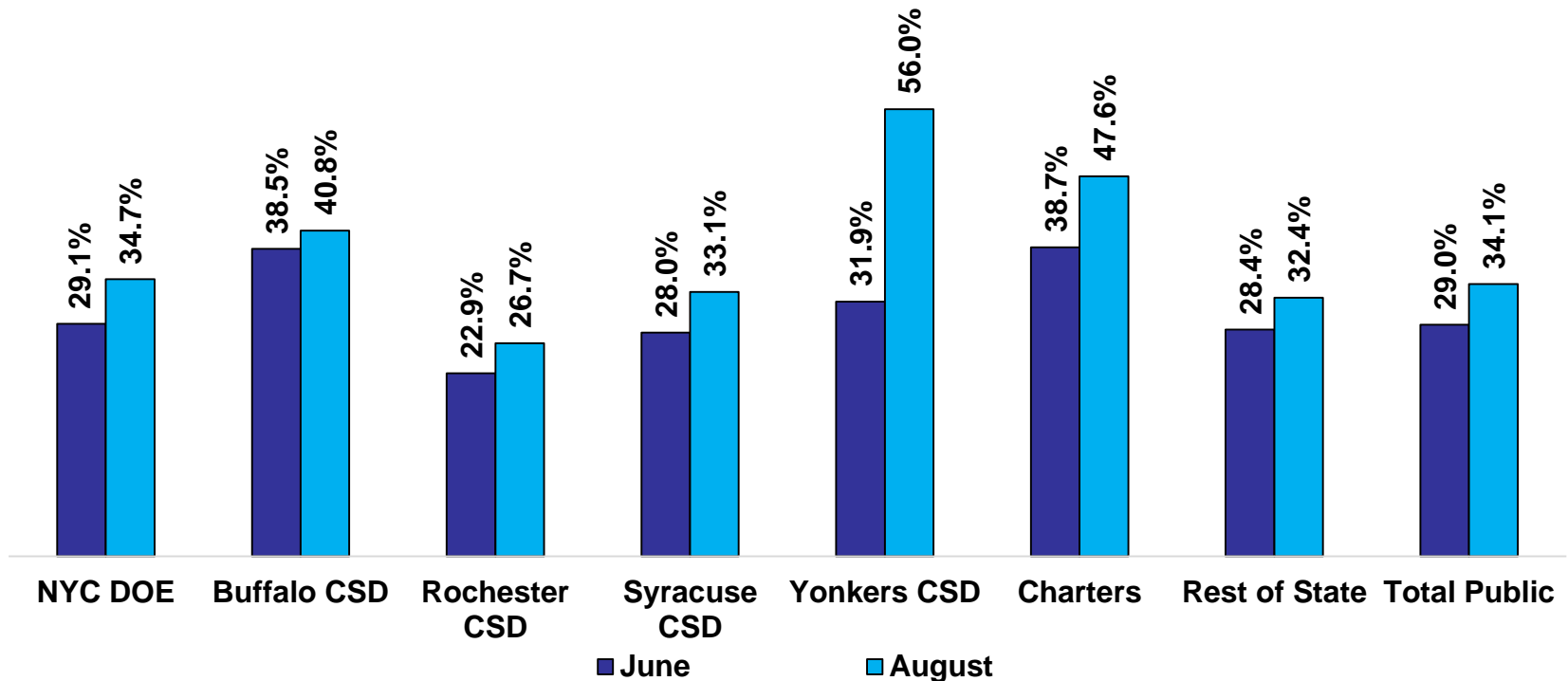
*For groups with fewer than five students, the Department does not publish data. Percentages of tested students scoring at various levels are suppressed for that group and the next smallest group.

