

Creating the Future of Public Education: Graduation Requirements in New York State

NYS Board of Regents
Regional Forum

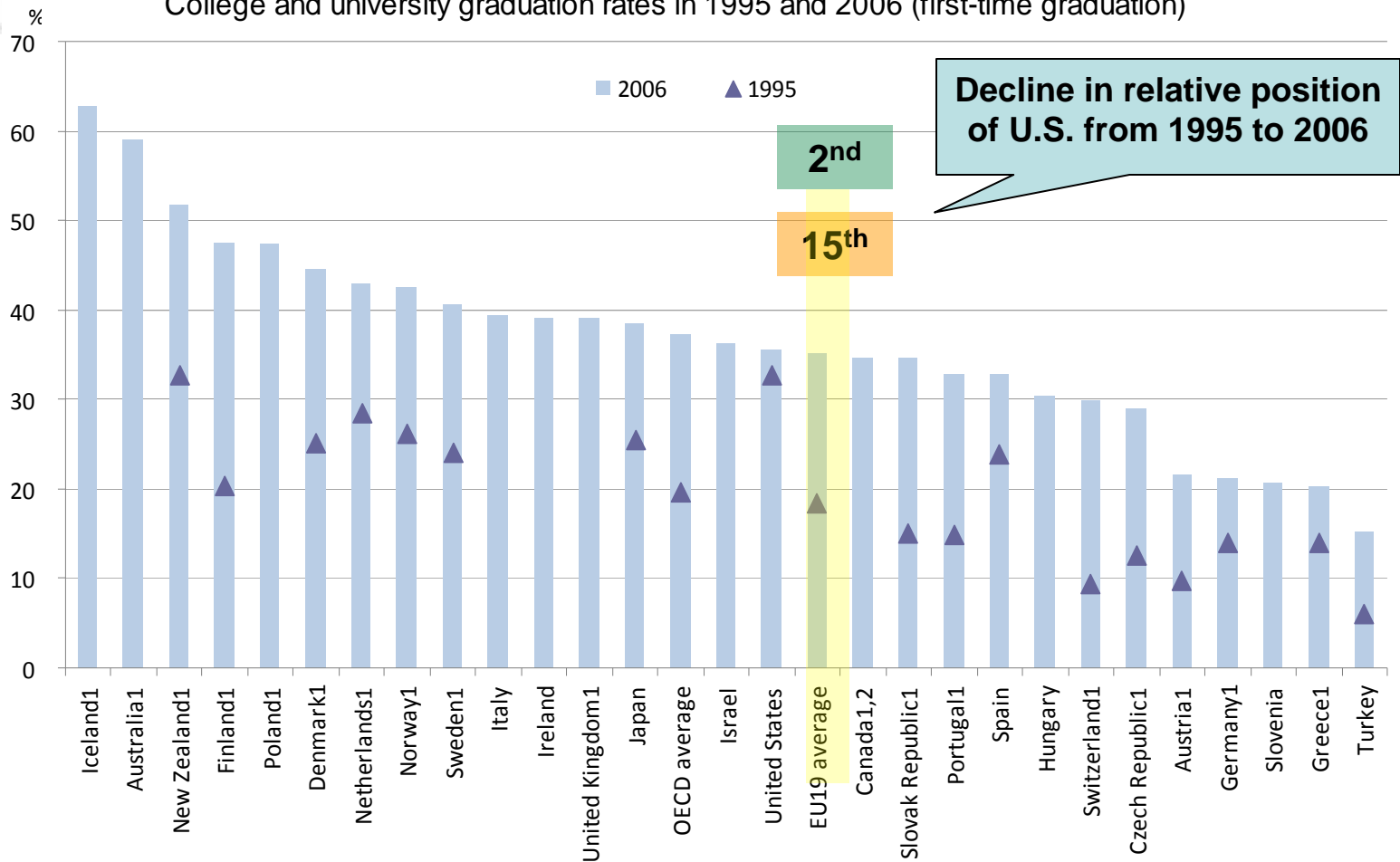
2011



Why Do We Need To Change?

