June Graduation Rates for 2013 Cohort

February 7, 2018

Board & NYSED Priority: Foster Equity in Education for ALL Students

- **ESSA**
  - **Strategies to reduce achievement gaps including professional development on the Next Generation Learning Standards**
  - **Supports for ELLs, students with disabilities, immigrant students, migrant youth, homeless youth, and neglected and delinquent youth**
  - **Emphasis on access to a well-rounded, culturally responsive education**

- **My Brother's Keeper**
  - **21 Member Communities**
  - **98 districts and colleges awarded funds through 3 grant programs**
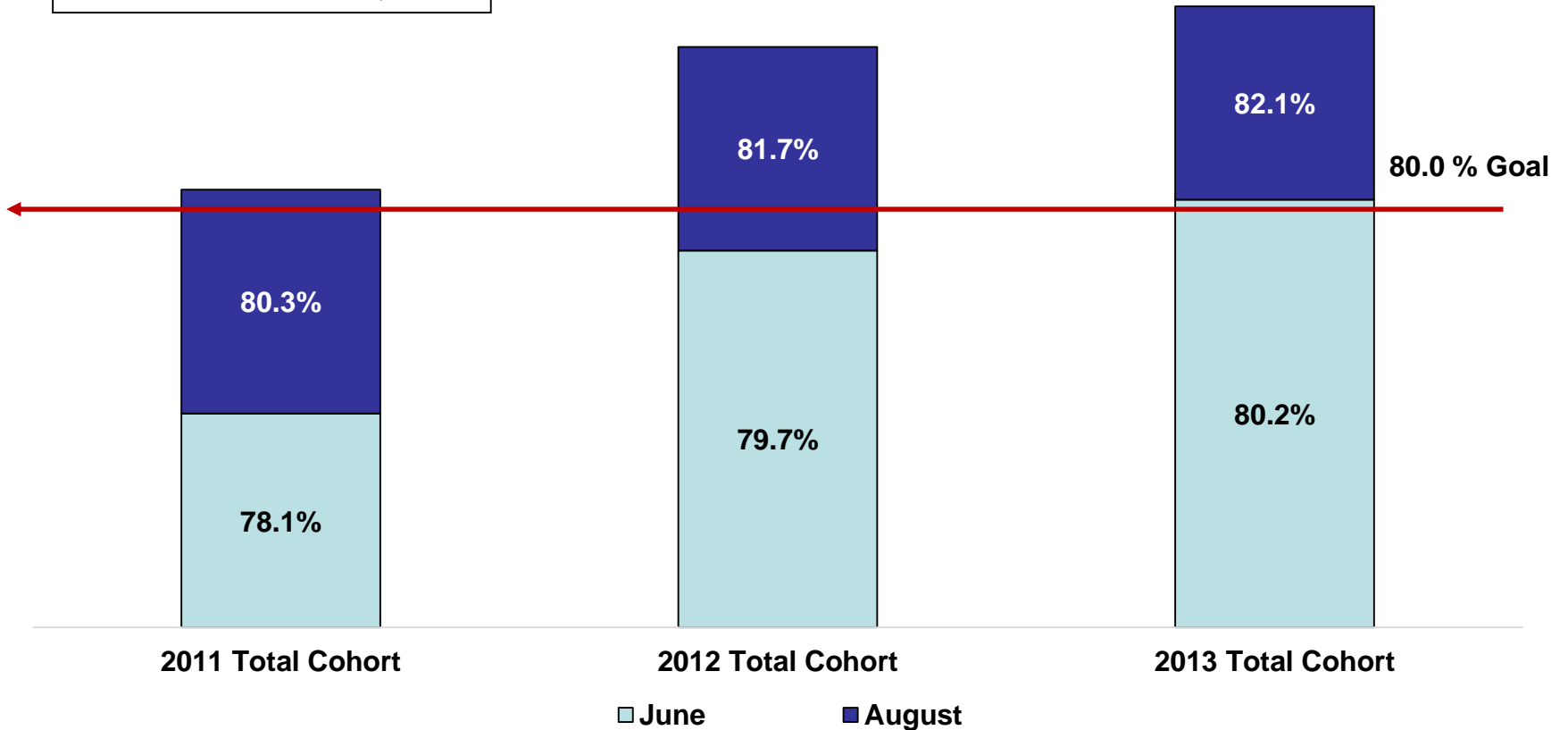
June Graduation Rate Highlights – 2013 Cohort

- 2013 Cohort June graduation rates retained last year's gains and grew slightly

- Continues the upward trend and is 11 percentage points higher than it was for the 2003 cohort (68.6%)

- On track to exceed ESSA goal next year

- Four Big 5 school districts had graduation rate growth that exceeded the statewide growth

- Yonkers CSD surpassed the overall statewide average by 3.1 percentage points

- Graduation rates increased most at High Need, Large City schools by 2.3 percentage points and Charter Schools by 2.4 percentage points *(Charter school students represent 2.3% of the 2013 cohort)*

- Achievement gaps persist among black and Hispanic students as well as ELLs and Students with Disabilities

Graduation Rate

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

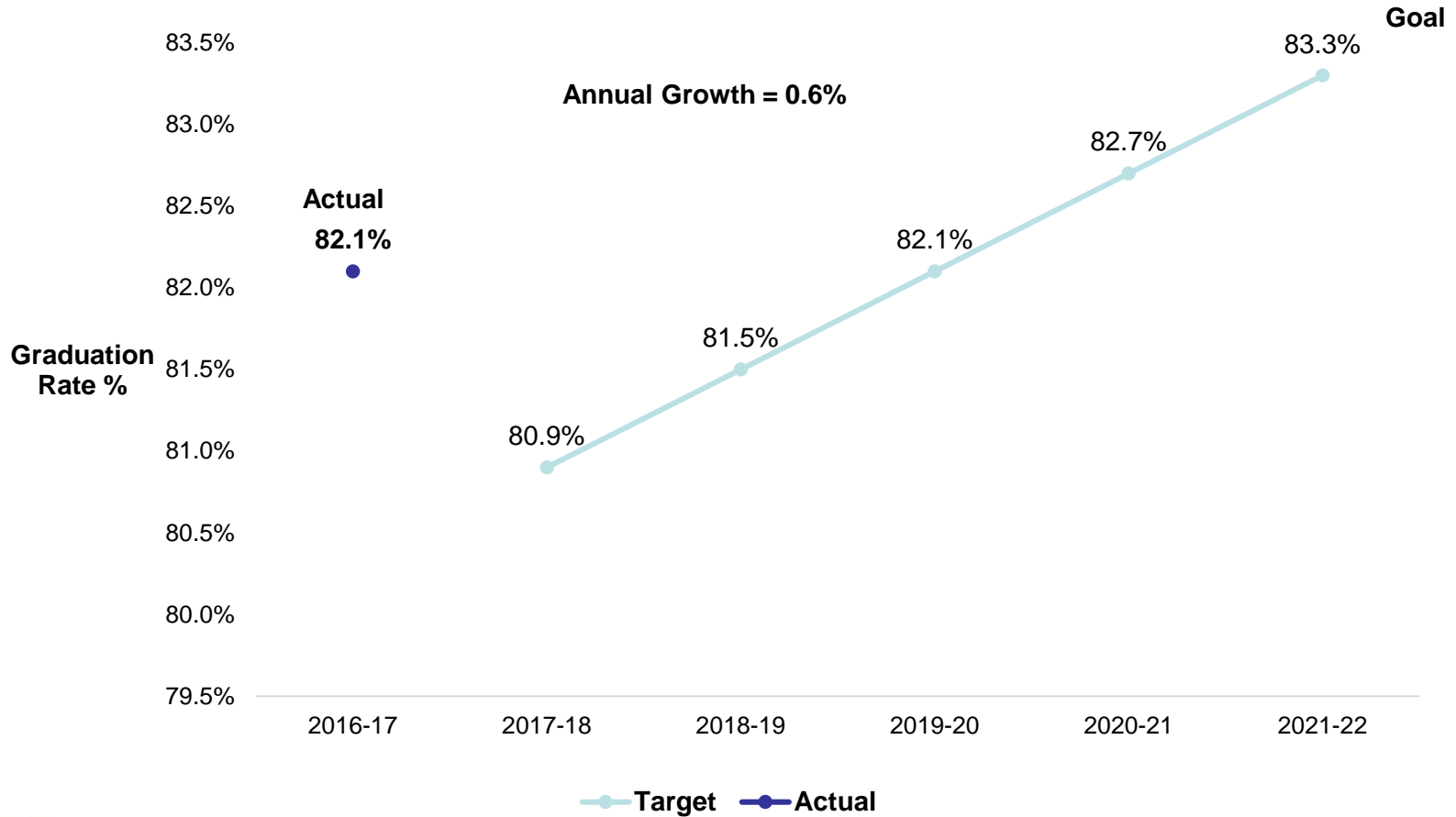|	
2011 Cohort Size	208,442
2012 Cohort Size	208,021
2013 Cohort Size	207,165

Total Public

80.0 % Goal

2011 Total Cohort
- 80.3%
- 78.1%

2012 Total Cohort
- 81.7%
- 79.7%

2013 Total Cohort
- 82.1%
- 80.2%

☐ June   ■ August

On Track to Meet ESSA Statewide Goal

ESSA August 4-Year Graduation Rate
All Students

Goal

83.3%

Annual Growth = 0.6%

Actual

82.1%

Graduation Rate %

82.7%

82.1%

81.5%

80.9%

83.5%

83.0%

82.5%

82.0%

81.5%

81.0%

80.5%

80.0%

79.5%

2016-17   2017-18   2018-19   2019-20   2020-21   2021-22

Target   Actual

2013 Cohort 4-Year Statewide Outcomes through June and August

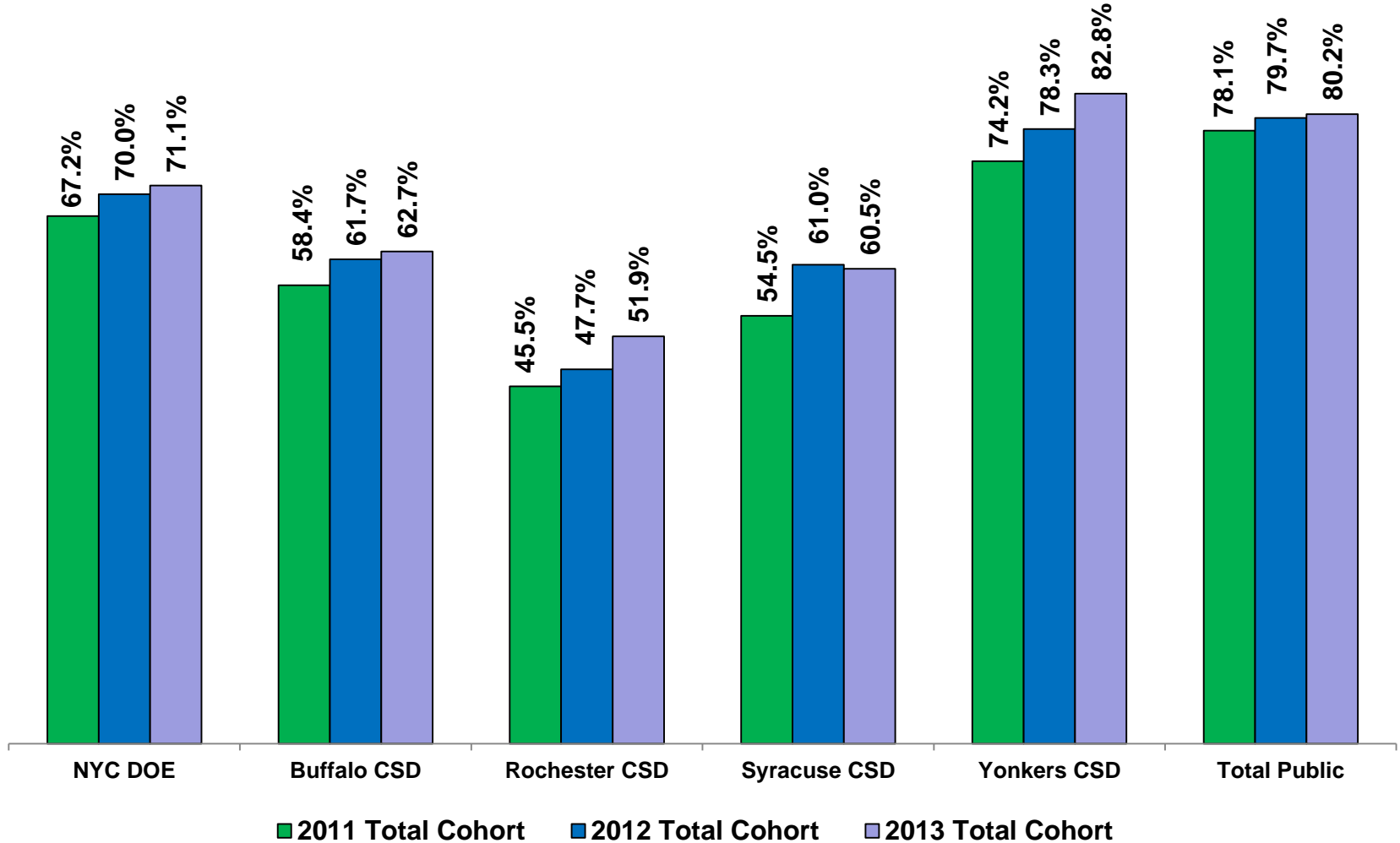| Cohort Size is 207,165 students		June	August
Diploma Earned	Regents Diploma	42.6%	44.1%
	Regents Diploma with Advanced Designation	32.9%	33.0%
	Local Diploma	4.6%	5.1%
	Total Graduation Rate	80.2%	82.1%
Non-Diploma Credentials	Career Development & Occupational Studies (not pathway)	0.3%	0.3%
	Skills and Achievement	0.3%	0.3%
	Previously earned IEP diploma*	0.02%	0.02%
Still Enrolled		12.2%	10.2%
Dropped out		6.2%	6.2%
Transferred to an Approved High School Equivalency Program		0.6%	0.6%
Superintendents' Determination School Year 2016-17: 315 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%.