English Language Learners: Big 5 2012, 2013 and 2014 Total Cohort, Graduation Rate after 4 years – June



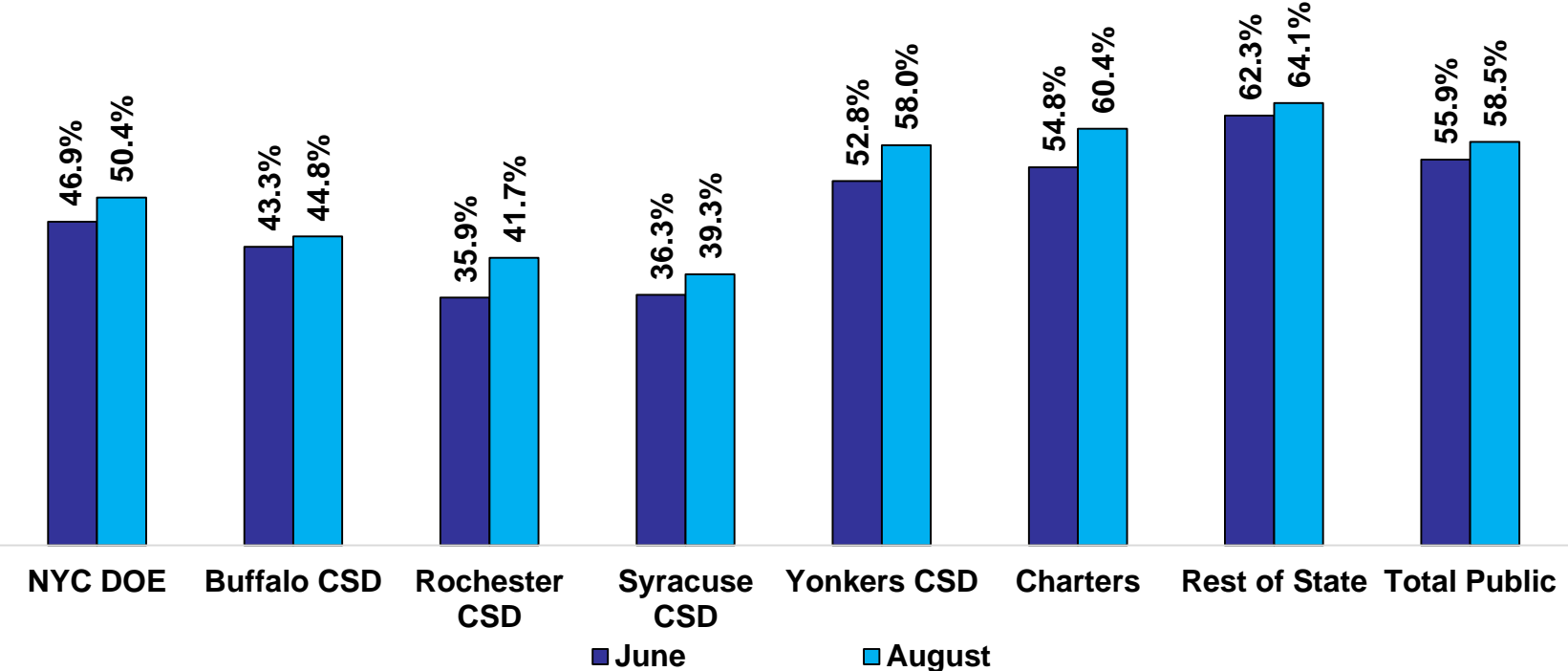
Given the relatively small size of this subgroup in these districts, with the exception of NYC, there will be greater fluctuations in the data from year to year.

Current English Language Learners: 2014 Total Cohort, June and August Graduates after 4 Years



