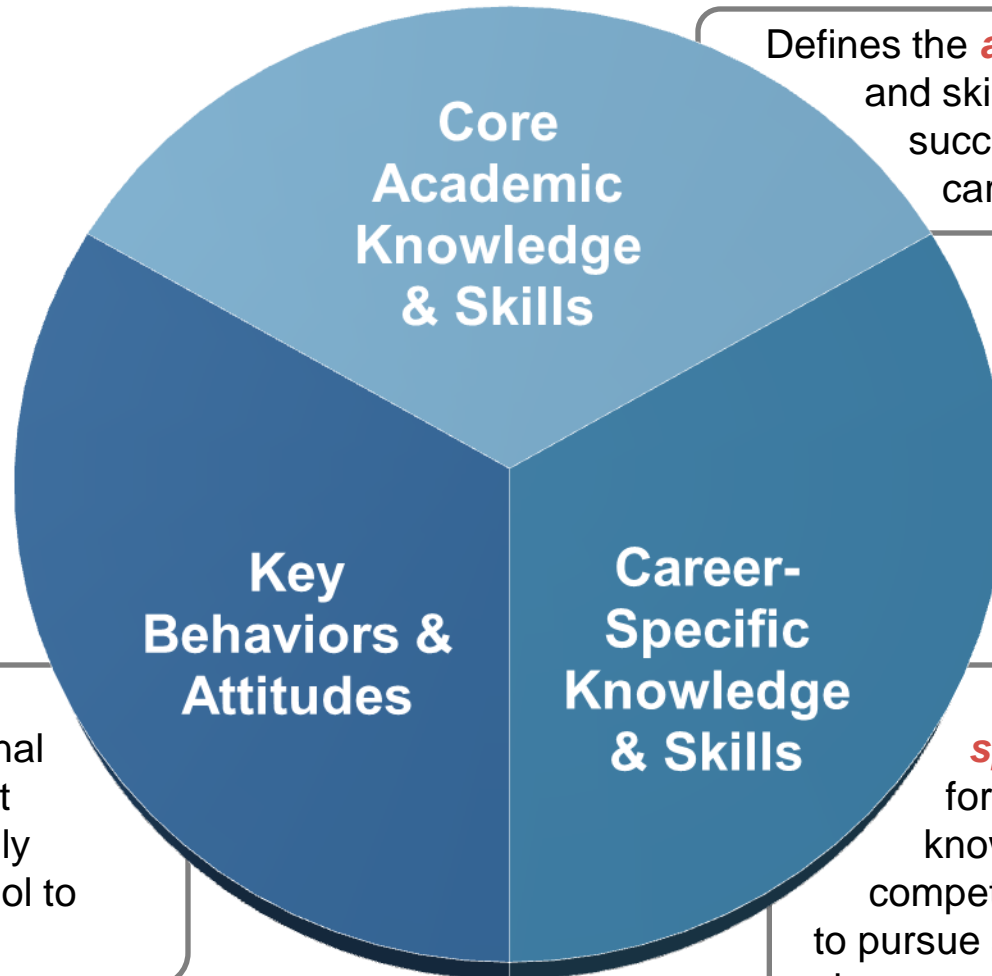


College and Career Readiness: Access to Advanced Coursework prior to Graduation



There are multiple 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.

Too few students exit their fourth year of high school with the academic readiness for college and careers.

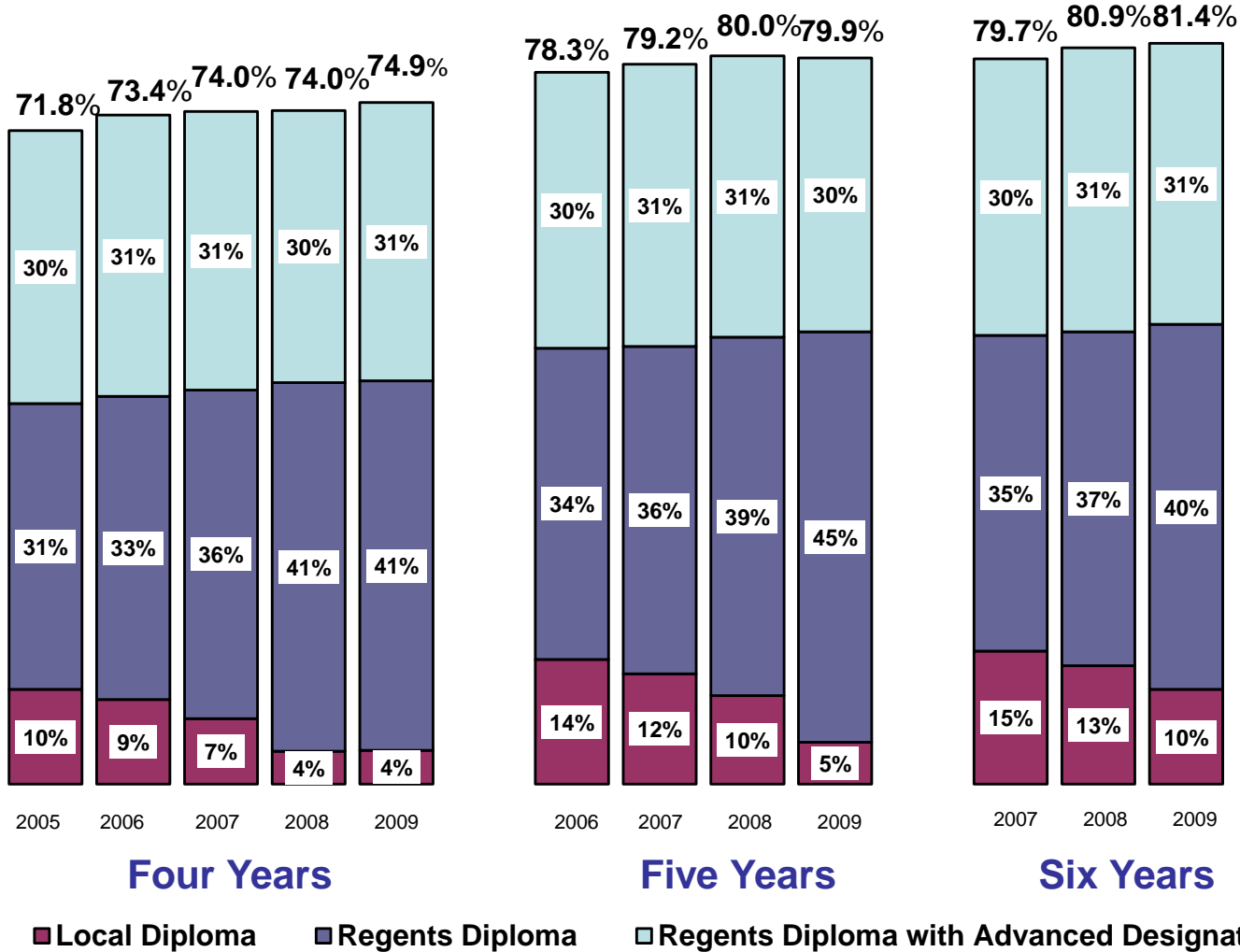
This is true, regardless of the definition of Academic Readiness:

- 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.

For over a decade, the Regents Diploma with Advanced Designation has been a pathway to academic readiness for college and careers

- To earn an Advanced Designation diploma, a student must
 - complete additional coursework in the Arts or Career and Technical Education (CTE) or a language other than English (LOTE) 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.

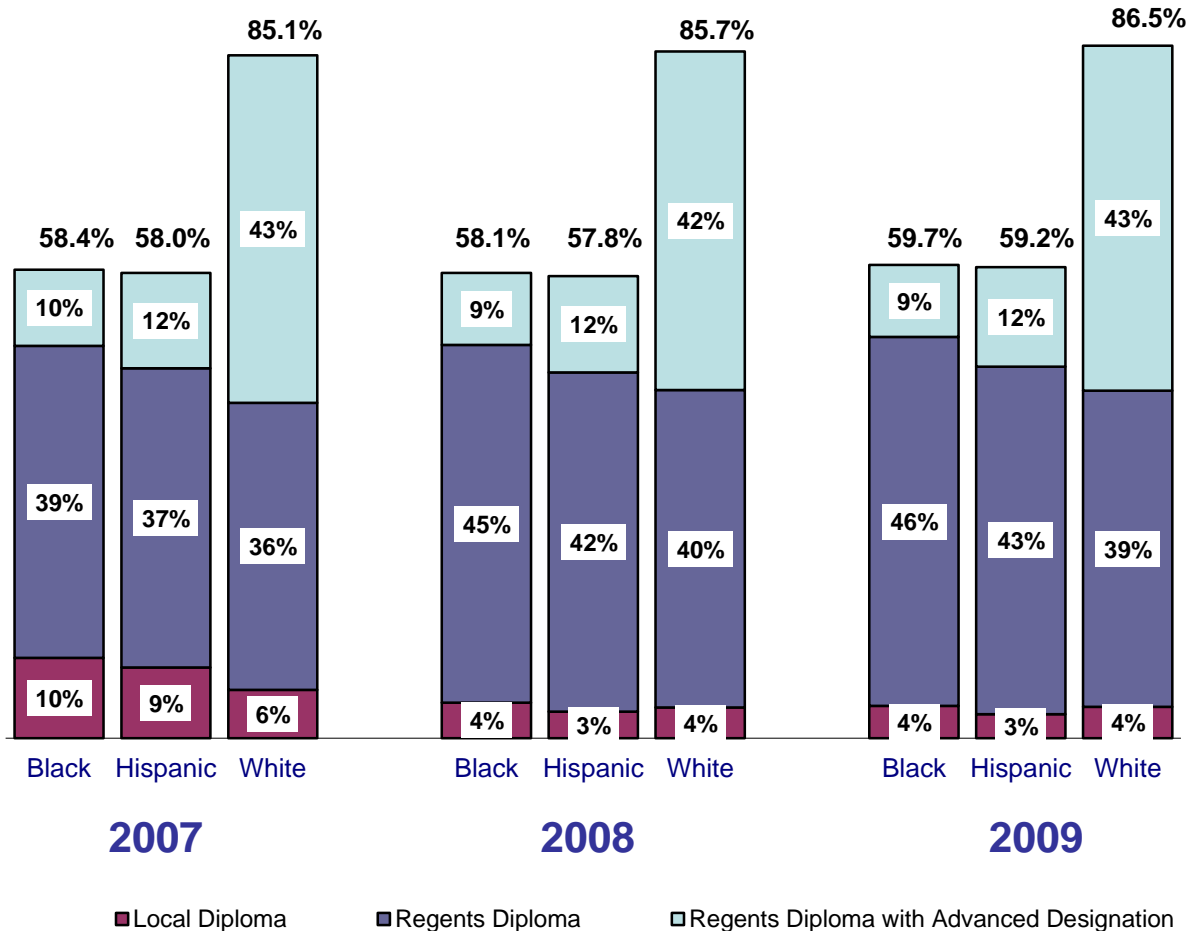
Although statewide graduation rates continue to increase, the percentage of students earning Regents Diplomas with Advanced Designation remains relatively flat.