2013 Cohort Sizes at the Big 5 City School Districts

	All Students	English Language Learners	Students with Disabilities	Economically Disadvantaged
Statewide	207,165	9,997	32,729	102,463
NYC DOE	73,154	6,372	13,036	51,027
Buffalo CSD	2,452	269	488	1,617
Rochester CSD	2,187	254	451	1,805
Syracuse CSD	1,410	135	270	1,044
Yonkers CSD	1,803	94	299	1,542

Big 5 Graduation Rates

Percentage of Graduates <u>After 4 Years</u> Through <u>June, All Students</u>

Legend: ■ 2011 Total Cohort ■ 2012 Total Cohort ☐ 2013 Total Cohort

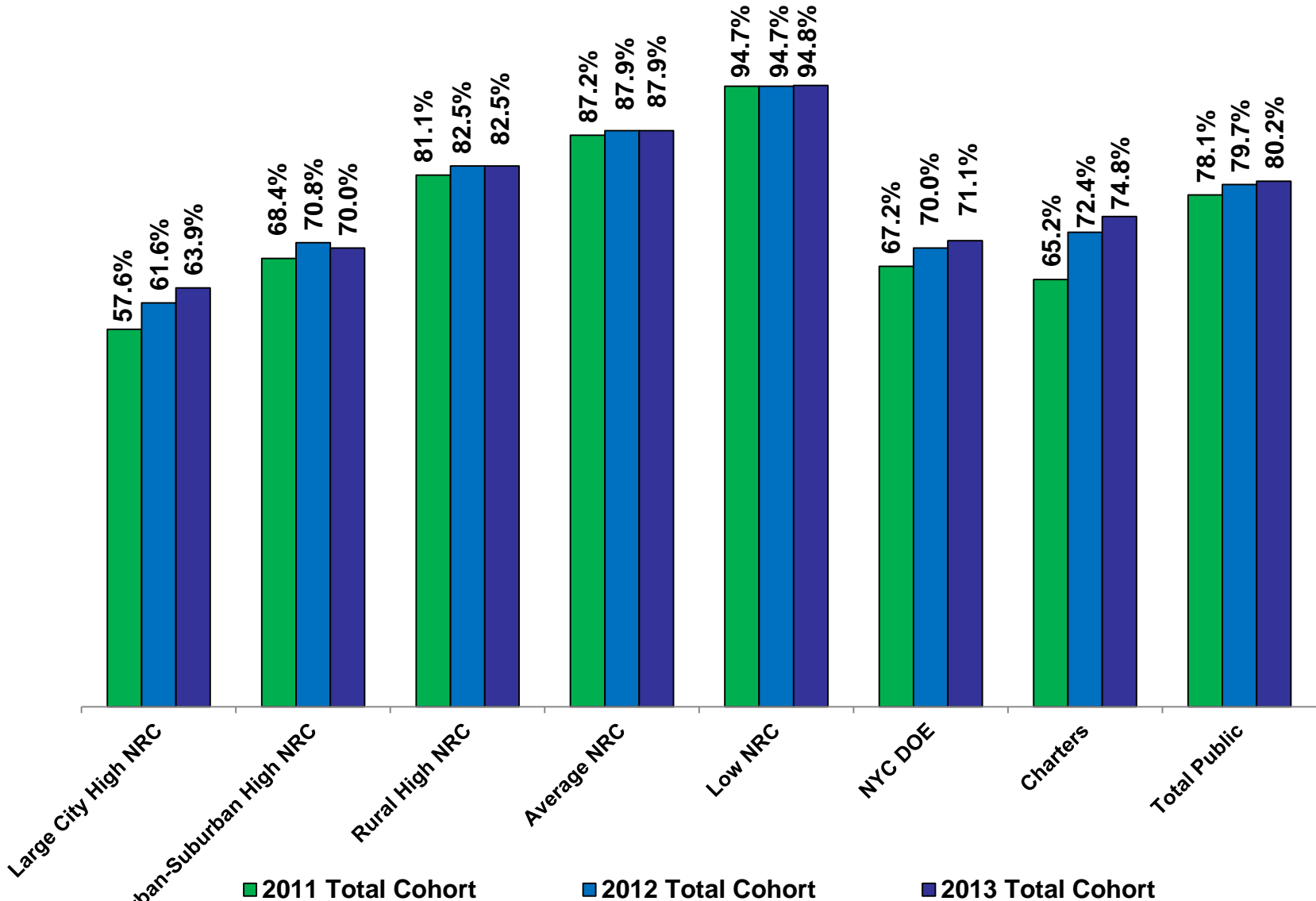| District	2011 Total Cohort	2012 Total Cohort	2013 Total Cohort
NYC DOE	67.2%	70.0%	71.1%
Buffalo CSD	58.4%	61.7%	62.7%
Rochester CSD	45.5%	47.7%	51.9%
Syracuse CSD	54.5%	61.0%	60.5%
Yonkers CSD	74.2%	78.3%	82.8%
Total Public	78.1%	79.7%	80.2%

- 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.
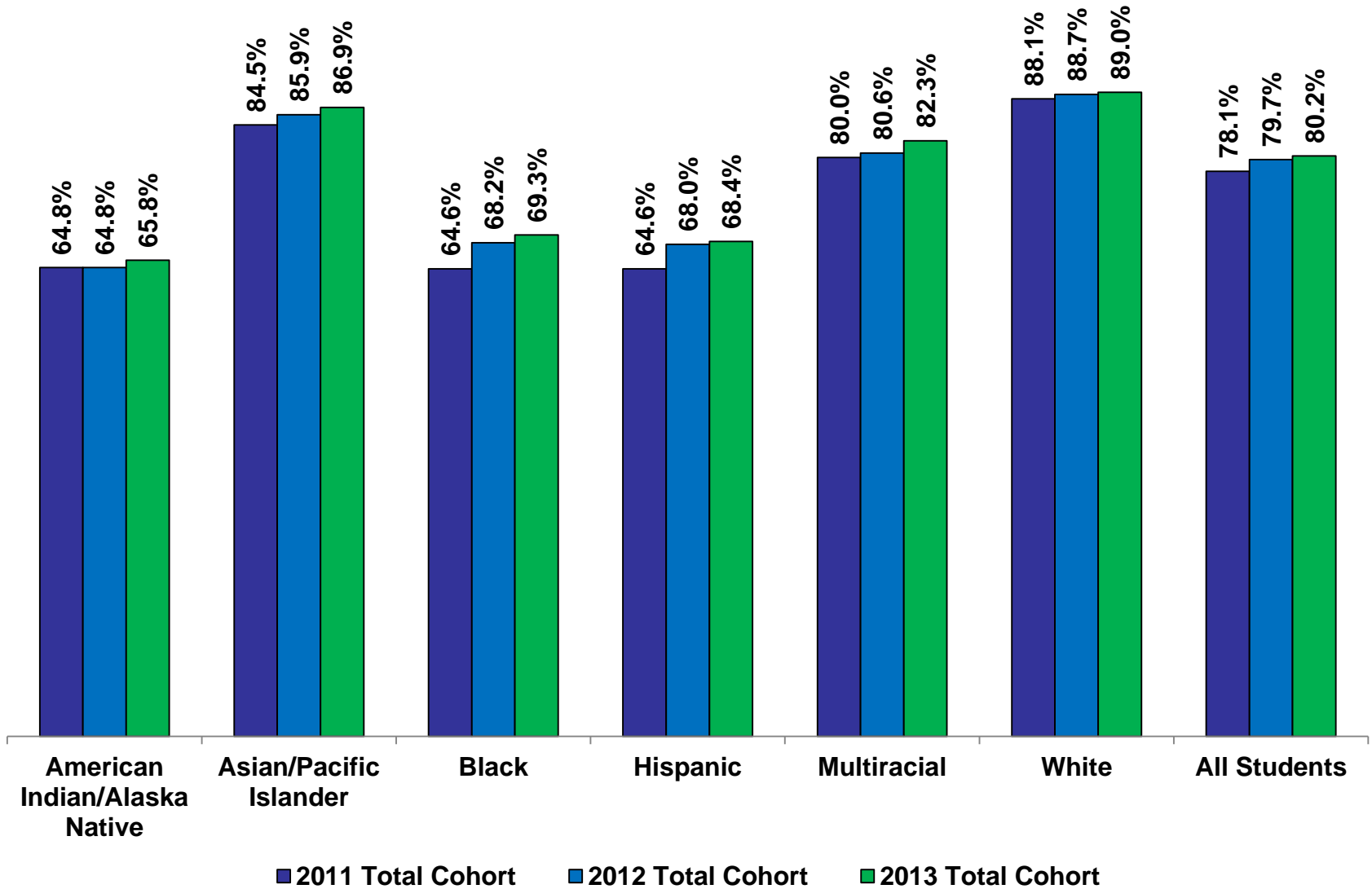
Graduation Rates by Need/Resource Group

Percentage of Graduates <u>After 4 Years</u> Through <u>June,</u> <u>All Students</u>

Legend: ■ 2011 Total Cohort   ■ 2012 Total Cohort   ■ 2013 Total Cohort

Chart data (2011, 2012, 2013):
- Large City High NRC: 57.6%, 61.6%, 63.9%
- Urban-Suburban High NRC: 68.4%, 70.8%, 70.0%
- Rural High NRC: 81.1%, 82.5%, 82.5%
- Average NRC: 87.2%, 87.9%, 87.9%
- Low NRC: 94.7%, 94.7%, 94.8%
- NYC DOE: 67.2%, 70.0%, 71.1%
- Charters: 65.2%, 72.4%, 74.8%
- Total Public: 78.1%, 79.7%, 80.2%

• 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.