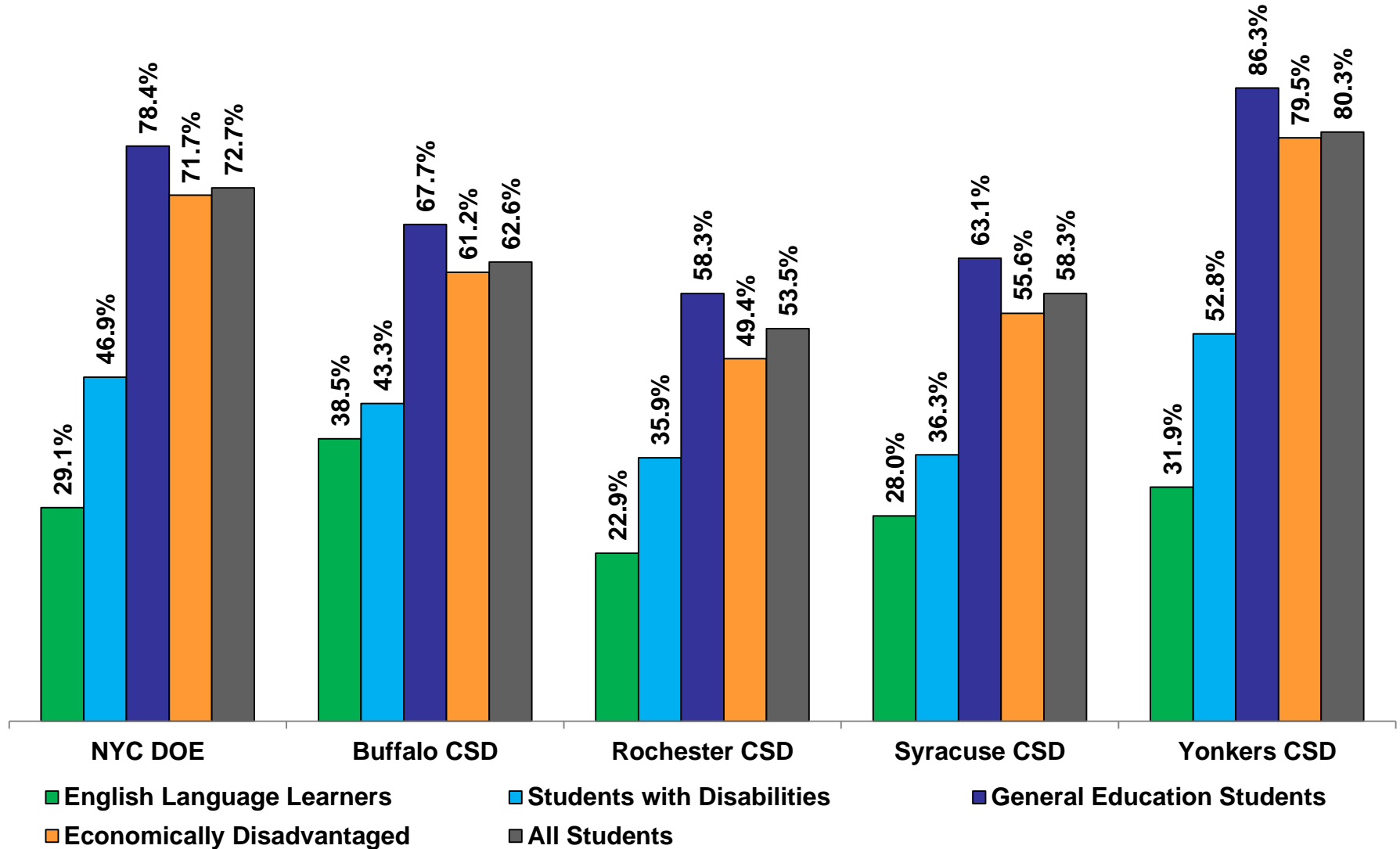
Rest of State excludes NYC and Charters

Current Students with Disabilities: 2014 Total Cohort, June and August Graduates after 4 Years

