

# College and Career Readiness, Equity & ESSA

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# Defining “College and Career Ready”

All students should graduate from high school ready for college, careers and life, prepared to pursue the future of their choosing. By 2020, 65% of all jobs, and 92% of traditional STEM jobs, will require postsecondary education and training. College- and career-ready (CCR) graduates should be able to enter and succeed in entry-level postsecondary courses without the need for remediation and specifically should have:

- **Mastery of rigorous knowledge and skills in core academic disciplines** including English Language Arts/Literacy, Mathematics, History, Civics, Science, Art and Music. Content knowledge and skills in Mathematics and in English Language Arts/literacy are foundational to the study of all other disciplines and high school graduates are often asked to demonstrate competency in these subjects before they can begin further study (at two- and four-year colleges), enter certain job training/apprenticeship programs or pursue the military career of their choice.
- **The skills and dispositions necessary to be successful in charting their postsecondary path.** Many of the skills a CCR graduate has are obtained through academics. The skills most demanded by colleges and employers are, by design, inherent in rigorous K-12 expectations — the ability of students to communicate effectively (both verbally and in written communications), to solve problems, to think critically and develop informed arguments, and to analyze information and data. Collaborating, communicating and presenting information and using research to make informed judgments are among the critical skills that are developed through academics. Emerging research shows that there are essential dispositions, such as having an academic mindset, initiative, adaptability and resilience, which also impact postsecondary success.
- **Successfully participated in postsecondary opportunities** through advanced coursework (AP, IB, dual enrollment) as well as career and technical education, work-based learning and other opportunities for exploring interests, aptitudes and goals so that graduates can successfully navigate pathways that connect education and employment after high school.

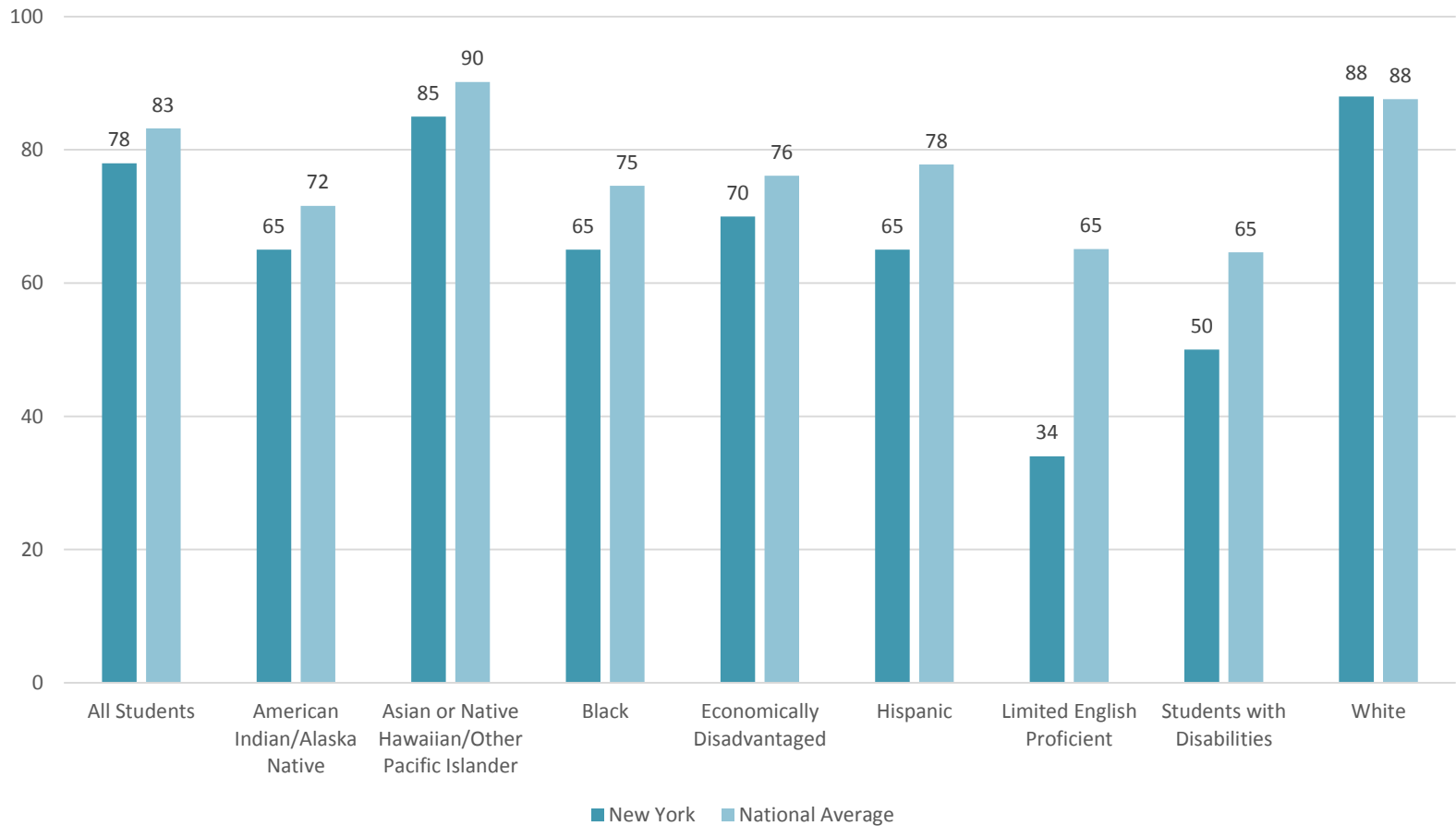
# Needed: State Leadership For College and Career Readiness

