

# **College Readiness Data and Research**

## ***A Case Study of Lessons Learned: A Researcher's Perspective***

**April 2011**

# Secondary and Postsecondary Institutions:

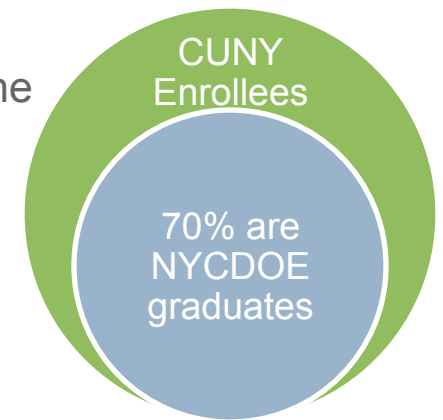
## *The need for collaboration and a PreK-20 data system*

- There are many benefits to tracking students from kindergarten through university. PreK-20 data can answer questions such as:
  - What does the overall flow of students through the nation's education pipeline look like? (i.e. What percentage of each district's high school graduates is enrolled in college within 15 months of graduation?)
  - What percentage of students required remediation upon entering college, and did this vary across different demographic groups?
  - What factors help students move successfully through key transition points in the education pipeline, such as enrolling in college, transferring from two-year to four-year colleges, or entering the workforce?
  - How are these transitions different for different types of students?
- 24 states are currently developing PreK-16 or PreK-20 tracking systems
  - PreK-16 = Pre-Kindergarten through 4 years of postsecondary education
  - PreK-20 = Pre-Kindergarten through 4 years of postsecondary education and 2 years of postgraduate education

# DOE and CUNY: A need for collaboration

## *Why New York City is the ideal district to create a PreK-20 tracking system*

- NYC DOE is the largest urban school system in the U.S., with 1.1 million students (<http://schools.nyc.gov>)
  - Consists of 1600+ schools (over 425 high schools)
- The City University of New York (CUNY) is the largest urban public university system in the nation (<http://www.cuny.edu>)
  - Consists of: 6 community colleges, 11 senior colleges, Graduate and Law School
- There is a large overlap in the two populations:
  - Nearly 40% of all NYCDOE graduates attend CUNY in the first fall after high school graduation.
  - Approximately 70% of CUNY first-time freshmen graduated from the NYCDOE.



# DOE and CUNY: A need for collaboration

## *Funding from the Gates Foundation*

- The NYCDOE has a goal to graduate students ready for college or career.
- In 2010, the Leaky Pipeline Grant was awarded to NYCDOE to:
  - Help the DOE understand the factors that lead to college readiness and examine the college outcomes of its students
  - Hire a dedicated researcher to work with DOE, CUNY, and other partners to conduct analyses, establish a baseline set of college readiness indicators to share with secondary schools, and provide a preliminary system to collect and track New York City's students postsecondary outcomes
- A few of the research questions that can be answered with combined data from secondary and postsecondary institutions include:
  - What are the outcomes for DOE students after they enroll at CUNY?
  - What is the variation in college outcomes and trajectories of DOE students among DOE high schools? Which schools have the greatest success in preparing students for college?
  - What are the college outcomes and trajectories of students with particular characteristics and achievement histories, such as students who have received a certain type of diploma (Local, Regents, Advanced Regents).

# College Readiness Data and Research:

## *The First Steps to Establishing a Data Exchange and Collaboration*

- **Generate a Memorandum Of Understanding (MOU)**
  - CUNY/ DOE established their MOU in August 2008
  - The two-way data-sharing agreement created an opportunity to examine the common research goals of both institutions and set forth the beginning of a PreK-20
- **Establish the research goals**
  - CUNY/DOE set the following goals:
    - Conduct research to directly inform operational policy
    - Conduct research prioritization determined by core operational needs
    - Create helpful resources for schools
    - Conduct research that can generate data for schools that can support school-level efforts aimed at college readiness and with college advisement
    - Increase DOE students' college readiness
      - Overall, research should generate knowledge that can support college preparedness of NYC graduates

# College Readiness Data and Research:

## *The First Steps to Establishing a Data Exchange and Collaboration*

- **Conduct Initial Analytics**
  - This was the first time the NYC DOE was able to directly link its students' data to their outcomes at CUNY. The first set of analyses addressed fundamental questions about the DOE-CUNY trajectory (i.e. what are the characteristics of DOE students that attend CUNY and what are their college outcomes).
- **Establish Key Partners at Both Institutions**
  - **For the CUNY/DOE Collaboration, the following groups partnered on the work:**
    - ***NYCDOE's Research and Policy Support Group (RPSG)***, which conducts high-quality research and analytics to inform policy decision-making on behalf of the NYC DOE.
    - ***CUNY Office of Institutional Research Assessment (OIRA)***, which conducts a wide variety of quantitative analysis to guide policy and evaluate academic programs and administrative processes at CUNY.
    - ***CUNY Office of Policy Research (OPR)***, which was established to pursue research questions in-depth, overseeing an agenda of research and policy analysis addressing postsecondary access and performance gaps by race, income, and gender, the role of college in economic development and workforce training, and issues concerning the high school to college “pipeline” and college readiness.