9

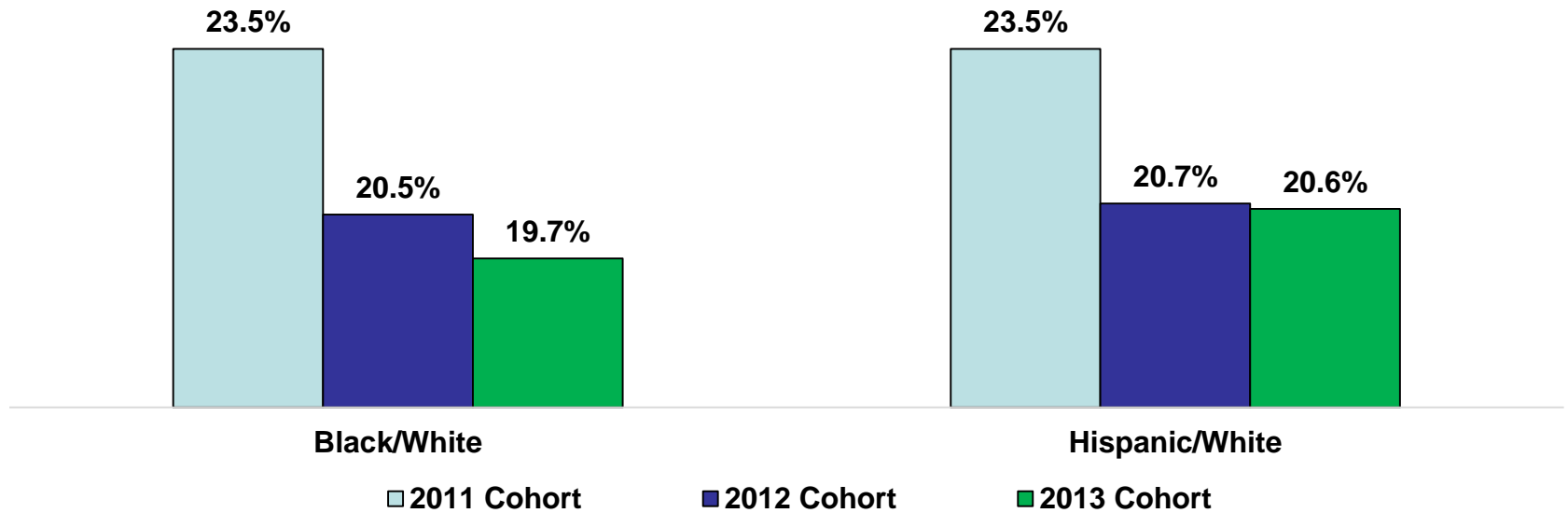# 2011, 2012 and 2013 4-Year Graduation Rates by Race/Ethnicity – June

Race/Ethnicity	2011 Total Cohort	2012 Total Cohort	2013 Total Cohort
American Indian/Alaska Native	64.8%	64.8%	65.8%
Asian/Pacific Islander	84.5%	85.9%	86.9%
Black	64.6%	68.2%	69.3%
Hispanic	64.6%	68.0%	68.4%
Multiracial	80.0%	80.6%	82.3%
White	88.1%	88.7%	89.0%
All Students	78.1%	79.7%	80.2%

■ 2011 Total Cohort ■ 2012 Total Cohort ■ 2013 Total Cohort

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 <u>June</u>

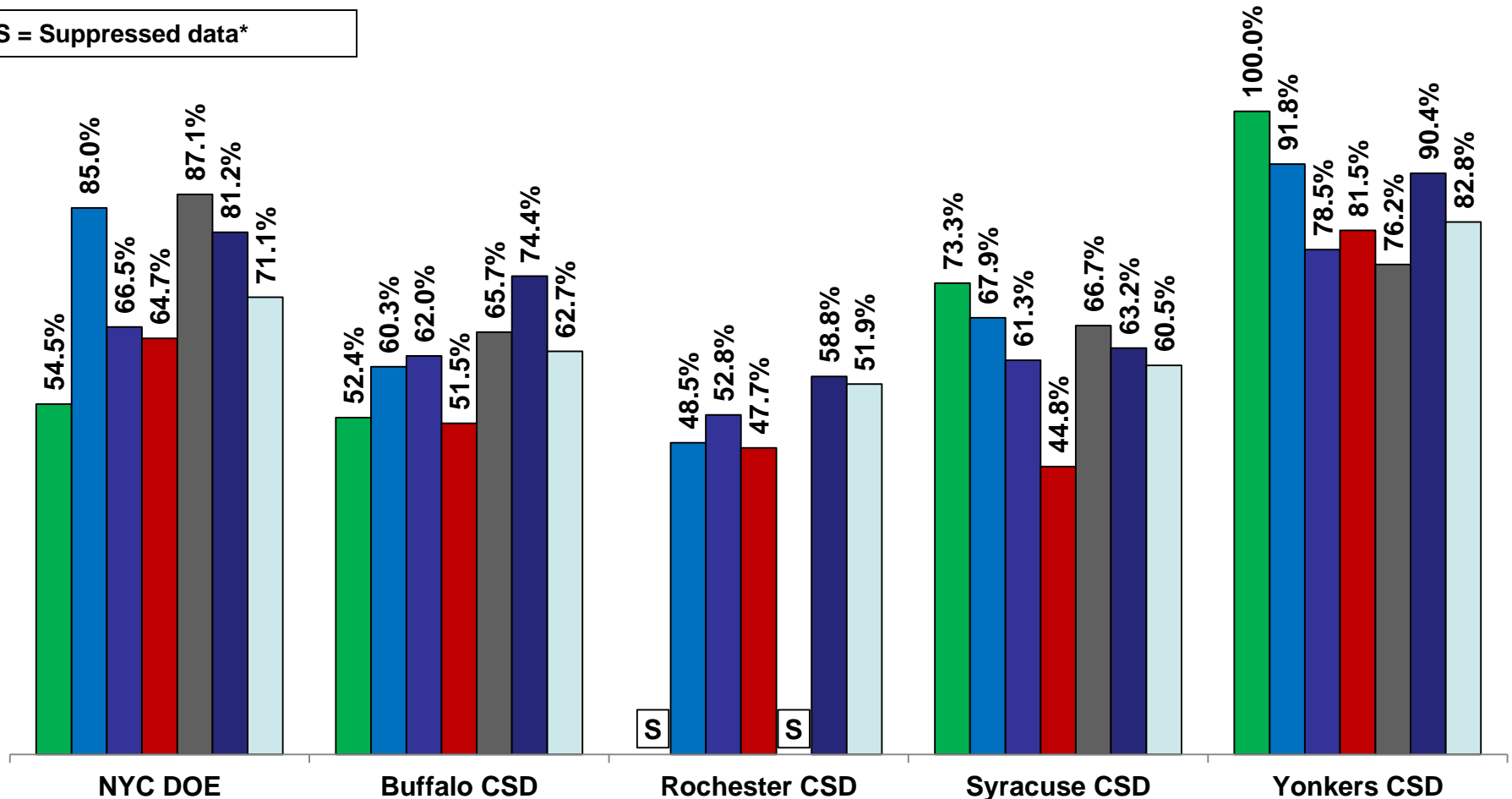|	Black Cohort Members	Hispanic Cohort Members	White Cohort Members
Regents Diploma	51.0%	47.2%	39.0%
Regents Diploma with Advanced Designation	11.5%	15.5%	46.1%
Local Diploma	6.9%	5.7%	3.9%
Total Graduates	**69.3%**	**68.4%**	**89.0%**
Still Enrolled	20.7%	19.6%	5.8%
Non-Diploma Credentials (CDOS, Skills & Achievement, previously earned IEP)	0.8%	0.6%	0.8%
Dropped out	8.1%	10.4%	4.0%
Transferred to an Approved High School Equivalency Program	0.8%	0.8%	0.4%

Closing Achievement Gaps

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

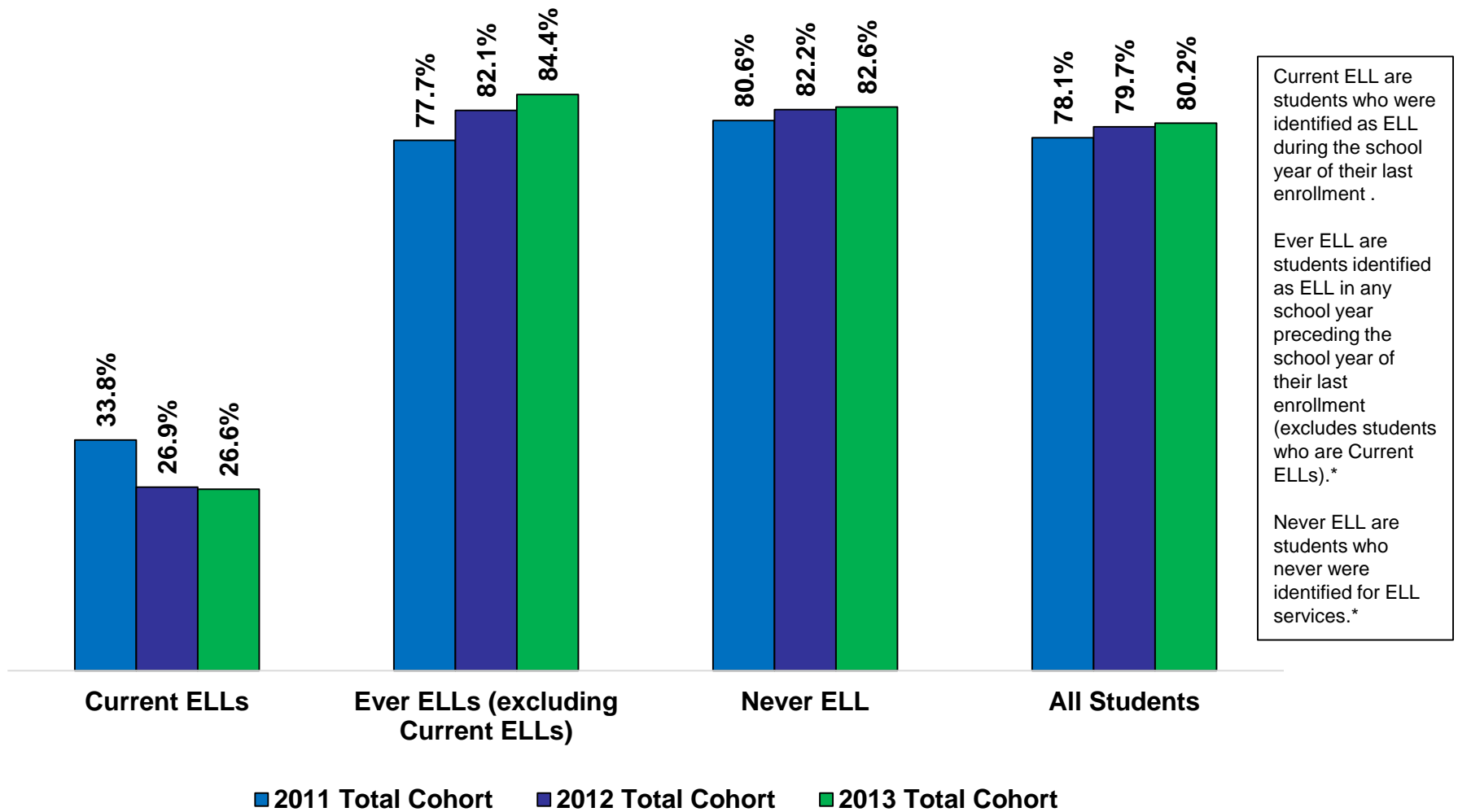# Big 5 Graduation Rates by Race/Ethnicity, 2013 Cohort - June

S = Suppressed data*

NYC DOE
- American Indian/Alaska Native: 54.5%
- Asian/Pacific Islander: 85.0%
- Black: 66.5%
- Hispanic: 64.7%
- Multiracial: 87.1%
- White: 81.2%
- All Students: 71.1%

Buffalo CSD
- American Indian/Alaska Native: 52.4%
- Asian/Pacific Islander: 60.3%
- Black: 62.0%
- Hispanic: 51.5%
- Multiracial: 65.7%
- White: 74.4%
- All Students: 62.7%

Rochester CSD
- American Indian/Alaska Native: S
- Asian/Pacific Islander: 48.5%
- Black: 52.8%
- Hispanic: 47.7%
- Multiracial: S
- White: 58.8%
- All Students: 51.9%