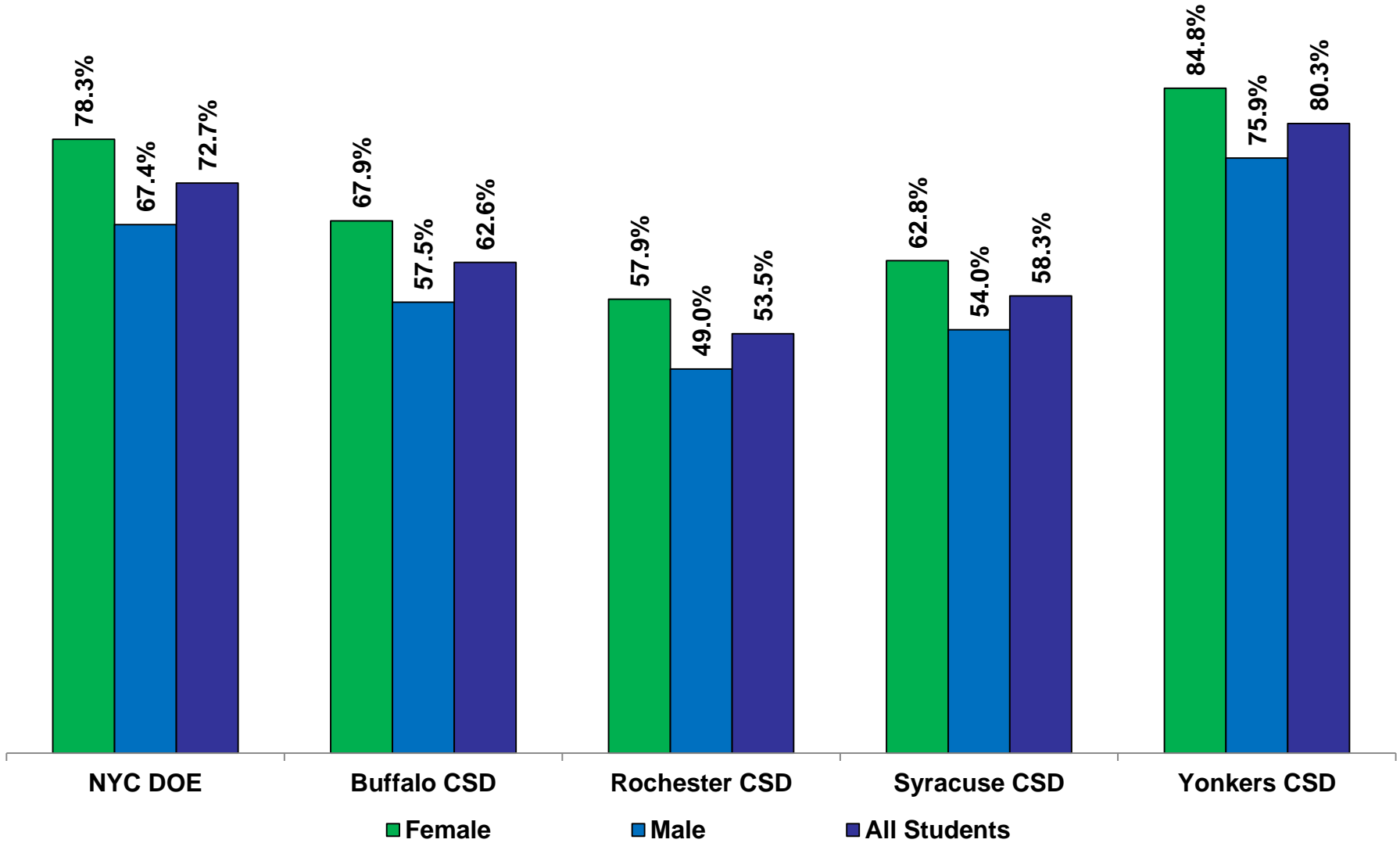


Rest of State excludes NYC and Charters

Big 5 Graduation Rates by Subgroup, 2014 Cohort - June