- **Too many NY students leave high school poorly prepared for college and career.**
  - Focus today on academic preparation
  - **Inequity:** There are significant “preparation gaps” based on race, ethnicity and income
- **State policies can help improve preparation and close gaps....but not as NY has designed them.**
- **ESSA can provide powerful leverage, if you approach it thoughtfully**
  - Start with clear state priorities, not federal requirements
  - Follow the \$

# College and Career Readiness of New York State's High School Graduates

Indicator	New York	National Benchmark
Graduation Rate, 2015	78%	39 states outperform NY (83% national average)
CCR Coursework Completion Rate, 2014 (Advanced Regents Diploma)	31%	58% average among reporting states
Ineligible for the Military (Based on ASVAB)	21%	Not Available
Postsecondary Enrollment	76% (2012)	62.5% national average ( <a href="#">NCHEMS</a> , 2010)
Postsecondary Remediation	CUNY, 2- and 4-year: 38% SUNY, 2- and 4-year: 4% (2013-14)	36% of recent high school graduates require remediation in English, math, or both ( <a href="#">Complete College America</a> , 2016)

# How Do New York's 4-Year Graduation Rates Compare to the National Averages (2014-15)?



# Completion vs. Readiness

## June 2013 Graduation Rate

### Completion

- **All Students** 74.9
- American Indian 62.2
- Asian/Pacific Islander 80.6
- Black 59.7
- Hispanic 59.2
- White 86.5
  
- English Language Learners 31.4
- Students with Disabilities 48.7

### Readiness

























- **All Students** 37.2
- American Indian 21.3
- Asian/Pacific Islander 57.2
- Black 14.2
- Hispanic 18.0
- White 50.4
  
- English Language Learners 5.9
- Students with Disabilities 5.4

# Regents' Algebra II/Trigonometry and Comprehensive English Assessment Results





























New York reports the percentage of test takers scoring at or above 65 and at or above 85 on the Regents Algebra II/Trigonometry and Comprehensive English tests. The percentage of test takers scoring at or above 85 are reported below. These data are also reported by subgroups. Regents exams are administered upon course completion; data are available only for test takers, not the cohort.

## Percentage Meeting College Readiness Benchmarks in 2014-15 by Subject

Participation Rate ELA: N/R, Math: N/R

	ELA		MATH	
		Percentage		Percentage
All Students		38%		24%
American Indian/Alaska Native		27%		12%
Asian		46%		40%
Black		19%		7%
Hispanic		21%		11%
Native Hawaiian/Other Pacific Islander		N/R		N/R
White		53%		26%
Two or More Races		44%		30%
Low Income		23%		16%
Students with Disabilities		8%		9%
Limited English Proficient		4%		23%