Syracuse CSD
- American Indian/Alaska Native: 73.3%
- Asian/Pacific Islander: 67.9%
- Black: 61.3%
- Hispanic: 44.8%
- Multiracial: 66.7%
- White: 63.2%
- All Students: 60.5%

Yonkers CSD
- American Indian/Alaska Native: 100.0%
- Asian/Pacific Islander: 91.8%
- Black: 78.5%
- Hispanic: 81.5%
- Multiracial: 76.2%
- White: 90.4%
- All Students: 82.8%

Legend: ■ American Indian/Alaska Native ■ Asian/Pacific Islander ■ Black ■ Hispanic ■ Multiracial ■ White □ All Students
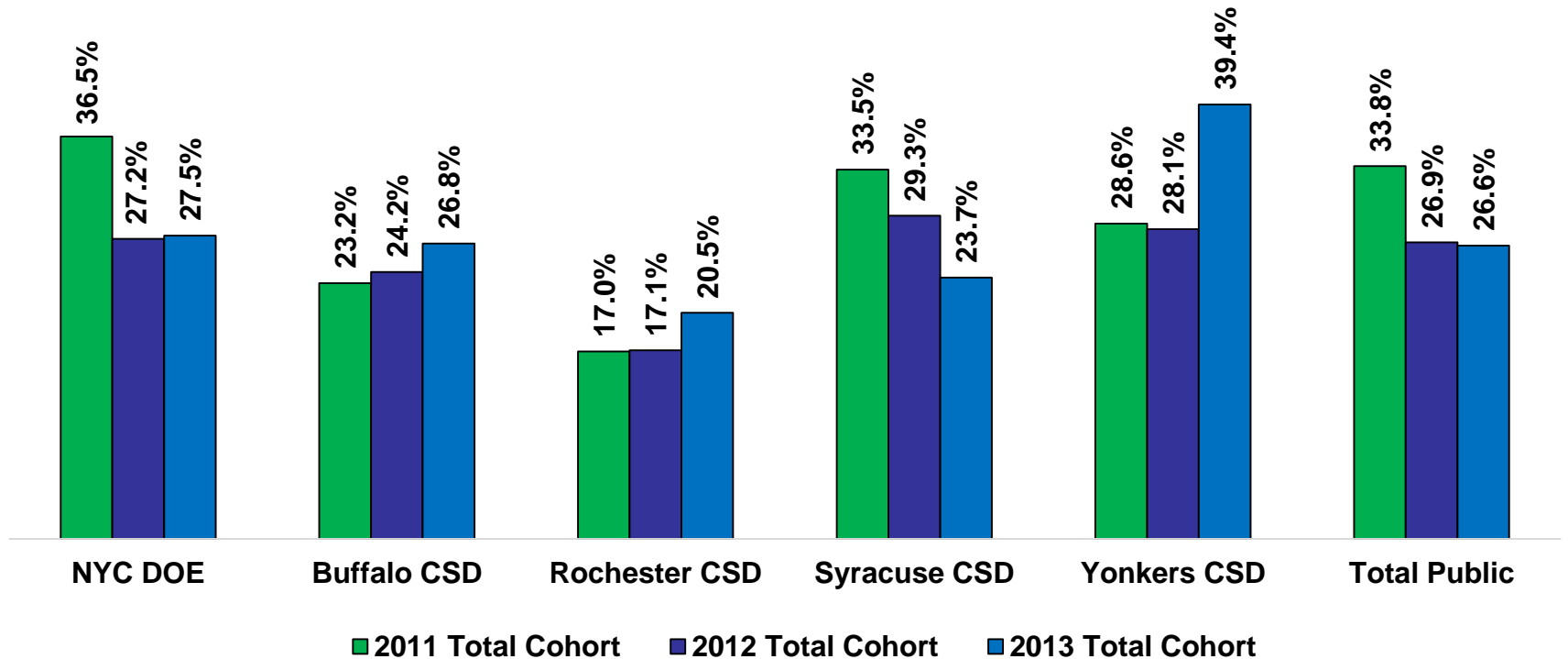
*For groups with fewer than five students, the Department does not publish data. Percentages of tested students scoring at various levels are suppressed for that group and the next smallest group.

13

English Language Learner Graduation Rates

Current ELL are students who were identified as ELL during the school year of their last enrollment.

Ever ELL are students identified as ELL in any school year preceding the school year of their last enrollment (excludes students who are Current ELLs).*

Never ELL are students who never were identified for ELL services.*

Category	2011 Total Cohort	2012 Total Cohort	2013 Total Cohort
Current ELLs	33.8%	26.9%	26.6%
Ever ELLs (excluding Current ELLs)	77.7%	82.1%	84.4%
Never ELL	80.6%	82.2%	82.6%
All Students	78.1%	79.7%	80.2%

■ 2011 Total Cohort   ■ 2012 Total Cohort   ■ 2013 Total Cohort

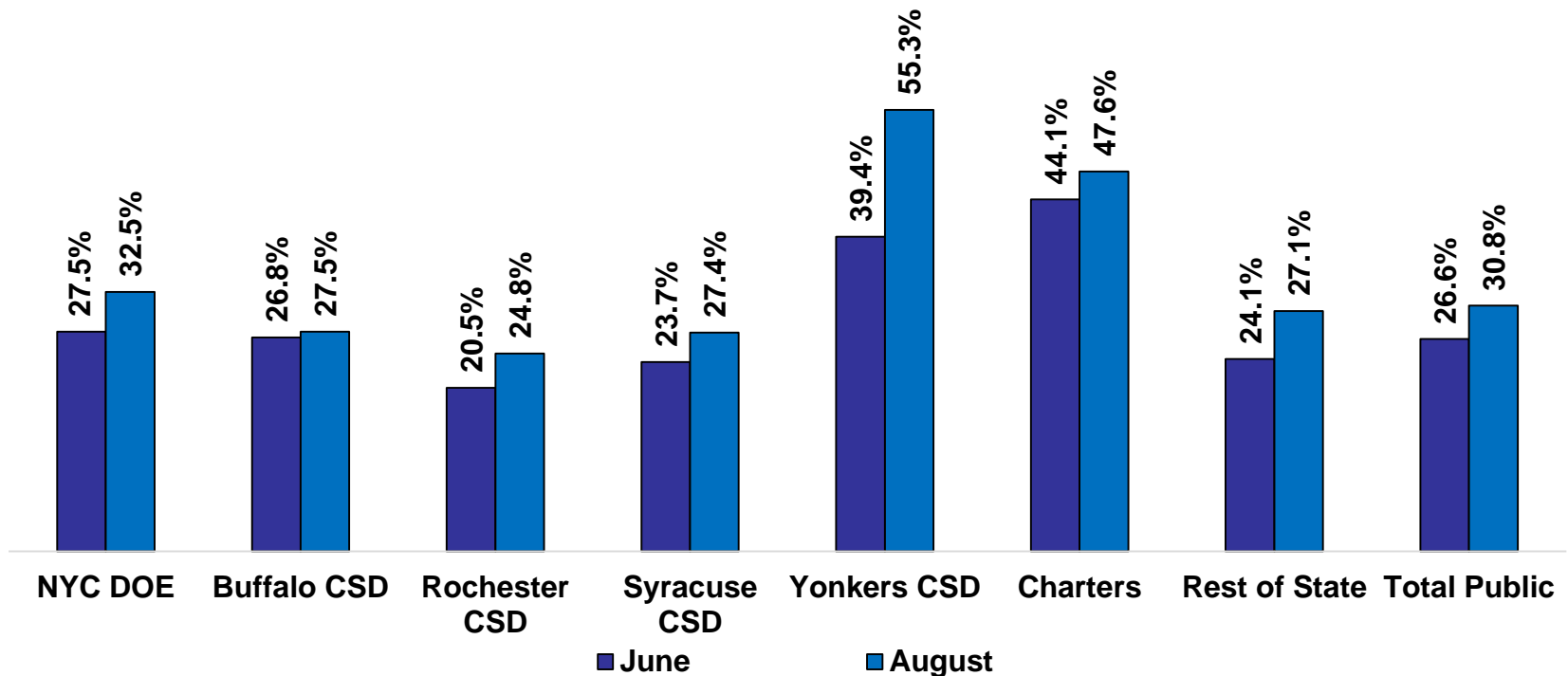* Data are available for the 2005-06 to 2016-17 school years only. Therefore, students who received ELL services prior to 2005-06 are not identified as Ever ELL.

English Language Learners: Big 5 2011, 2012 and 2013 Total Cohort, Graduation Rate after 4 years – June

2011 Total Cohort ■ **2012 Total Cohort** ■ **2013 Total Cohort**

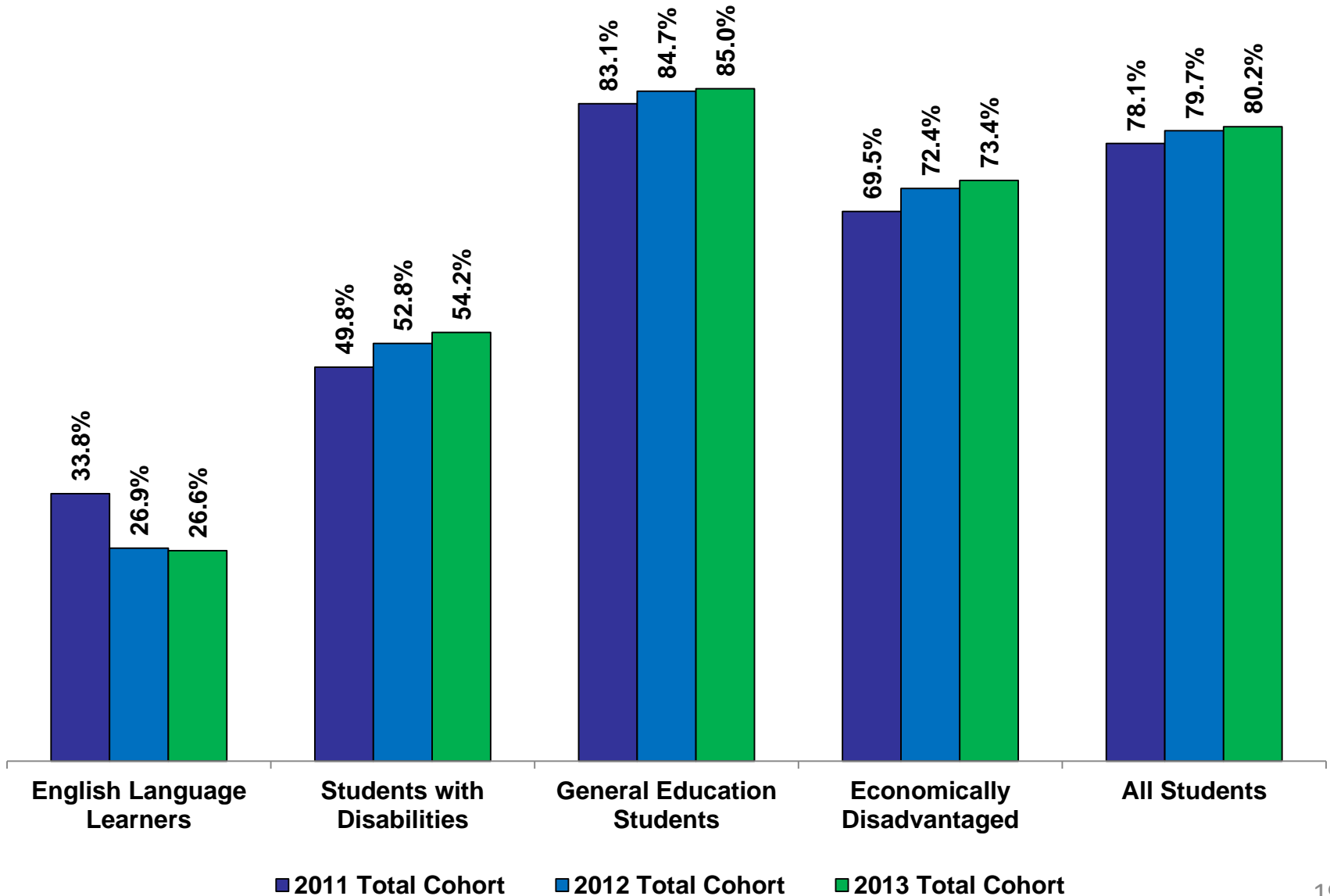|	NYC DOE	Buffalo CSD	Rochester CSD	Syracuse CSD	Yonkers CSD	Total Public
2011 Total Cohort	36.5%	23.2%	17.0%	33.5%	28.6%	33.8%
2012 Total Cohort	27.2%	24.2%	17.1%	29.3%	28.1%	26.9%
2013 Total Cohort	27.5%	26.8%	20.5%	23.7%	39.4%	26.6%

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.