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.

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.

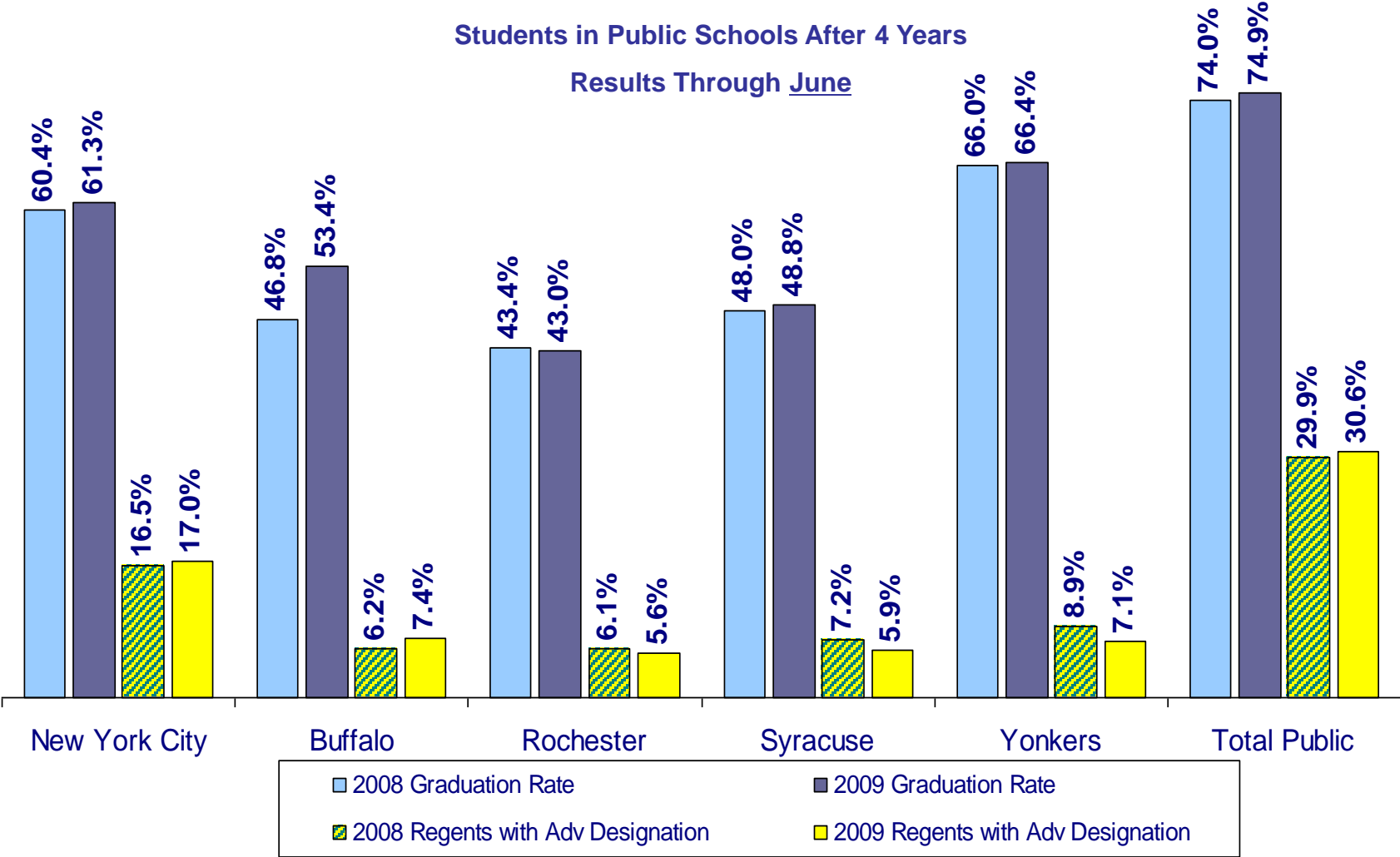
Statewide percentage of cohort members by diploma type after 4 years



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 and for each of the Big 5 city school districts, only a small percentage of students in the cohort earn the Regents Diploma with Advanced Designation in comparison to the graduation rate.