# 9th Grade Adjusted Cohort's Estimated College- and Career-Ready Coursework Completion, Class of 2014

STATE	DIPLOMA NAME	4-YEAR ADJUSTED COHORT GRAD RATE	% OF GRADE 9 COHORT COMPLETING CCR COURSE OF STUDY
CA	California Readiness Curriculum A-G	 81%	 36%
DE	Delaware High School Diploma	 84%	 84% ★
DC	District of Columbia High School Diploma	 61%	 61% ★
GA	Georgia High School Diploma	 73%	 73% ★
HI*	Hawaii Board of Education Recognition Diploma	 82%	 12%
IN	Indiana Core 40 Diploma, Indiana Core 40 Diploma with Academic Honors and Indiana Core 40 Diploma with Technical Honors	 90%	 75% ★
KY	Kentucky High School Diploma	 88%	 88% ★
MD	University System of Maryland Course Requirements	 86%	 55%
MA	MassCore	 86%	 65%
NV*	Nevada Advanced Diploma	 70%	 21%
NY	New York Advanced Designation Regents Diploma	 76%	 31%
TN	Tennessee High School Diploma	 87%	 87% ★
TX	Texas Distinguished Achievement High School Program and Texas Recommended High School Program	 88%	 75% ★
VA	Virginia Advanced Studies Program	 90%	 51%

★ = CCR Default or Mandatory Policy in Place in State



# State Policies Set Expectations: Their Content and Design Matter

- College and Career Ready Standards
- High School Graduation Requirements
- Assessments
- Performance Indicators

# College and Career Ready Standards

- Achieve Review of 2016 Draft NYS ELA and Mathematics Learning Standards
  - Math Standards generally rigorous, coherent and focused; some revisions needed
    - *But students can earn a diploma without taking a course that teaches the advanced math, presenting preparation and equity concerns*
  - ELA standards have significant strengths and a **major weakness** – Lack of direction with regard to complexity of texts students should read, *which raises preparation concerns and equity issues*

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# High School Graduation Requirements (course-taking)

- New York offers at least 9 different diploma's that are available to all students:
  - Regents
  - Regents (through appeal)
  - Regents with **Honors**
  - Regents with **Advanced Designation**
  - Regents with **Advanced Designation ...Mastery in Math**
  - Regents with **Advanced Designation ...Mastery in Science**
  - Regents with **Advanced Designation with Honors**
  - Local Diploma (through Appeal)
  - Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a **Career and Technical Education Endorsement**

# High School Graduation Requirements (course-taking)

- **Transparency Matters**
  - Where does each diploma lead?
  - Which are passports to college and career...and which are tickets to nowhere?
  - How do students and parents know?
- **Design Matters**
  - Mandatory
  - Default
  - Opt-in

# Reported College- and Career-Ready Coursework Completion, Class of 2014: “Mandatory” Policy States

Diploma Name	Denom.	All Students	Am. In./ Ak Native	Asian	Black	Hispanic	NH/ PI	White	Two or More Races	Low Income
Delaware High School Diploma	Cohort	84%	90%	92%	80%	81%	57%	87%	86%	78%
District of Columbia High School Diploma	Cohort	61%	N/R	85%	60%	62%	N/R	85%	79%	60%
Georgia High School Diploma	Cohort	73%	67%	83%	65%	64%	N/R	80%	77%	63%
Kentucky High School Diploma	Cohort	88%	84%	89%	79%	84%	85%	89%	85%	84%
Tennessee High School Diploma	Cohort	87%	81%	93%	79%	81%	92%	91%	N/R	82%
	<b>Average</b>	<b>79%</b>	<b>81%</b>	<b>88%</b>	<b>73%</b>	<b>74%</b>	<b>78%</b>	<b>86%</b>	<b>82%</b>	<b>73%</b>