15

Current English Language Learners: 2013 Total Cohort, June and August Graduates after 4 Years

	June	August
NYC DOE	27.5%	32.5%
Buffalo CSD	26.8%	27.5%
Rochester CSD	20.5%	24.8%
Syracuse CSD	23.7%	27.4%
Yonkers CSD	39.4%	55.3%
Charters	44.1%	47.6%
Rest of State	24.1%	27.1%
Total Public	26.6%	30.8%

Rest of State excludes NYC and Charters

Graduation Rate for Students with Disabilities

Percentage of Graduates <u>After 4 Years</u> Through <u>June</u>, <u>Students with Disabilities</u>
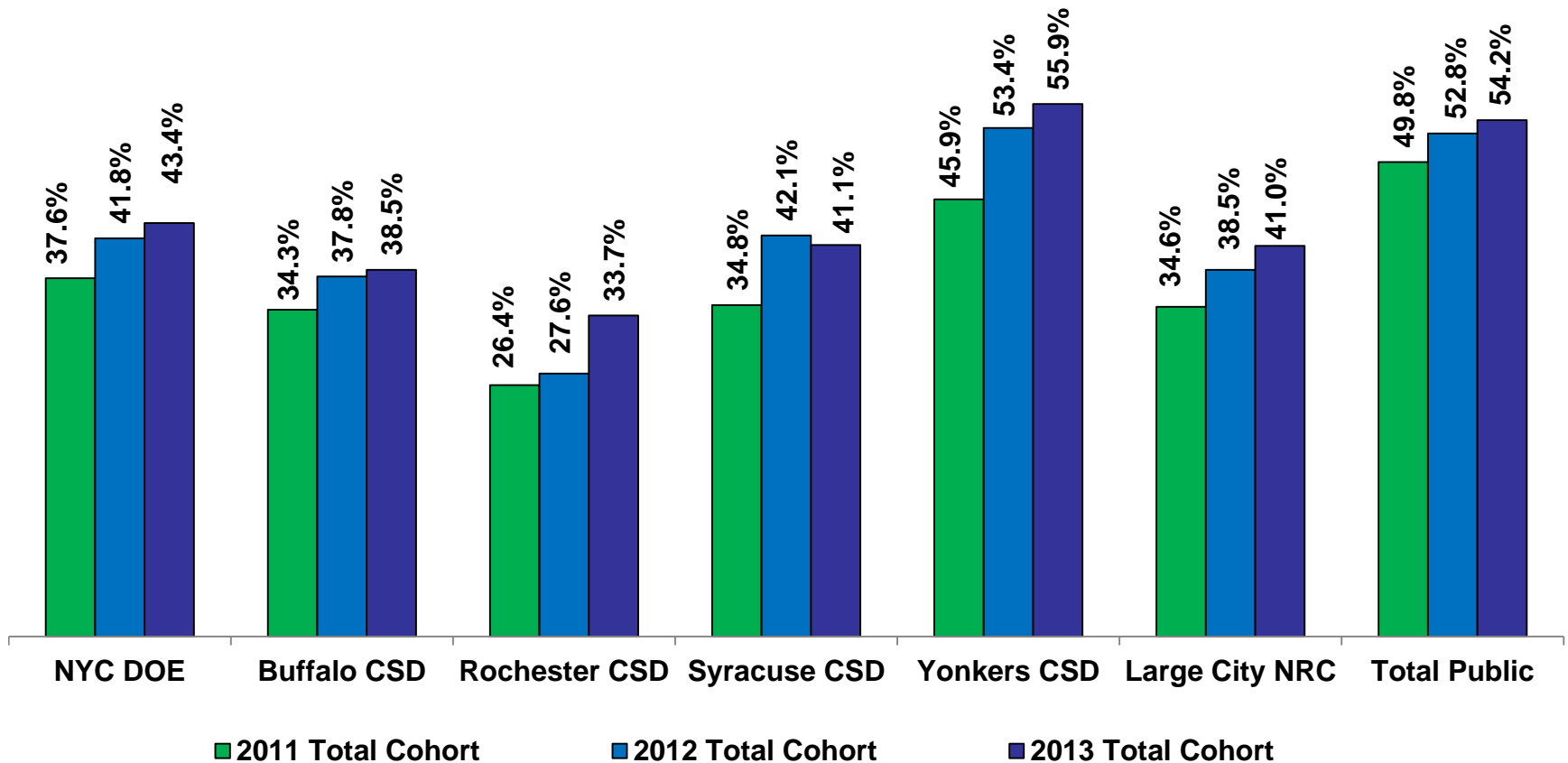
District	2011 Total Cohort	2012 Total Cohort	2013 Total Cohort
NYC DOE	37.6%	41.8%	43.4%
Buffalo CSD	34.3%	37.8%	38.5%
Rochester CSD	26.4%	27.6%	33.7%
Syracuse CSD	34.8%	42.1%	41.1%
Yonkers CSD	45.9%	53.4%	55.9%
Large City NRC	34.6%	38.5%	41.0%
Total Public	49.8%	52.8%	54.2%

■ **2011 Total Cohort**   ■ **2012 Total Cohort**   ■ **2013 Total Cohort**

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: 2011, 2012 and 2013 Cohorts – June

Students with Disabilities in Public Schools After 4 Years

Results Through <u>June</u>

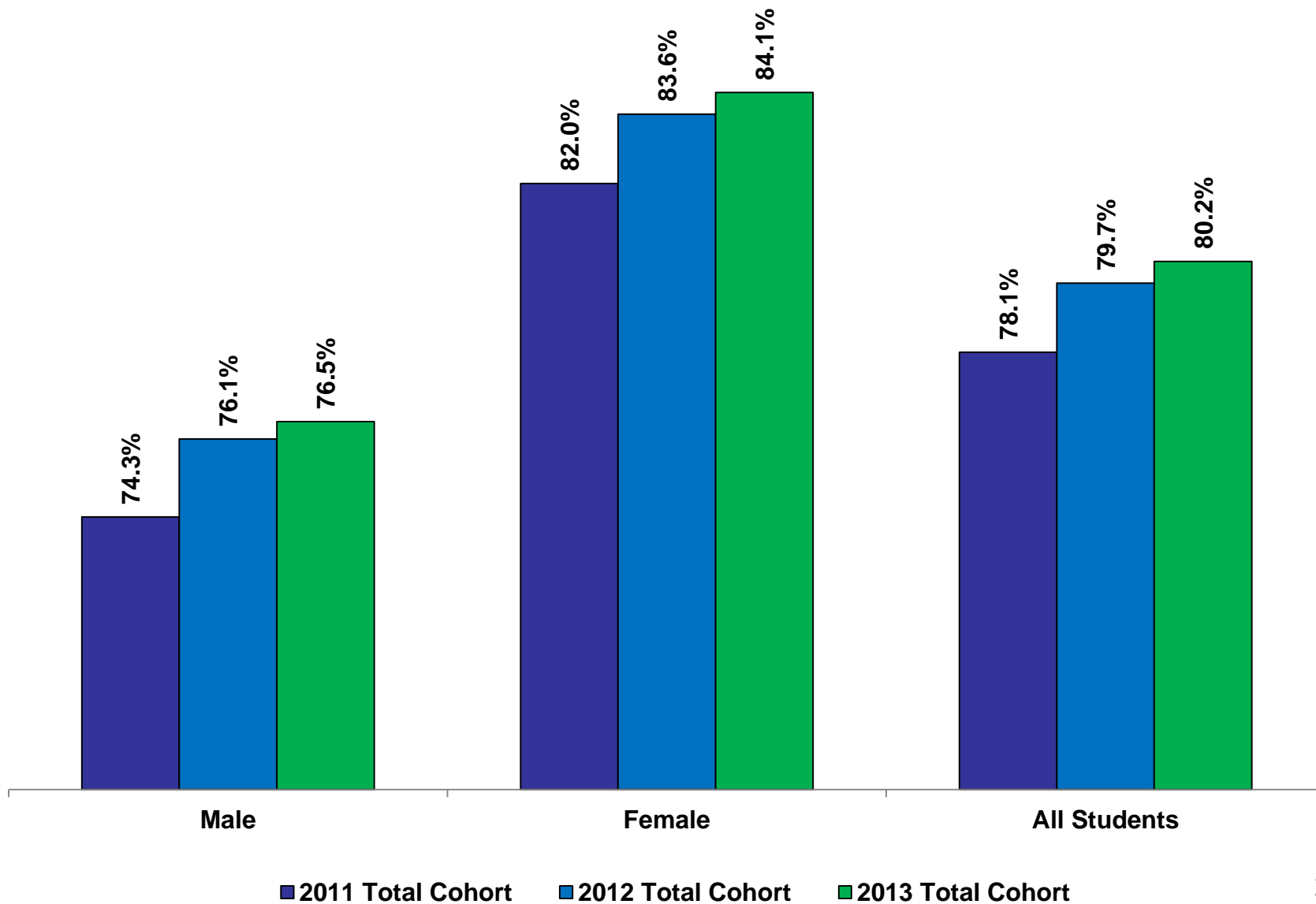|	2011 Total Cohort	2012 Total Cohort	2013 Total Cohort
Regents Diploma	27.1%	28.8%	28.7%
Regents Diploma with Advanced Designation	3.0%	3.0%	3.5%
Local Diploma	19.7%	21.80%	22.0%
Total Graduates	**49.8%**	**52.8%**	**54.2%**
Still Enrolled	30.1%	29.0%	28.5%
Non-Diploma Credentials (CDOS, Skills & Achievement, previously earned IEP diploma)	6.1%	4.6%	4.4%
Dropped out	12.7%	12.3%	11.6%
Transferred to an Approved High School Equivalency Program	1.0%	1.0%	1.0%
Local Diplomas Awarded Through Superintendents' Determination (based on school year when local diploma awarded, not tied to cohort)		School Year 2015-16	School Year 2016-17
		418	315