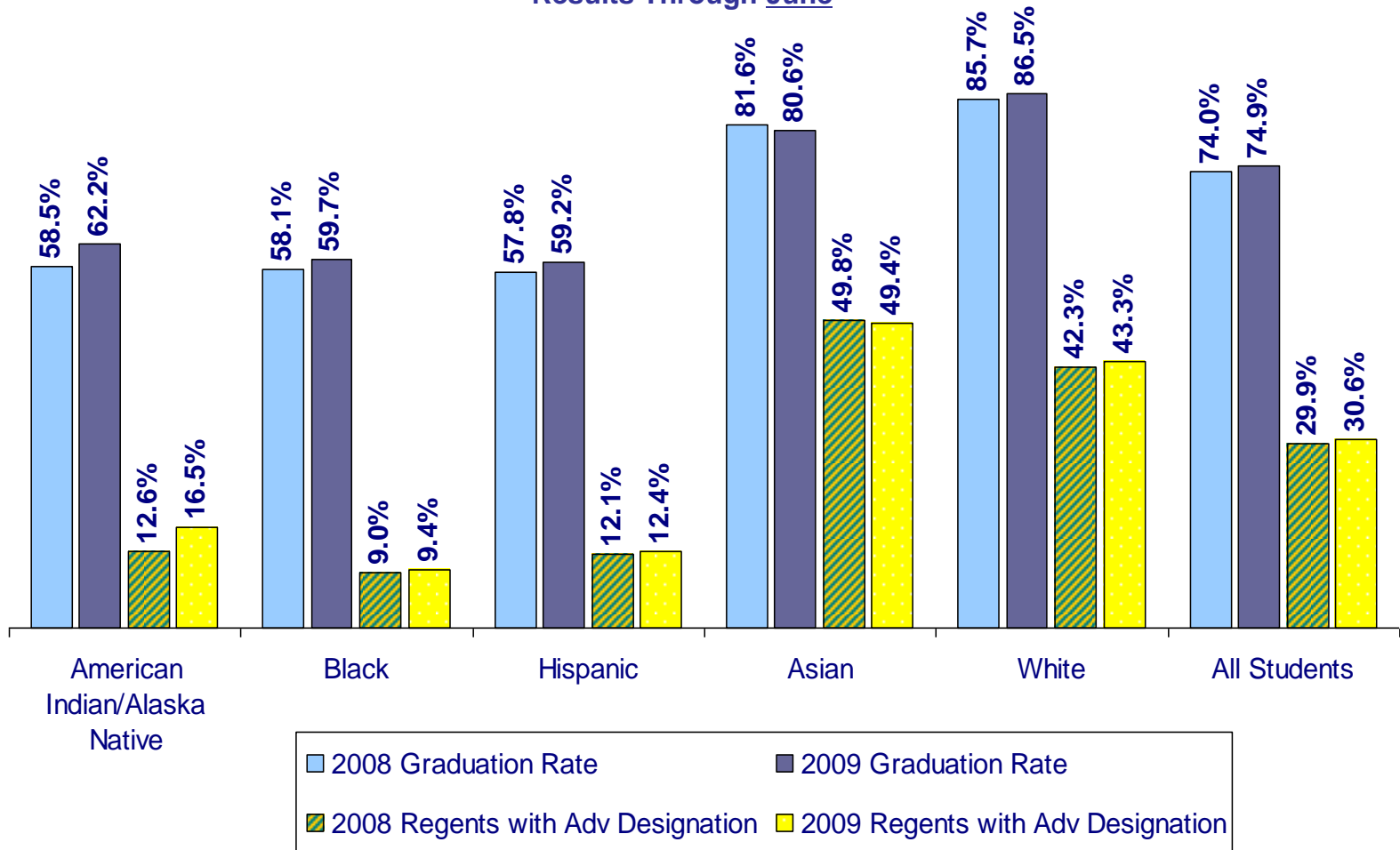
**Students in Public Schools After 4 Years
Results Through June**



Statewide and for each race/ethnicity group, only a small percentage of students in the cohort earn the Regents Diploma with Advanced Designation in comparison to the graduation rate.

Students in Public Schools After 4 Years

Results Through June



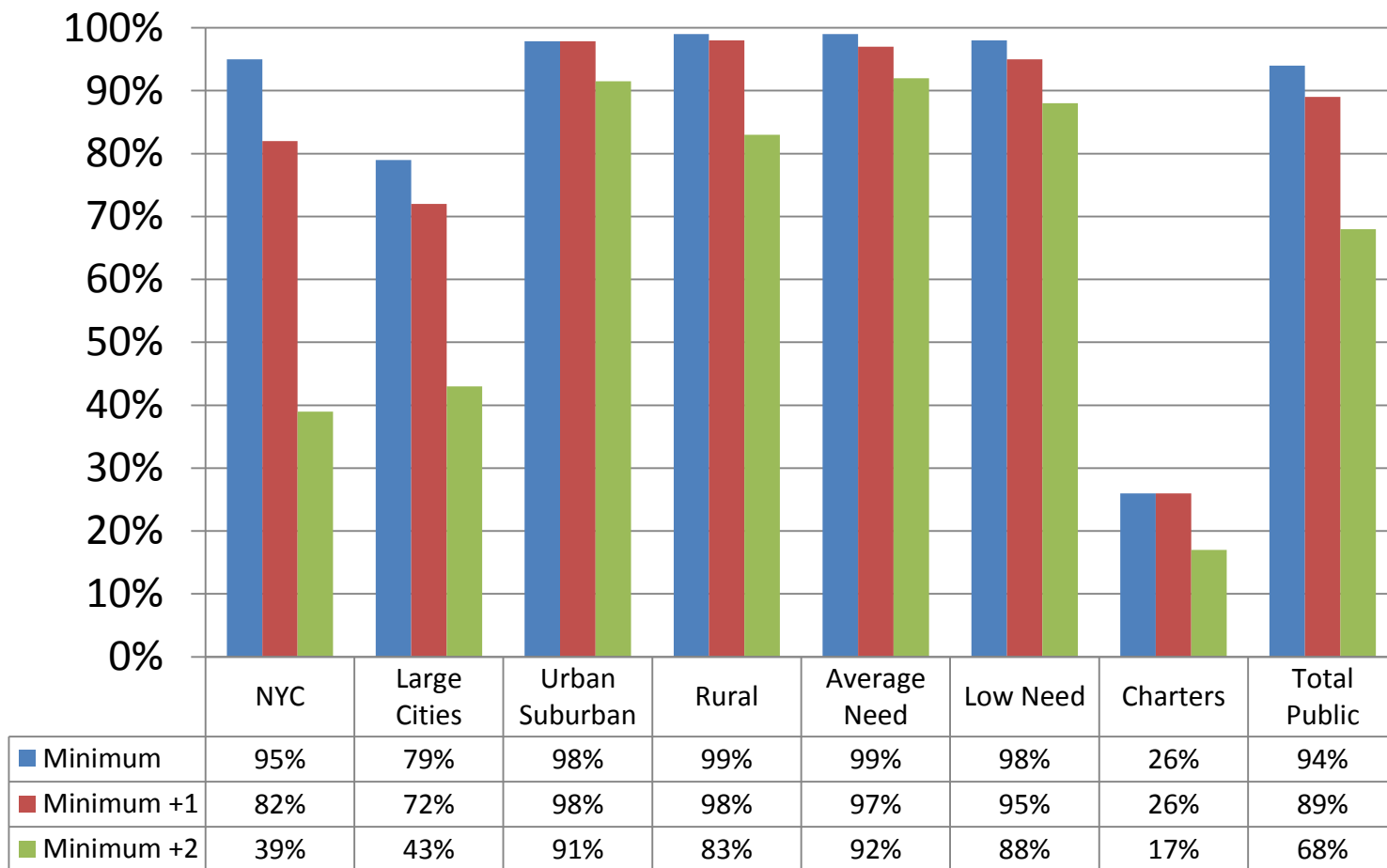
This analysis focused only on the advanced Regents Exams and associated coursework necessary for the Advanced Designation Diploma*