# Reported College- and Career-Ready Coursework Completion, Class of 2014: “Default” Policy States

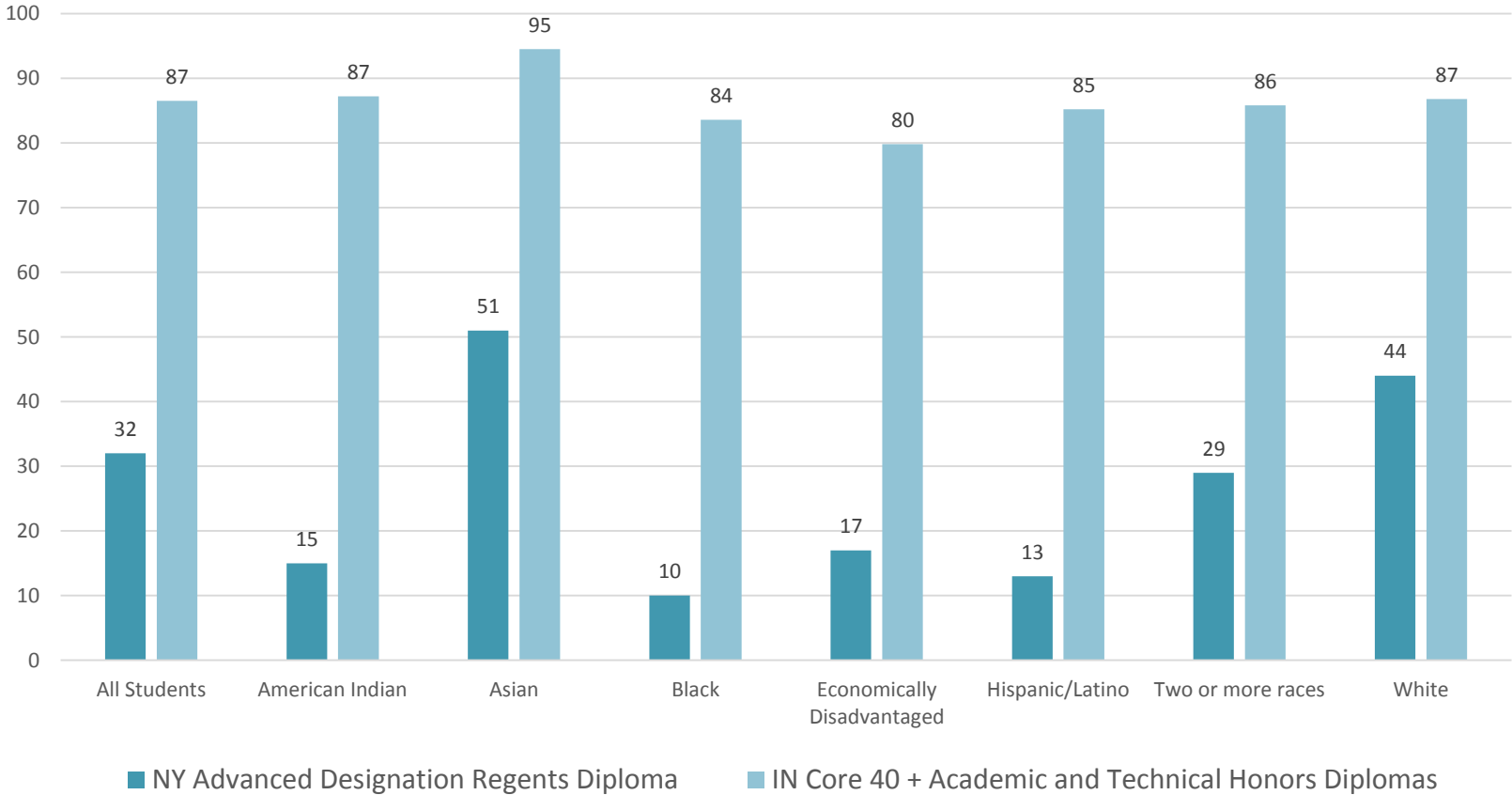
Diploma Name	Denom.	All Students	Am. In./ Ak Native	Asian	Black	Hispanic	NH/ PI	White	Two or More Races	Low Income
Indiana Core 40 and Academic and Technical Honors	Graduates	85%	79%	95%	81%	84%	91%	86%	83%	70%
Oklahoma College-Prep/ Work-Ready Curriculum	Seniors - State Average	84%	Not Reported							
Texas Recommended High School Program & Distinguished Achievement High School Program	Graduates	86%	82%	95%	79%	86%	86%	86%	86%	82%
<b>Average</b>		<b>85%</b>	<b>81%</b>	<b>95%</b>	<b>80%</b>	<b>85%</b>	<b>89%</b>	<b>86%</b>	<b>85%</b>	<b>76%</b>