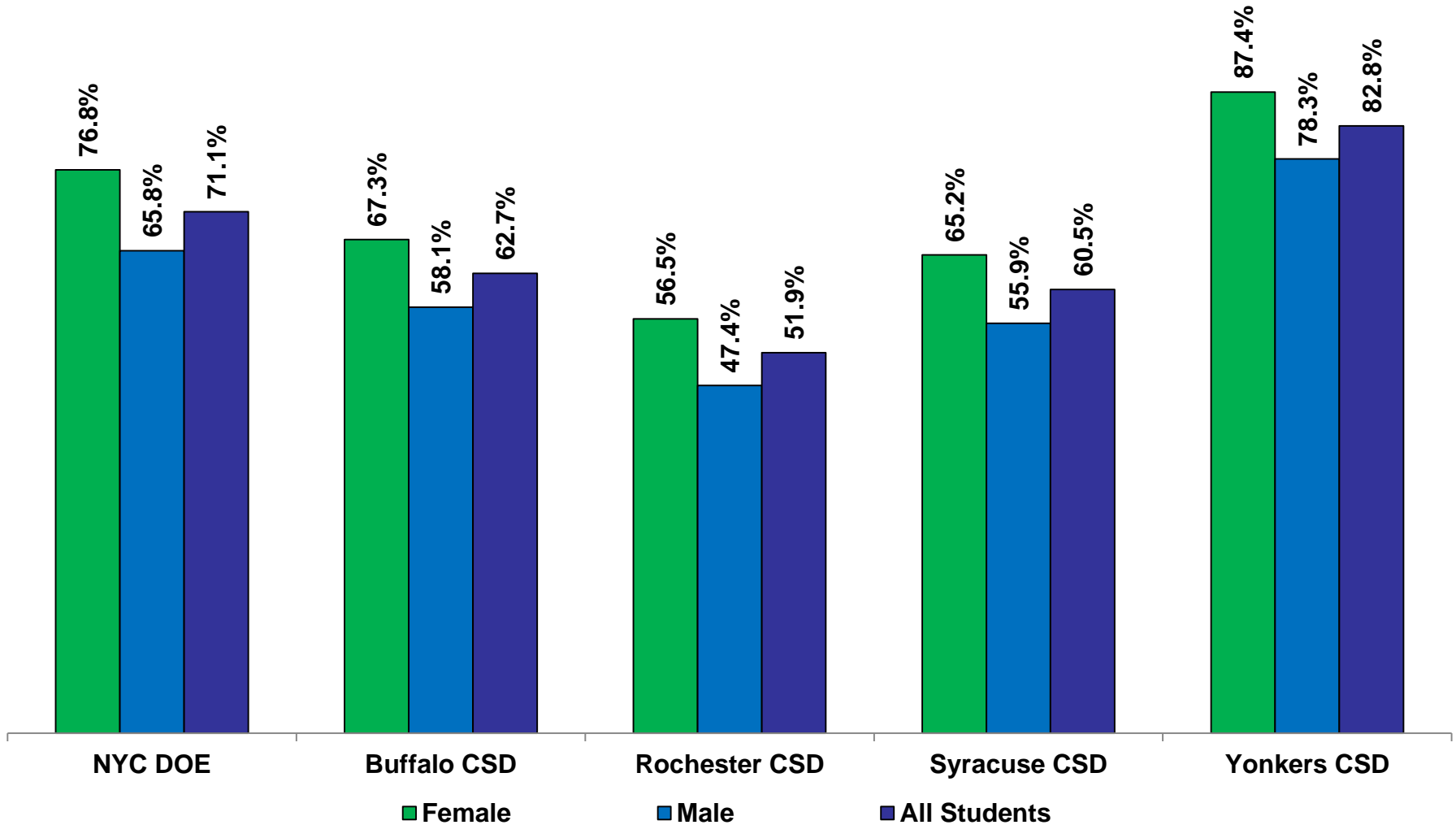# 2011, 2012 and 2013 4-Year Graduation Rates by Subgroup – June

Subgroup	2011 Total Cohort	2012 Total Cohort	2013 Total Cohort
English Language Learners	33.8%	26.9%	26.6%
Students with Disabilities	49.8%	52.8%	54.2%
General Education Students	83.1%	84.7%	85.0%
Economically Disadvantaged	69.5%	72.4%	73.4%
All Students	78.1%	79.7%	80.2%

■ 2011 Total Cohort ■ 2012 Total Cohort ■ 2013 Total Cohort

19

Big 5 Graduation Rates by Subgroup, 2013 Cohort - June

- English Language Learners
- Students with Disabilities
- General Education Students
- Economically Disadvantaged
- All Students

2011, 2012 and 2013 4-Year Graduation Rates by Gender – June

Male: 74.3%, 76.1%, 76.5%
Female: 82.0%, 83.6%, 84.1%
All Students: 78.1%, 79.7%, 80.2%

■ 2011 Total Cohort ■ 2012 Total Cohort ■ 2013 Total Cohort
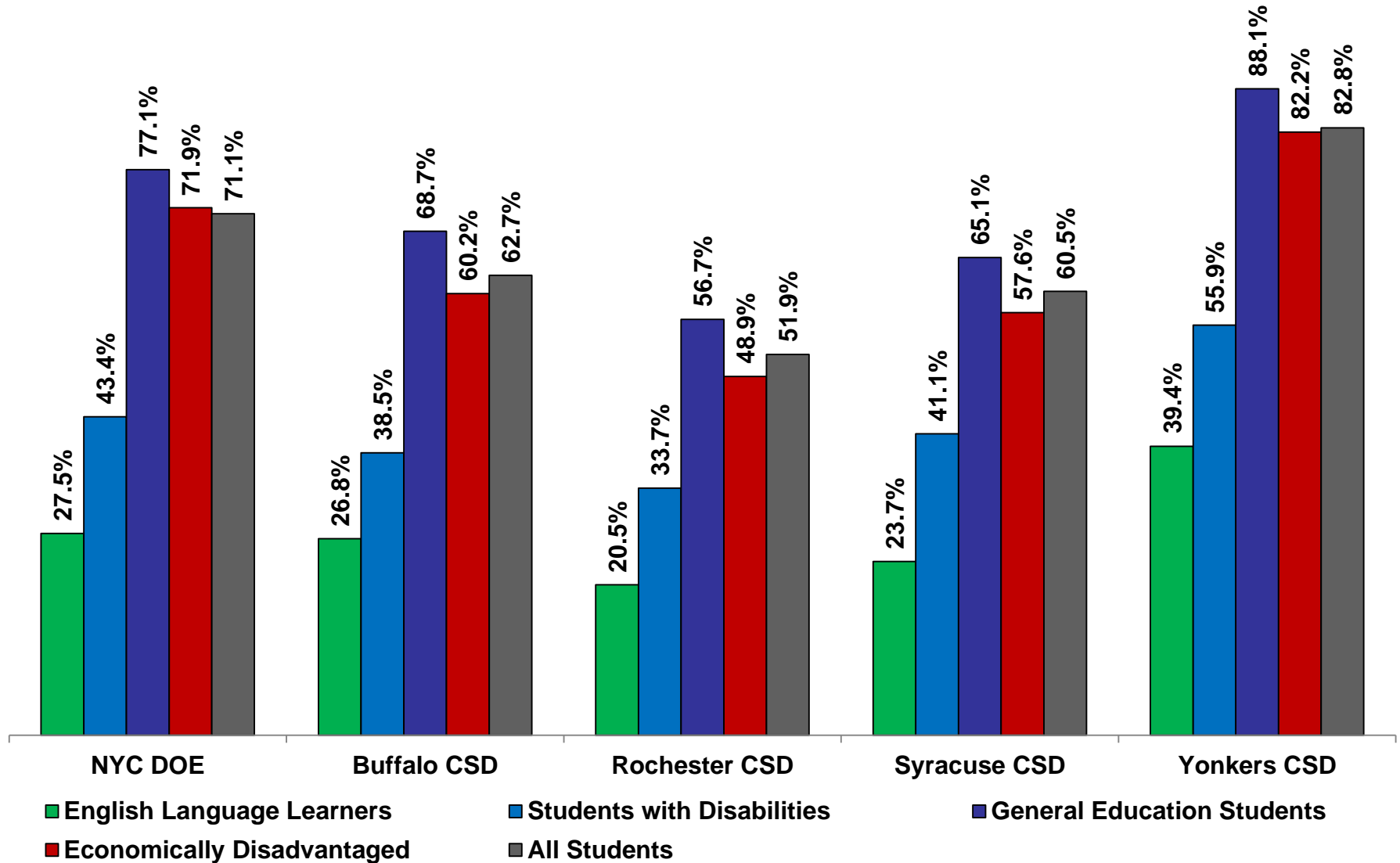
Big 5 Graduation Rates by Gender, 2013 Cohort - June

Dropout Rates after 4 Years by Subgroup

2011 Cohort Size	208,442
2012 Cohort Size	208,021
2013 Cohort Size	207,165
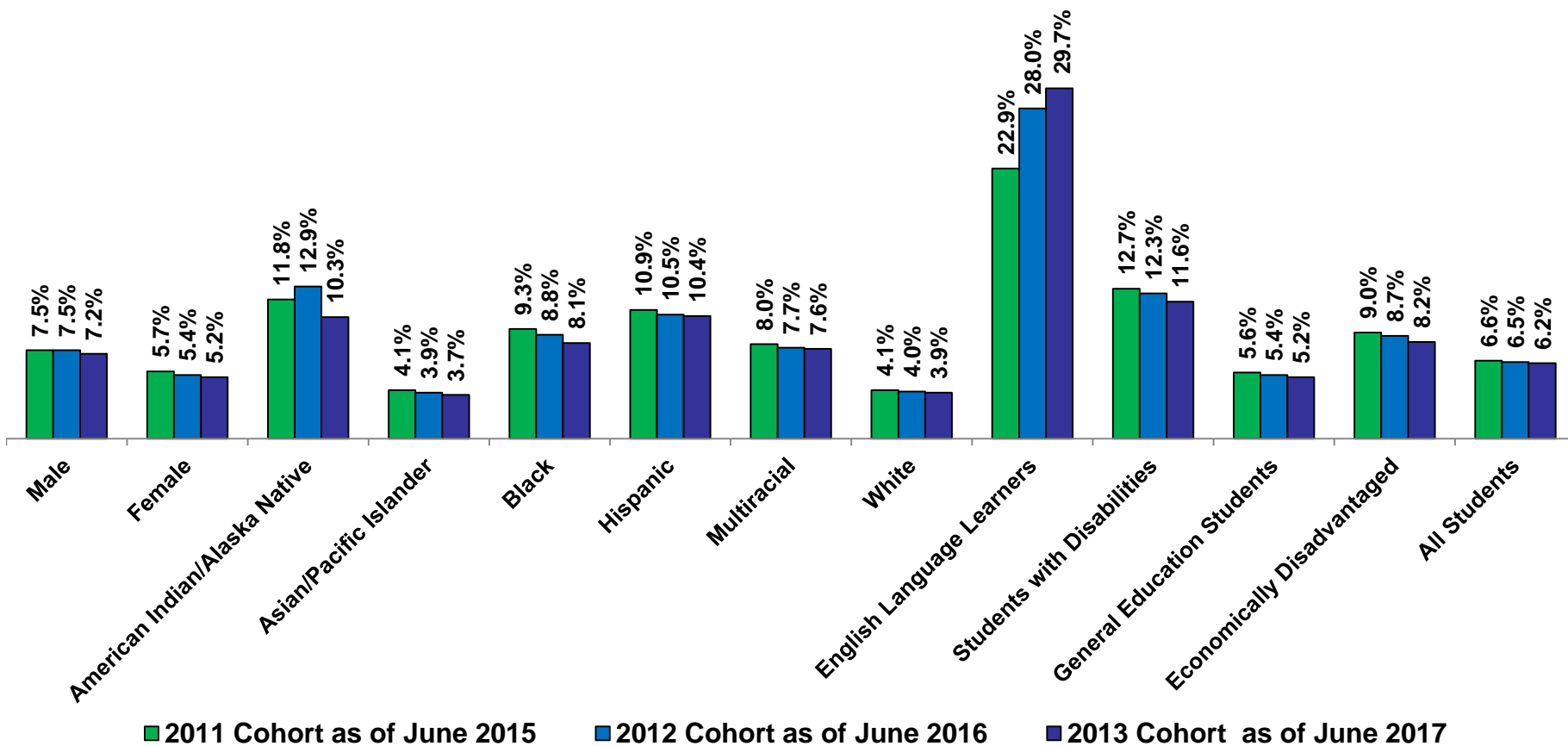
Male: 7.5%, 7.5%, 7.2%
Female: 5.7%, 5.4%, 5.2%
American Indian/Alaska Native: 11.8%, 12.9%, 10.3%
Asian/Pacific Islander: 4.1%, 3.9%, 3.7%
Black: 9.3%, 8.8%, 8.1%
Hispanic: 10.9%, 10.5%, 10.4%
Multiracial: 8.0%, 7.7%, 7.6%
White: 4.1%, 4.0%, 3.9%
English Language Learners: 22.9%, 28.0%, 29.7%
Students with Disabilities: 12.7%, 12.3%, 11.6%
General Education Students: 5.6%, 5.4%, 5.2%
Economically Disadvantaged: 9.0%, 8.7%, 8.2%
All Students: 6.6%, 6.5%, 6.2%