Using teacher-student course linkage data for the 2012-13 school year, the following slides show the percentage of schools offering the coursework necessary for the Advanced Designation Diploma:

1. “**Minimum**” – The minimum advanced coursework necessary for the Advanced Designation Diploma: Regents Geometry, Algebra 2/ Trigonometry, and Living Environment AND at least ONE of the Physical Sciences (Earth Science, Chemistry, Physics)
2. “**Minimum plus one**” – Additional advanced coursework in science to allow for student choice: Regents Geometry, Algebra 2/ Trigonometry, and Living Environment AND at least TWO of the Physical Sciences (Earth Science, Chemistry, Physics)
3. “**Minimum plus two**” – Additional advanced coursework in science to allow for student choice: Regents Geometry, Algebra 2/ Trigonometry, and Living Environment AND all THREE of the Physical Sciences (Earth Science, Chemistry, Physics)

* Although a diploma can be earned through New York State-approved alternative exams, such as Advanced Placement (AP) or International Baccalaureate (IB) exams, these options were not included in the current analysis. Similarly, the current analysis did not examine access to the necessary advanced coursework in the Arts or CTE or LOTE.

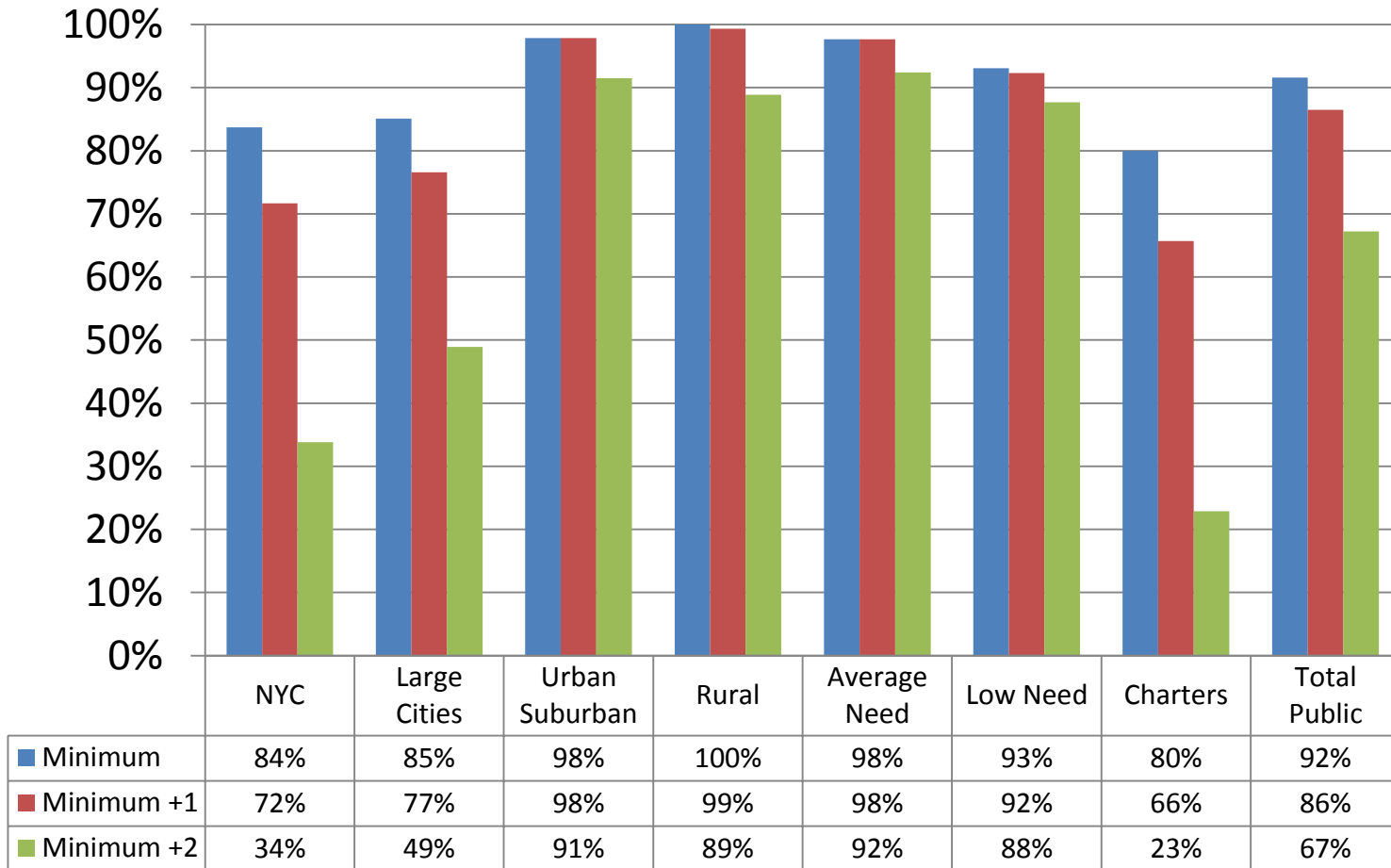
In 2012-13, the percentage of high schools offering the Regents coursework required for the Advanced Designation Diploma varied by need/resource group.