# Reported College- and Career-Ready Coursework Completion, Class of 2014: “Opt-In” Policy States

Diploma Name	Denom.	All Students	Am. In./ Ak Native	Asian	Black	Hispanic	NH/ PI	White	Two or More Races	Low Income	
California Readiness Curriculum A-G	Graduates	42%	27%	71%	31%	32%	35%	49%	48%	33%	
Hawaii Board of Education Recognition Diploma	Completers	14%	Not Reported								
University System of Maryland Course Requirements	Graduates	60%	Not Reported								49%
MassCore	Graduates	72%	59%	73%	52%	58%	69%	78%	72%	59%	
Nevada Advanced Diploma	Completers	28%	Not Reported								
New York Advanced Designation Regents Diploma	Cohort	31%	16%	50%	10%	13%	N/R	44%	28%	17%	
Virginia Advanced Studies Program	Cohort	51%	43%	73%	33%	39%	52%	58%	55%	29%	
	<b>Average</b>	43%	36%	67%	32%	36%	52%	57%	51%	37%	

# A Tale of Two States' Graduation Expectations/Outcomes: New York (opt-in) and Indiana (default)

2014-15: Percentage of Students Earning State CCR-Level Diploma





# High School Assessments

- Which Regents Exams measure the knowledge and skills necessary for success in college-level courses? Will SUNY and CUNY honor those results?
  - *There is a difference between predicting success and measuring the skills necessary for success*
- What is rationale for considering nationally recognized assessments? How do they help improve preparation?

# Recommended Performance Indicators to Report on the College and Career Readiness of NY High School Graduates

## Indicator

High School Graduation Rate

College and Career Ready Graduation Rate based on CCR Diploma (Regents Advanced +)

College and Career Ready Graduation Rate based on academic performance on assessments that measure college- and career ready skills

Percentage of a cohort of students on track to graduate based on credit accumulation

Percentage of a high school cohort of students earning college credit in high school (through AP/IB/Dual Enrollment)

Postsecondary remediation rates

Percentage of students enrolling in postsecondary education (and training) persisting beyond first year of postsecondary education, and completing a degree or certificate

Percentage of students earning industry recognized credentials

# Leveraging ESSA

- Start with state priorities for improvement (including stakeholder input for ESSA and state performance data) not just federal requirements.
- Incorporate priorities into state's consolidated application.
- Determine evidence-based strategies for local and state actions to meet performance goals tied to priorities.
- Determine the capacity building (e.g, professional development, cross district networks, data and IT systems) needed to implement the strategies at state and local levels.
- Identify ESSA \$ that can support the strategies and build capacity for continuous improvement. NY receives approximately \$1.6 billion under ESSA.

# Leveraging ESSA to Support College and Career Readiness

- Possible priority: Improving Access to and Success in Advanced Courses
- Examples of evidence-based strategies:
  - Make Regents Advanced Diploma default option
  - District-led, data-driven improvements in graduation rates and completion of CCR courses (Fresno Unified School District)
  - Building Assets-Reducing Risk (BARR) program focused on transition from middle school to high school

# Leveraging ESSA

## Improving Access to and Success in Advanced Courses

- Examples of needed capacity:
  - Local data systems – improved monitoring and reporting of course availability, participation and success
  - Regular instruction on social-emotional skills
  - Teacher teams + time for weekly reviews of each student's progress
  - Support for AP courses/exams

# Leveraging ESSA

## Improving Access to and Success in Advanced Courses

- Potential sources of ESSA funds:
  - Title I School Improvement funds (targeted to low performing schools)
  - State set-aside of Title I funds for direct student services
  - Title I grants to LEAs for schoolwide projects
  - Title II grants to LEAs for PD
  - Title IV State Activities to increase enrollment in advanced courses/subsidize exam fees
  - Title IV grants to LEA's to support access to well-rounded education

# Key Action Steps

- Adopt rigorous CCR standards for all students
- Increase transparency about diploma options and make Regents Diploma with Advanced Designation the default option
- Use high school assessment results to inform student, parents and postsecondary institutions if students are on track for college level courses
- Improve transparency about CCR results
- Strategically leverage ESSA