U.S. college graduation rates have stagnated relative to the rest of the developed world

College and university graduation rates in 1995 and 2006 (first-time graduation)



Decline in relative position of U.S. from 1995 to 2006

1. Net graduation rate is calculated by summing the graduation rates by single year of age in 2006.
2. Year of reference 2005.

Countries are ranked in descending order of the graduation rates for tertiary-type A education in 2006.

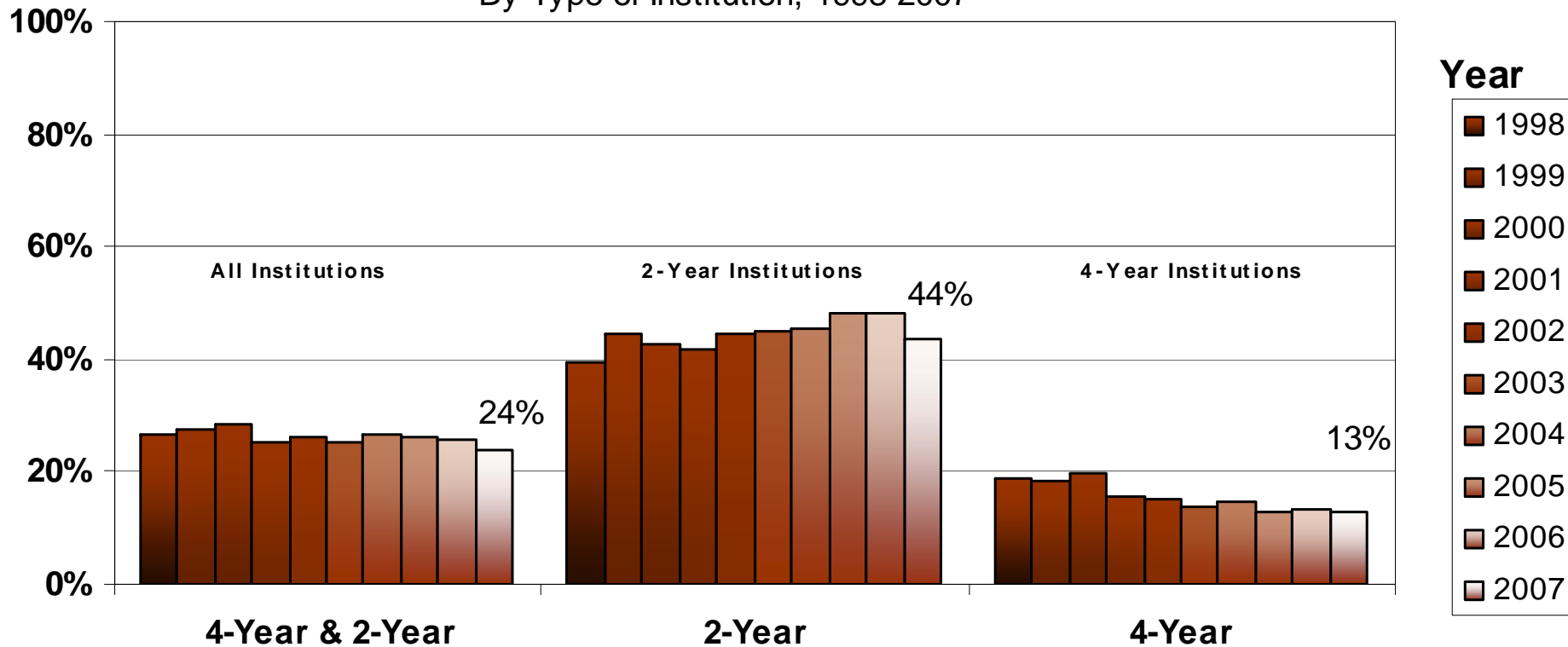
Source: OECD. Table A3.2 See Annex 3 for notes (www.oecd.org/edu/eag2008)



Why Do We Need To Change?