If a school did not report the required teacher-student course linkage data to the State, that school would be counted as not offering the minimum coursework.

Minimum = all necessary courses, including at least one Regents course in the physical sciences (1,088 of 1,154 high schools)
 Minimum +1 = all necessary courses, including at least two Regents courses in the physical sciences (1,024 of 1,154 high schools)
 Minimum +2 = all necessary courses, including all three Regents courses in the physical sciences (779 of 1,154 high schools)
 * High schools in districts where all students take Regents Earth Science in grade 8 were not counted for meeting "Minimum plus 2".
 In addition, some schools offer courses on an alternate-year basis.

In 2012-13, the percentage of high schools administering the Regents Exams required for the Advanced Designation Diploma varied by need/resource group.

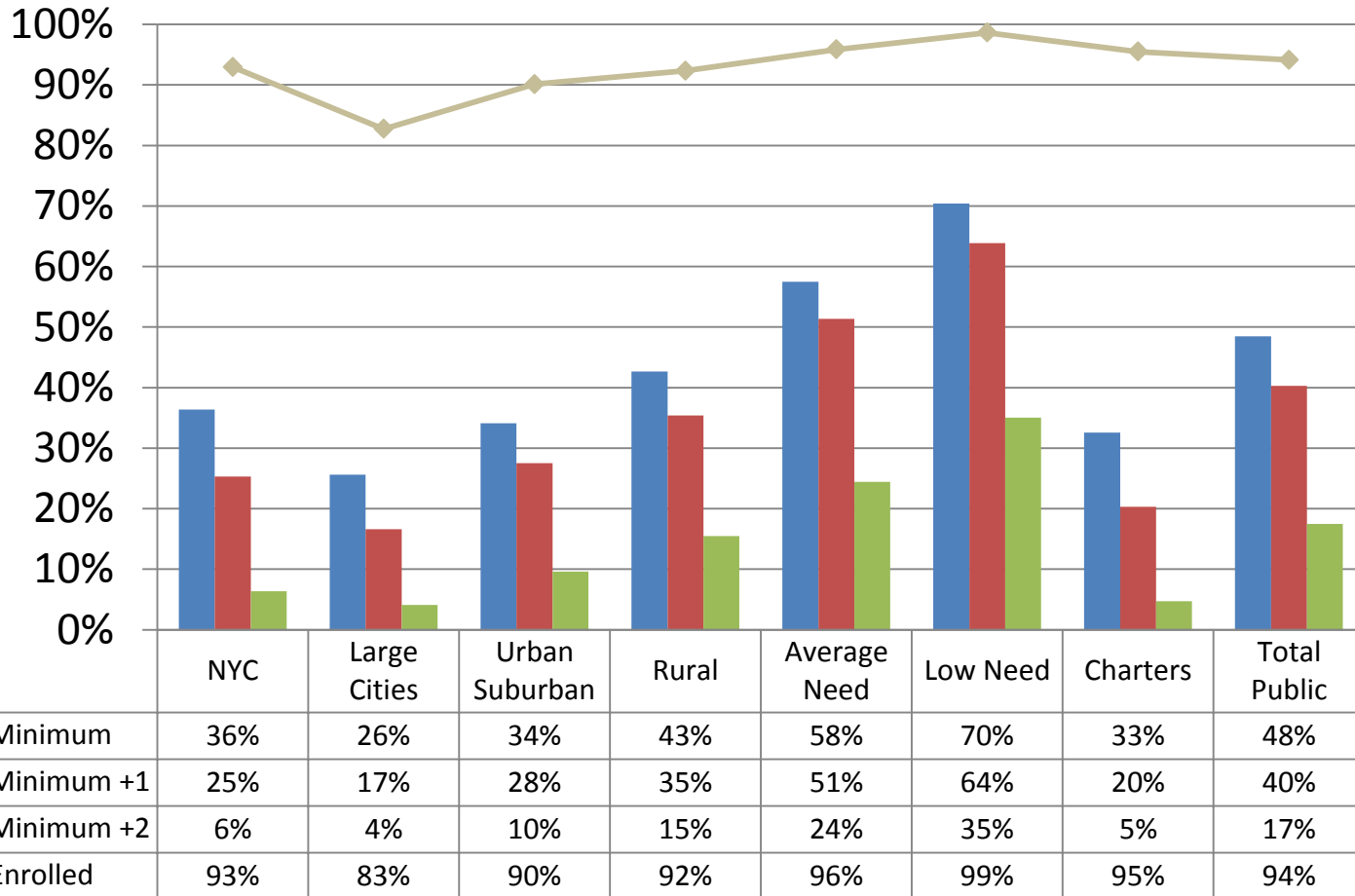


Minimum = all necessary Regents Exams, including at least one in the physical sciences (1,057 of 1,154 high schools statewide)