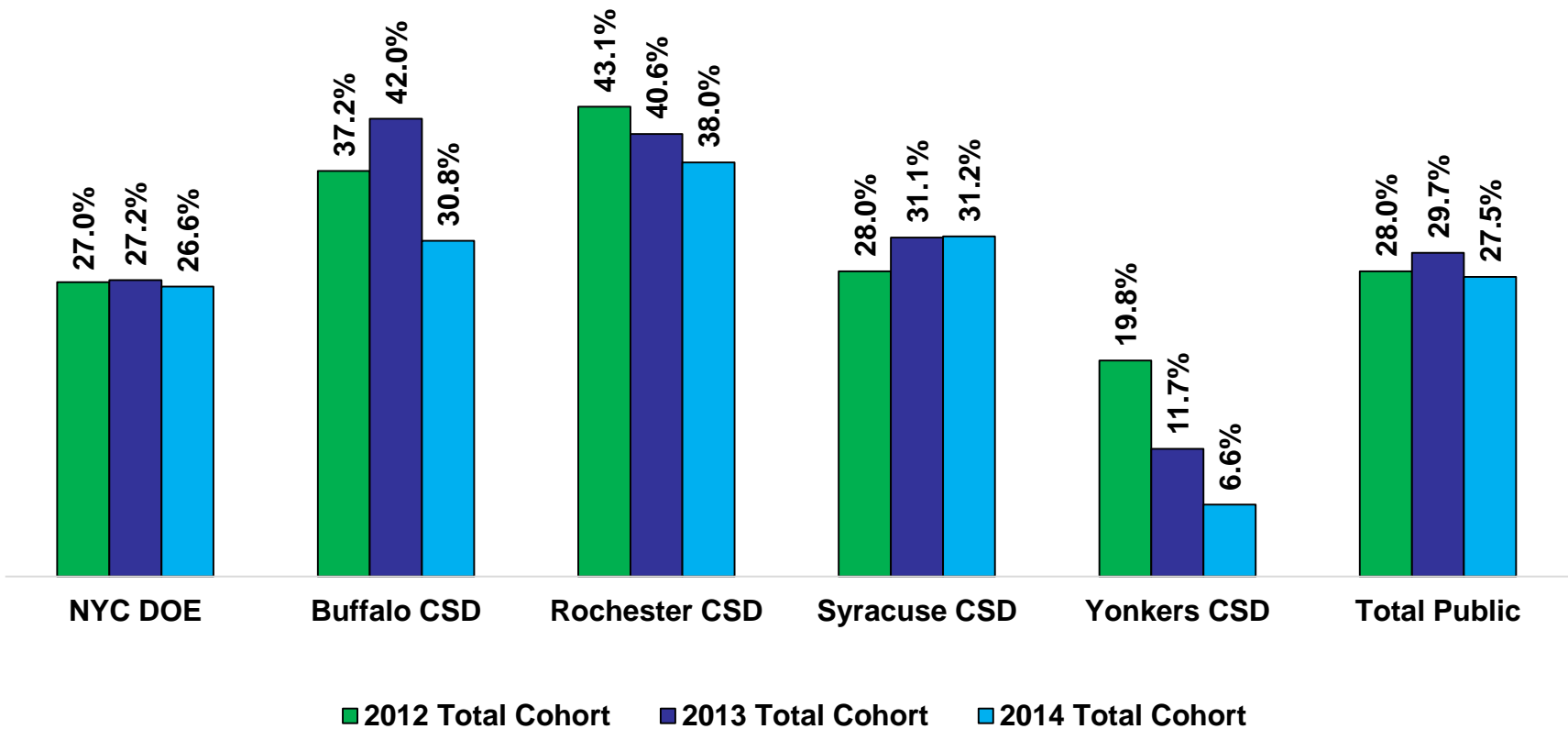


Big 5 Graduation Rates by Gender, 2014 Cohort - June



Current English Language