Nearly a quarter of students in all NYS two- and four-year institutions of higher education take remedial coursework

New York State
First-Time Students Taking Remedial Coursework
By Type of Institution, 1998-2007

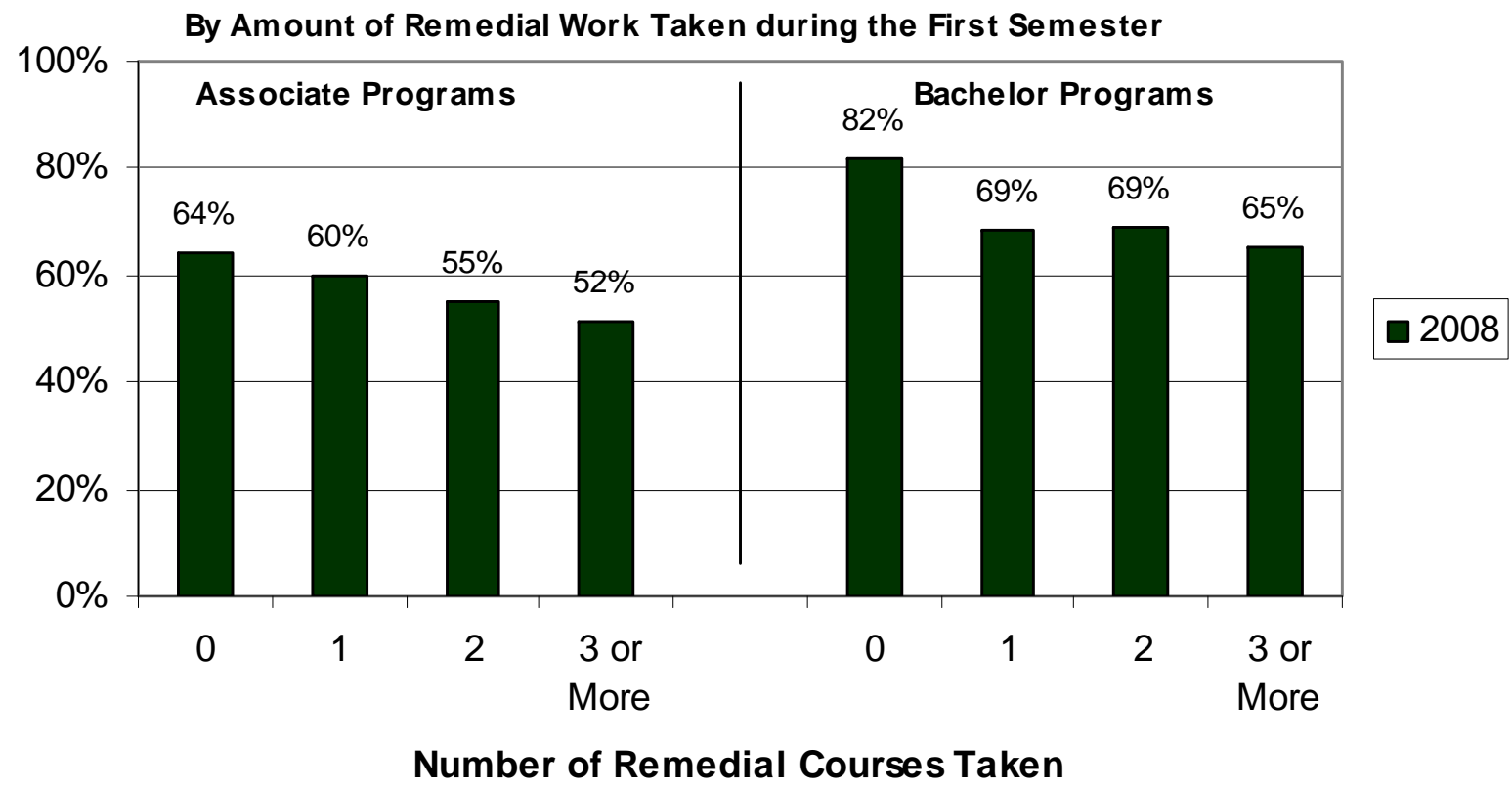




Why Do We Need To Change?

Students taking more remedial courses in their first year of college are less likely to persist in higher education

New York State Fall 2007 to Fall 2008 Persistence of Full-time, First-time Students



Source: NYSED Administrative Data



Why Do We Need To Change?

Students take longer than 4 years to earn a Bachelors degree.