■ 2011 Cohort as of June 2015   ■ 2012 Cohort as of June 2016   ■ 2013 Cohort as of June 2017

Current English Language Learners: Big 5 2011, 2012 and 2013 Total Cohort, Dropout Rate after 4 years – June

	NYC DOE	Buffalo CSD	Rochester CSD	Syracuse CSD	Yonkers CSD	Total Public
2011 Total Cohort	21.6%	39.2%	42.6%	23.2%	17.1%	22.9%
2012 Total Cohort	27.0%	37.2%	43.1%	28.0%	19.8%	28.0%
2013 Total Cohort	27.2%	42.0%	40.6%	31.1%	11.7%	29.7%

■ 2011 Total Cohort   ■ 2012 Total Cohort   ■ 2013 Total Cohort
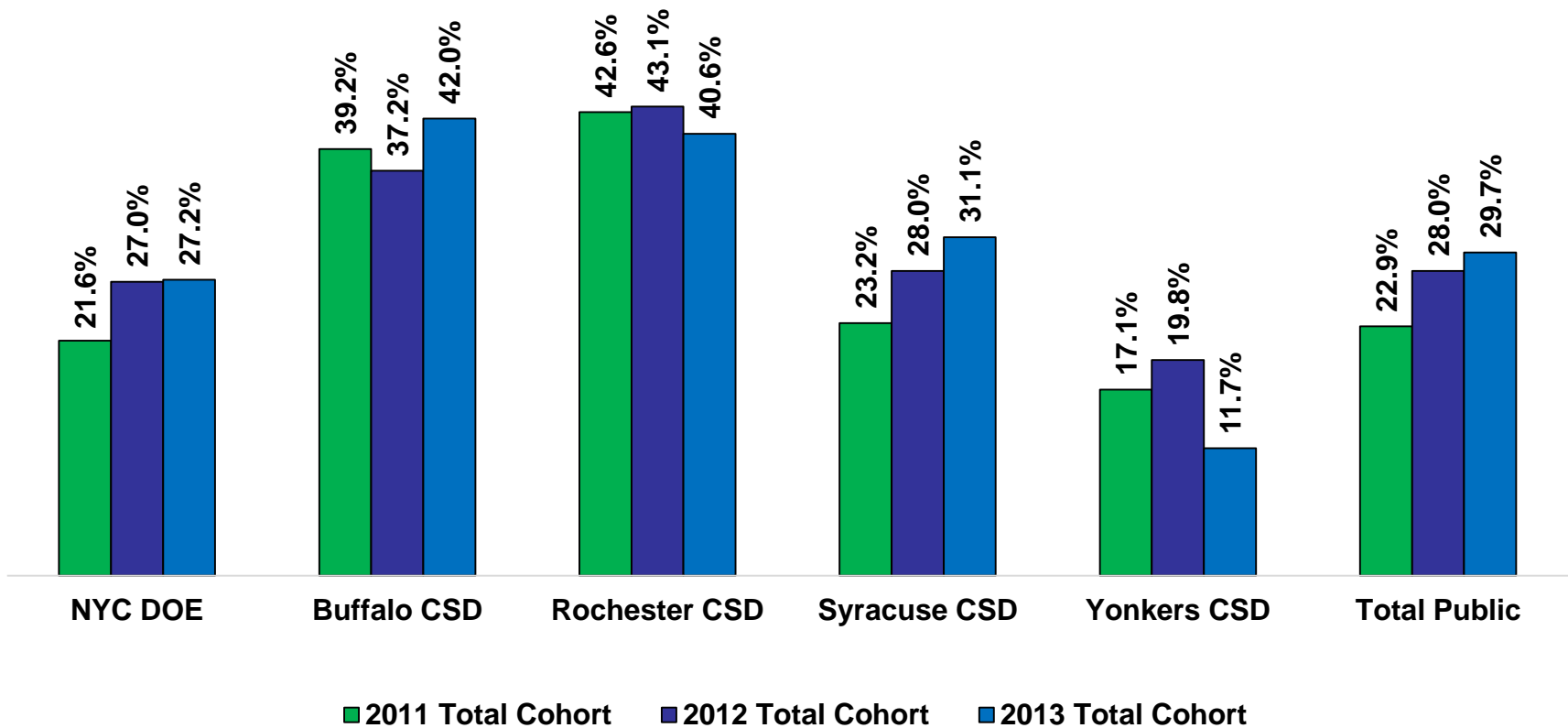
Given the relatively small size of this subgroup in these districts, with the exception of NYC, there will be greater fluctuations in the data from year to year.

Students with Disabilities: Big 5 2011, 2012 and 2013 Total Cohort, Dropout Rate after 4 years – June
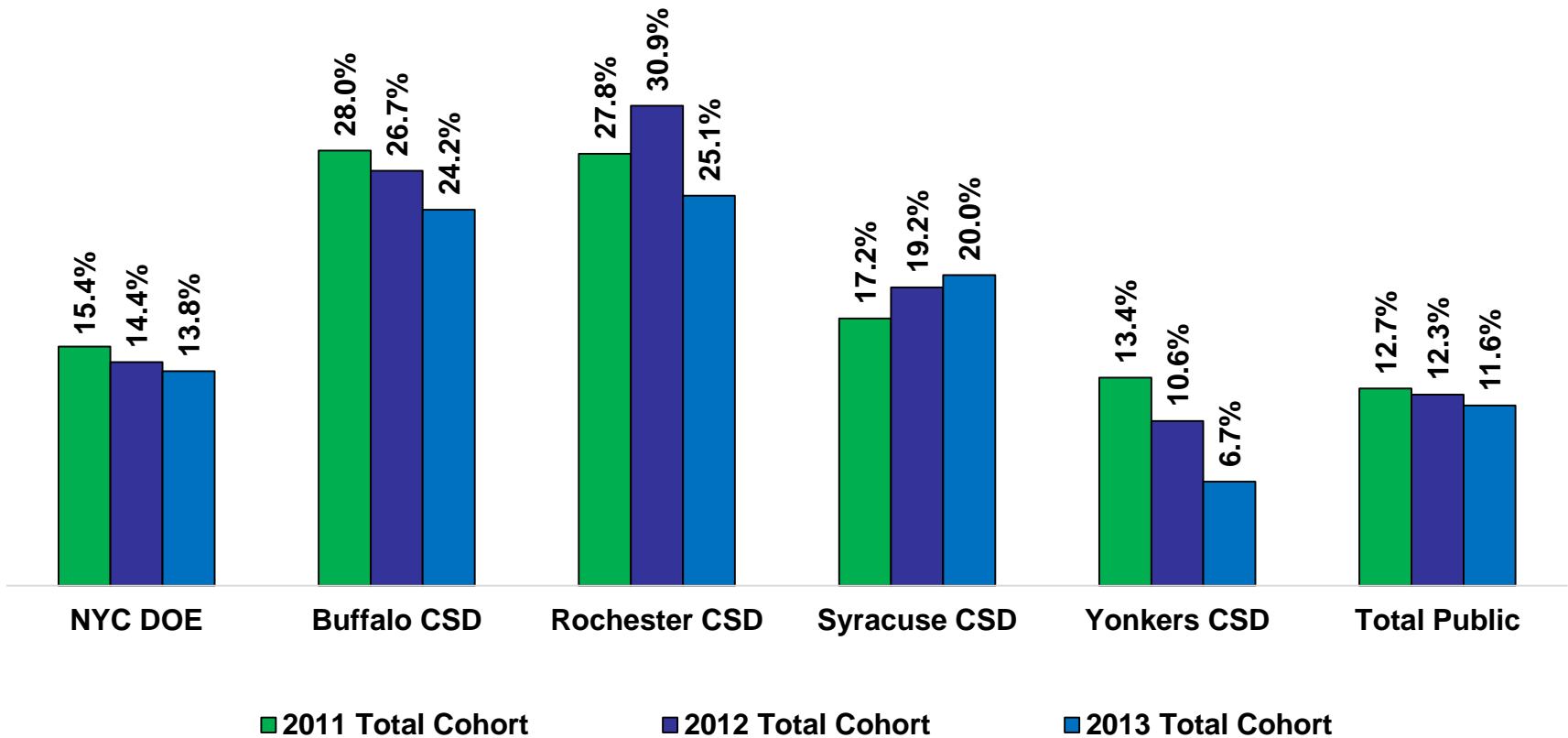
2011 Cohort Graduation Rate after 4, 5 and 6 Years by Subgroup

Legend: ■ 2011 Total Cohort, 4 Year ■ 2011 Total Cohort, 5 Year ■ 2011 Total Cohort, 6 Year

Subgroup	4 Year	5 Year	6 Year
Male	74.3%	80.4%	82.0%
Female	82.0%	86.9%	87.9%
American Indian/Alaska Native	64.8%	72.5%	74.8%
Asian/Pacific Islander	84.5%	89.3%	90.3%
Black	64.6%	74.2%	76.8%
Hispanic	64.6%	73.0%	75.4%
Multiracial	80.0%	83.5%	83.7%
White	88.1%	90.9%	91.3%
English Language Learners	33.8%	44.9%	48.3%
Students with Disabilities	49.8%	58.1%	60.5%
General Education Students	83.1%	88.0%	89.1%
Economically Disadvantaged	69.5%	78.3%	80.7%
All Students	78.1%	83.5%	84.9%

26

5 and 6 year outcomes include cumulative data, including those students in the same cohort who graduated in previous years.

2012 Cohort Graduation Rate after 4 and 5 Years by Subgroup

Legend: ■ 2012 Total Cohort, 4 Year ■ 2012 Total Cohort, 5 Year

Subgroup	4 Year	5 Year
Male	76.1%	81.5%
Female	83.6%	87.6%
American Indian/Alaska Native	64.8%	71.8%
Asian/Pacific Islander	85.9%	90.1%
Black	68.2%	76.1%
Hispanic	68.0%	75.2%
Multiracial	80.6%	84.5%
White	88.7%	91.2%
English Language Learners	26.9%	36.8%
Students with Disabilities	52.8%	60.2%
General Education Students	84.7%	88.9%
Economically Disadvantaged	72.4%	79.9%
All Students	79.7%	84.5%

27

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

Current English Language Learners: Big 5 2011, 2012 and 2013 Total Cohort, Still Enrolled after 4 years – June

	NYC DOE	Buffalo CSD	Rochester CSD	Syracuse CSD	Yonkers CSD	Total Public
2011 Total Cohort	38.0%	36.0%	39.9%	41.6%	43.8%	39.3%
2012 Total Cohort	41.9%	35.1%	39.4%	40.2%	49.0%	41.4%
2013 Total Cohort	41.7%	29.0%	37.4%	44.4%	43.6%	40.5%