Learners: Big 5 2012, 2013 and 2014

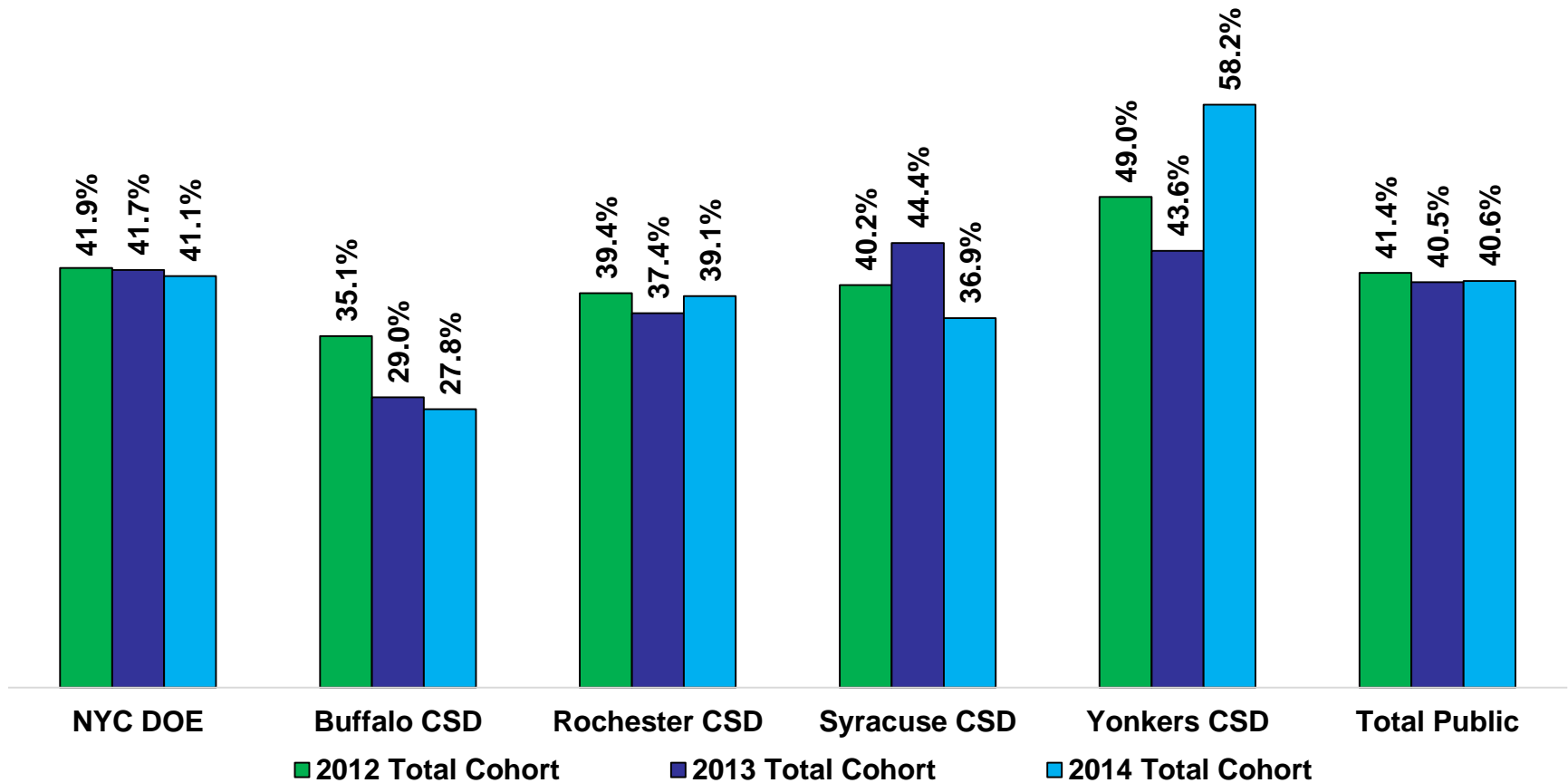
Total Cohort, Dropout Rate after 4 years – June