Minimum +1 = all necessary Regents Exams, including at least two in the physical sciences (998 of 1,154 high schools statewide)

Minimum +2 = all necessary Regents Exams, including all three in the physical sciences (776 of 1,154 high schools statewide)

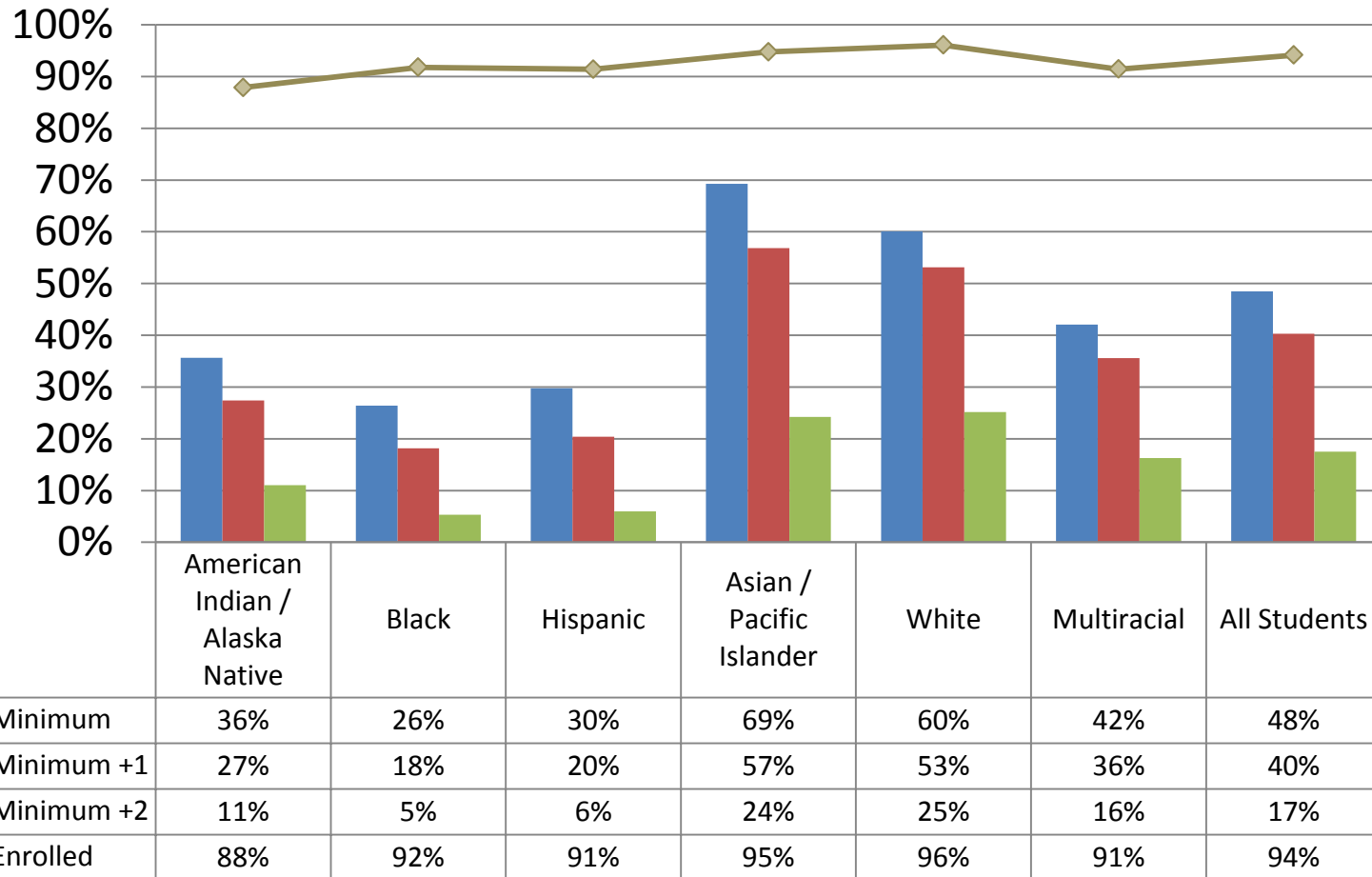
Of the students in the 2009 cohort still enrolled during their fourth year of high school (2012-13 school year), the percent of students participating in the Regents Exams required for the Advanced Designation Diploma varied by need/resource group.