■ 2011 Total Cohort   ■ 2012 Total Cohort   ■ 2013 Total Cohort
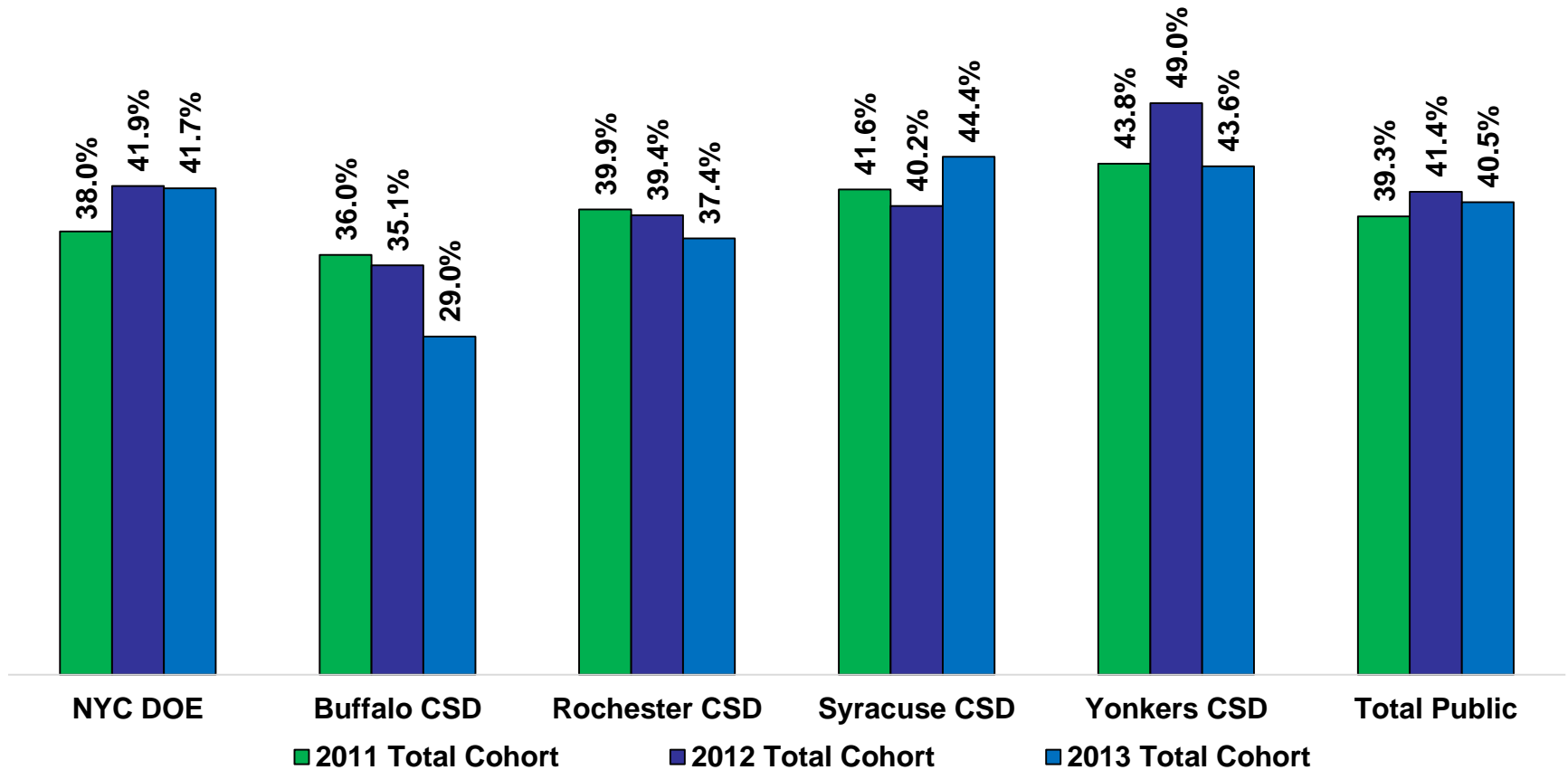
Regents Actions on Multiple Pathways to Graduation

- **Jan. 2015: Approved multiple assessment pathways in:**
  - **Arts**
  - **Language Other Than English**
  - **Career/Technical Education**
  - **Humanities**
  - **Science, Technology, Engineering and Mathematics (STEM)**

- **Jun. 2016: Established a new Career Development Occupational Studies (CDOS) graduation pathway**

Regents Actions on Safety Net Options for Students with Disabilities

- **Jun. 2016: Enabled superintendents to make a determination on the academic proficiency of certain students with disabilities seeking to graduate with a local diploma**

- **Oct. 2016: Revised superintendent determination to require parent or guardian to make request**

- **Dec. 2017: Expanded the superintendent determination to allow CDOS credential as a safety net for students with disabilities who pass Regents-level ELA & Math courses but not Regents exams**

New Graduation Pathways – 2013 Cohort, August Graduates after 4 years Statewide

Districts Reported 9,900 Students Earned a Diploma Through a New Pathway

STEM Science ■ STEM Math ■ CTE □ CDOS ■ Humanities Alternative □ Arts
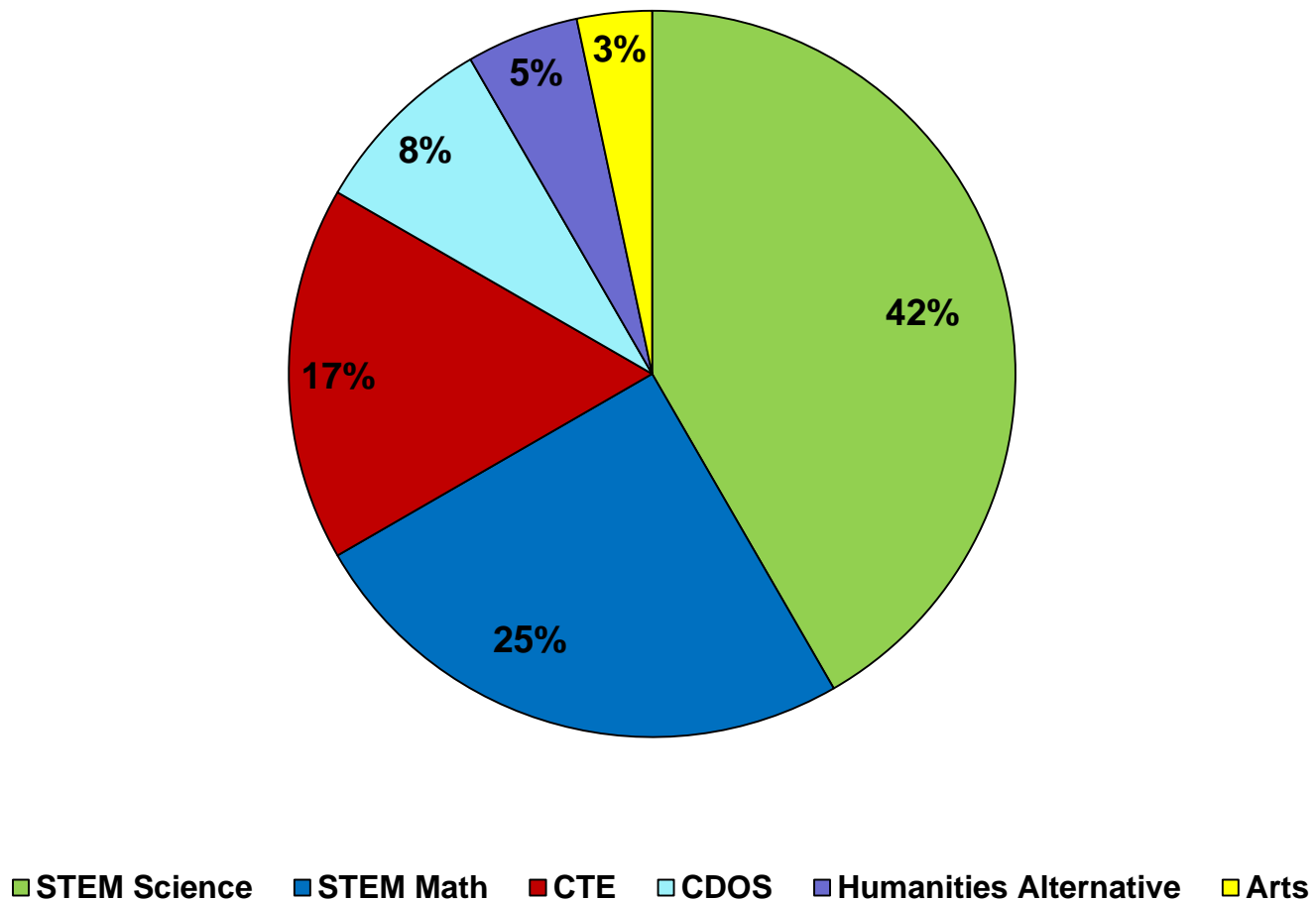
Conclusion

- **Much work is still needed to close achievement gaps**

- **Overall statewide graduation rate continues to rise, with notable gains in some urban districts**

- **NYS met its August graduation rate goal this year and is on track to continue to meet ESSA goals**

- **Board and Department remain focused on bringing educational equity to all New York students**

		Supports to School Districts	Regents Budget & Legislative Priorities
Achievement Gap	ESSA	- Next Generation Early Learning Standards - Academic Intervention Services (AIS) - Multiple Pathways to graduation - My Brother's Keeper (MBK) - Challenge grants - MBK Family and Community Engagement Program - Teacher Opportunity Corps II grants - MBK Fellows Program - MBK Native American Program - The Regents Research Work Group - Improving Academic Achievement for Disadvantaged (Title I) - Promoting School Climate and Engaging Students through School Climate Surveys and Chronic Absenteeism Reports - Neglected or Delinquent (Title I) - Rural and low-income school program (Title VI) - Universal Pre-Kindergarten (UPK) - Advanced Placement (AP) fee reduction program	- Access to high-quality early education and early care programs - Expanding access to quality high-level coursework - Providing high-quality professional learning - Increasing access to college and reducing the cost to students through Early College High Schools & PTECH - Promotion of Positive School Climate and Bullying Prevention - Enhancing teacher effectiveness – Shanker grant - Regional Secondary Schools Advisory Council

		Supports to School Districts	**Regents Budget & Legislative Priorities**

English Language Learner	ESSA	• Delivering high-quality professional development:
		    • Co-teaching seminars
		    • NYSESLAT training
		    • Annual ELL Leadership Institute titled "Cultivating District Leadership to Build Systems for English Language Learner/Multilingual Learner Success"
		• As part of the SIFE initiative for supporting Students with Inconsistent/Interrupted Formal education, worked with CUNY to create webinars and guidance for the Multilingual Literacy SIFE Screener and the low-literacy curriculum.
		• Continuing efforts to reduce the shortage of Bilingual Education (BE) and English to Speakers of Other Languages (ESOL) Teachers by supporting Clinically Rich-Intensive Teacher Institutes (CR-ITIs)
		• Literacy curriculum development and implementation for Students with Interrupted/Inconsistent Formal Education (SIFE) delivered by the City University of New York (CUNY) Bridges to Academic Success program
			• Enhancing the achievement of English Language Learners (Foundation Aid set aside)
			• Ensuring equal opportunities for English Language Learners/Multilingual Learners through PD technical assistance & Compliance support (*funding to enhance support to RBERNs*)
			• Regents Exams in World Languages (*funding to reinstitute World Languages Regents Exams*)
			• Addressing the Shortage of Bilingual Education (BE) teachers & English to Speakers of Languages (ESOL) teachers (*funding to continue the CR-ITI program*)
			• Native Language Assessments for ELL/MLL students (*funding to develop Grades 3-8 Spanish Language Assessment followed by other languages and high school assessments*)
			• Development of additional translated versions of state assessments (*funding to increase number of languages from 5 to 8*)

		Supports to School Districts	Regents Budget & Legislative Priorities
English Language Learner (Continued)	ESSA	- Diagnostic and Informational Tools - Multilingual Literacy Screener (MLS) to identify SIFE status - Comprehensive ELL/MLL Education Plan (CEEP) - Emergent Multilingual Learners (EMLLs) Language Profile for Prekindergarten ELL/MLL s Comprehensive School Review Protocol (in development) - Working with the Puerto Rico Department of Education to support students and teachers displaced by the natural disaster. - Supplemental Title III funding will be released in the upcoming weeks to districts with large numbers of displaced students from recent natural disasters	

		Supports to School Districts	Regents Budget & Legislative Priorities
Students with Disabilities	ESSA	• Blueprint for Improved Results for Students with Disabilities: • Students engage in self-advocacy • Parent and family engagement • Design, delivery, and assessment of specially designed instruction • Research-based teaching and learning strategies and supports • Multi-tiered systems of support • High quality inclusive programs • Career development and work-based learning • Regional Special Education Technical Assistance Support Center (RSE-TASC) • Networks to support parents and early childhood learning • Network to address disproportionality in the identification, placement, and suspension of students with disabilities • Positive Behavioral Intervention Support (PBIS) • Development of high quality individualized education programs (IEP) • Implementation of available testing accommodations	• Enhancing supports & services for postsecondary success of students with disabilities

		Supports to School Districts	Regents Budget & Legislative Priorities
Students with Disabilities (Continued)	ESSA	• Superintendent's determination and other safety net options • Ongoing guidance and technical assistance • Professional development in the areas of specially designed instruction, testing accommodations, assistive technology, safety net options, and universal design for learning (UDL)	