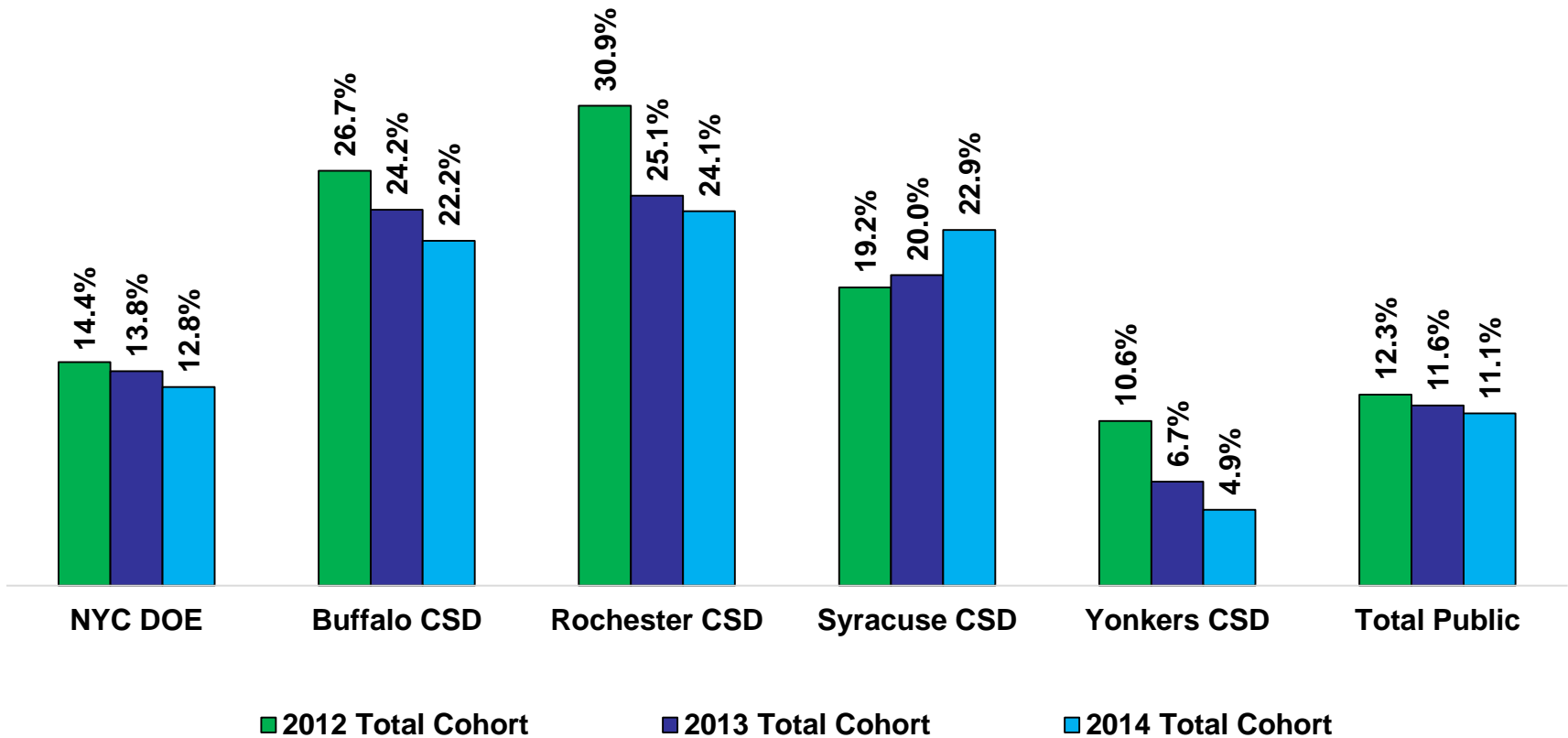
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Current English Language Learners: Big 5 2012, 2013 and 2014