195,840 students were enrolled in school in the 4th year after their first entry in grade 9

Minimum = all necessary Regents Exams, including at least one in the physical sciences (94,954 of 195,840 students)
 Minimum +1 = all necessary Regents Exams, including at least two in the physical sciences (78,947 of 195,840 students)
 Minimum +2 = all necessary Regents Exams, including all three in the physical sciences (34,243 of 195,840 students)

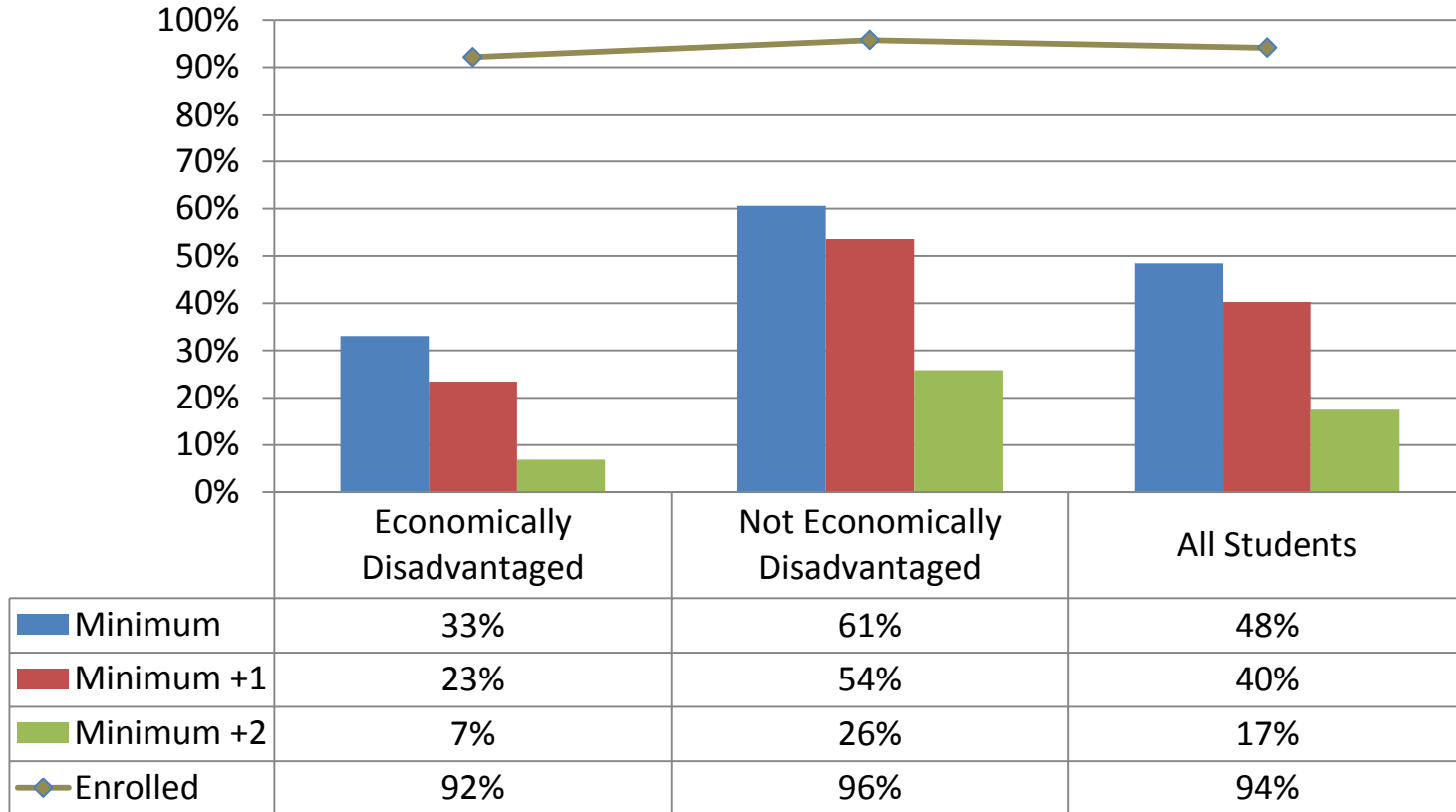
Of the students in the 2009 cohort still enrolled during their fourth year of high school (2012-13 school year), the percent of students participating in the Regents Exams required for the Advanced Designation Diploma varied by race/ethnicity.



195,840 students were enrolled in school in the 4th year after their first entry in grade 9

Minimum = all necessary Regents Exams, including at least one in the physical sciences (94,954 of 195,840 students)
 Minimum +1 = all necessary Regents Exams, including at least two in the physical sciences (78,947 of 195,840 students)
 Minimum +2 = all necessary Regents Exams, including all three in the physical sciences (34,243 of 195,840 students)

Of the students in the 2009 cohort still enrolled during their fourth year of high school (2012-13 school year), the percent of students participating in the Regents Exams required for the Advanced Designation Diploma varied by poverty status.



195,840 students were enrolled in school in the 4th year after their first entry in grade 9

Minimum = all necessary Regents Exams, including at least one in the physical sciences (94,954 of 195,840 students)
 Minimum +1 = all necessary Regents Exams, including at least two in the physical sciences (78,947 of 195,840 students)
 Minimum +2 = all necessary Regents Exams, including all three in the physical sciences (34,243 of 195,840 students)

Options and Next Steps

- Explore additional analyses that include the role of Advanced Placement (AP) and International Baccalaureate (IB) courses and exams.*
- Continue to distribute federal funds that support student access to advanced course exams:
 - NYSED contracts with the College Board to reimburse schools for AP exams taken by low-income students;
 - NYSED reimburses districts directly for administering IB exams through a voucher process.
- Re-introduce the Algebra 2 exam in August so that students have an additional opportunity to re-take exams, beginning with Algebra 2 / Trigonometry in August 2015
- Consult with field on best practices that encourage access and participation in advanced coursework, such as the RTTT Virtual AP course initiative.

* The Department must evaluate the extent to which we have complete data sets available to conduct these analyses, since the alternate exam data are not required from school districts for reporting purposes.