Graduation Rates for Full-Time, First-Time Students Earning a Baccalaureate Degree after 4, 5, and 6 Years*

	Graduated after 4 years (2007)	Graduated after 5 years (2008)	Graduated after 6 years (2009)
All Students	49.2%	61.3%	64.4%
Black	28.7%	42.9%	46.9%
Hispanic	32.4%	46.4%	50.6%
White	54.2%	65.8%	68.4%
Asian	48.3%	62.2%	67.2%



Why Do We Need To Change?

Students take longer than 2 years to earn an Associates degree.

Graduation Rates for Full-Time, First-Time Students Earning an Associate Degree after 2 and 3 Years

	Graduated after 2 years (2005)	Graduated after 3 years (2006)
All Students	13.4%	23.5%
Black	8.3%	15.1%
Hispanic	9.4%	16.4%
White	16.1%	28.4%
Asian	11.1%	19.9%



Why Do We Need To Change?

7 of the Top 10 Fastest-Growing Occupations Require a Post-Secondary Degree

Education or training level for fastest growing occupations, 2008 to 2018

Rank	Title	Education or training level
1	Biomedical engineers	Bachelor's degree
2	Network systems analysts	Bachelor's degree
3	Home health aides	Short-term on-the-job training
4	Personal and home care aides	Short-term on-the-job training
5	Financial examiners	Bachelor's degree
6	Medical scientists	Doctoral degree
7	Physician assistants	Master's degree
8	Skin care specialists	Postsecondary vocational award
9	Biochemists and biophysicists	Doctoral degree
10	Athletic trainers	Bachelor's degree

Source: Employment Projections Program, U.S. Department of Labor, U.S. Bureau of Labor Statistics



College Readiness = Career Readiness

The knowledge and skills that high school graduates will need to be successful in college are the same as those they will need to be successful in a job that:

- pays enough to support a family well above the poverty level,
- provides benefits, and
- offers clear pathways for career advancement through further education and training.

Research by Achieve, ACT, and others.



High School Graduates Prepared to Succeed in College and Careers: Policies for Consideration:

- The Regents College and Career Readiness Working Group has begun discussions about the effectiveness of New York's high school graduation policies.
- Policy Directions for Consideration:
 - Increase graduation requirements
 - More flexibility in the ways students can meet requirements
 - Offer alternative or supplemental credentials
 - Rethink the "safety net" for students with disabilities



Increase Graduation Requirements*

Strategies for Consideration:

- Four years of math
- Four years of science
- “College and career ready” credit
 - a career and technical education (CTE) course (linked to credential)
 - a college course
 - an advanced course (i.e., AP, IB)
- A second Regents exam in mathematics
- Increase the required passing scores on the English and math Regents exams to a level that is associated with college-readiness (75 in ELA; 80 in Math)
- Extend the school day/school year

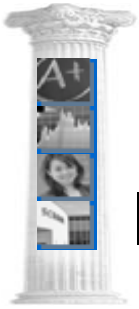
* While the local diploma is being phased out for general education students, it remains available to students with disabilities through the “Safety Net” provisions of State regulations. The Safety Net could be extended to apply to new requirements.



Increase Flexibility

Strategies for Consideration:

- Student choice in one or more of their five required Regents exams
- Successful completion of a CTE technical assessment (as part of an approved CTE program) to substitute for one of the five required Regents exams
- Increase the maximum number of academic credits that students can earn through integrated CTE programs and specialized CTE courses
- Flexibility in the courses that students may take in middle school
- Allow students to earn additional credits through demonstration of competency rather than seat time. Current regulations allow for:
 - 6.5 credits via credit by examination
 - 3 credits via independent study
 - 1 credit for visual arts
 - Credit via make-up credit regulations



RTTT will Help Achieve Regents Goals

Investing in 4 critical reforms

- Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace
- Building instructional data systems that measure student success and inform teachers and principals how they can improve their practice
- Recruiting, developing, retaining, and rewarding effective teachers and principals
- Turning around the lowest-achieving schools

Why Are We Changing?



Current policies and strategies are not achieving the results we need...

EVERY STUDENT GRADUATES
COLLEGE- AND CAREER- READY



For additional information about College and Career Readiness and a summary of tonight's meeting, please visit:

<http://www.p12.nysed.gov/ccr/>