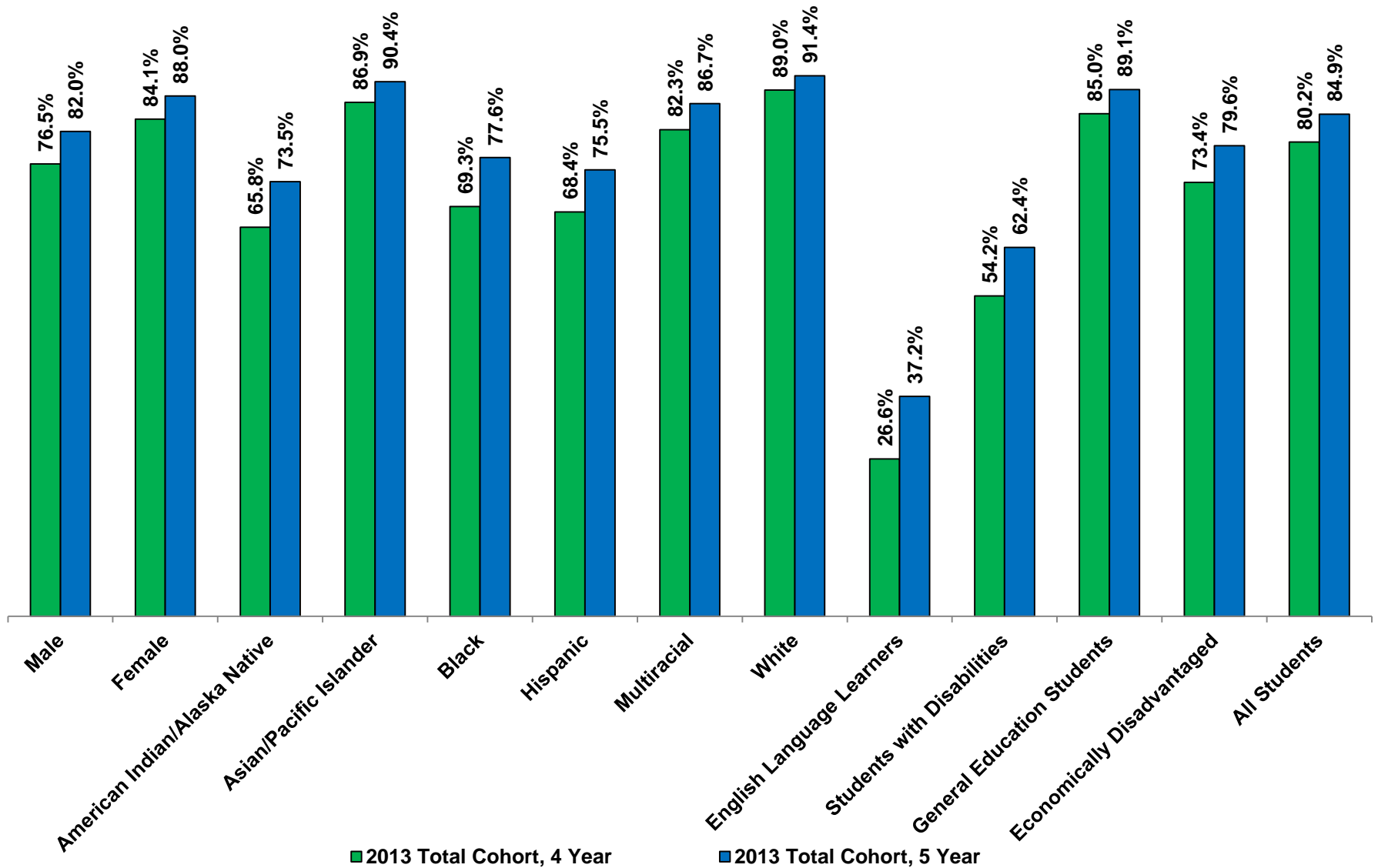
Total Cohort, Still Enrolled after 4 years – June



Students with Disabilities: Big 5 2012, 2013 and 2014 Total Cohort, Dropout Rate after 4 years – June



2013 Cohort Graduation Rate after 4 and 5 Years by Subgroup



5 year outcomes include cumulative data, including those students in the same cohort who graduated in previous years.