# Data: NYCDOE – CUNY Data Exchange

## *What data was linked together?*

### ***Data Sent from DOE to CUNY***

- All NYCDOE students in grades 9-12
- Schedule: Once a year
- Data elements included:
  - Demographic data, including free/reduced lunch status
  - Student transcript data
  - State test scores
    - 8th grade ELA and Math
    - NYS Regents exams

### ***Data Sent to DOE from CUNY***

- All NYCDOE students who applied to or enrolled at CUNY
- Schedule: Twice a year
- Data elements included:
  - Demographics
  - Test scores: SAT and assessment test results
  - Enrollment in remedial courses
  - Course and grade data
  - Retention and graduation status



# *What to consider when institutions collaborate*



# College Readiness Data and Research:

## *What to consider when institutions collaborate?*

- Core set of researchers (within and across institutions)
- Communication between institutions
- Population of Interest/Defining Cohorts
- Data exchange and time frames
- Shared matched data
- Data documentation
- Collaborations with other agencies/sources of postsecondary data
- The Cost of the Collaboration

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# College Readiness Data and Research: *What to consider when institutions collaborate?*

## Core set of researchers (within and across institutions)

**The Problem:** There was no core set of researchers defined at the outset of the project. As a result, work was:

- 1) delayed
- 2) unnecessarily duplicated by multiple users of the data within and between the institutions

### **The Solution/Lessons Learned:**

- Need set of dedicated researchers at both institutions
- Researchers must communicate frequently and work in collaboration on their research questions, analyses and agendas
  - *Example from DOE-CUNY partnership:* Prior to the Leaky Pipeline Grant, which allowed for a dedicated researcher on college readiness, both data and research were passed around to several researchers. Many analyses were duplicated and time was not available for necessary documentation.

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# College Readiness Data and Research: *What to consider when institutions collaborate?*

## *Communication between institutions*

***The Problem:*** Unstructured and inconsistent communication between agencies  
(Department of Education and Postsecondary Institutions)

- The researchers and data teams did not maintain a strict meeting schedule.

***The Solution/Lessons Learned: Regularly Scheduled Meetings***

- Weekly meetings worked best – especially at the start of the partnership
- Focus on one data element at each meeting:
  - Each meeting topic can consist of one data element; Topics can be “Understanding College Course Data,” “How to Interpret the New York State Regents Exams Scores,” “How is Remediation Defined at the College Level?”
- After data exchange is established, bi-weekly or monthly meetings are necessary to continue conversation about research using the data

# College Readiness Data and Research: *What to consider when institutions collaborate?*

## *Communication between institutions (cont.)*

***The Problem:*** Unstructured communication between agencies (NYC Department of Education and Postsecondary Institutions)

***The Solution/Lessons Learned:*** *Accessible, Diverse Team Members*

- Establish a range of available researchers for the project that include programmers, data analysts, researchers and directors.
- Establish clear roles of the dedicated college readiness research team
  - *Programmers* can answer specific questions on data structure and design
  - *Data analysts and researchers* can answer questions related to the best data fields;
  - *Directors* can answer policy-related questions and inform the entire team about any policy changes in their respective institutions

# College Readiness Data and Research:

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# College Readiness Data and Research: What to consider when institutions collaborate?

## Population of interest/Defining cohorts

**The Problem:** How do the institutions align their cohort definitions?

Example: Which students do NYCDOE and CUNY include in their analyses to answer the question:

*What percent of the cohort are entering college in the first fall after high school graduation?*

	NYCDOE	CUNY
<b>How they tracked college enrollment:</b>	Based on 9 <sup>th</sup> grade entering cohorts (Students who were 9 <sup>th</sup> graders in 2004)	By students first fall entry at CUNY (regardless of the year in which they graduated from an NYC HS)
<b>Students must have graduated from the NYCDOE:</b>	In June of the year of interest	Anytime/Any Year
<b>Students must have enrolled at CUNY:</b>	In September of the year of interest	In September of the year of interest

**The Solution/Lesson Learned:**

Different populations of interest and cohort definitions are acceptable, but need to be noted and understood when conducting research and presenting the findings on behalf of both institutions.



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# College Readiness Data and Research: *What to consider when institutions collaborate?*

## *Data exchange time frames*

**The Problem:** Delays in data exchanged from CUNY to NYCDOE

- CUNY conducted the match of NYCDOE students to CUNY data; CUNY was to provide NYCDOE with a data file twice annually (in April and October), but this schedule was often delayed due to CUNY's lack of resources/time allocated for the data match.

**The Solution/Lessons Learned:**

- Constant communication about data exchange is necessary for all researchers to be aware of any challenges with the timeline as they arise.
- Researchers performing the data match should communicate any challenges as soon as they arise.
  - *Example:* CUNY had difficulty identifying if some students attended NYCDOE and requested the DOE researchers perform a quality check. This process was very simple and move the matching process along; however, this kind of communication this should have occurred more frequently, alleviating any possible further delays in the data exchange.

Establish which institution will perform the matching of secondary to postsecondary records

Constant communication about matching and/or data exchange challenges

Set strict timelines for the data exchange  
*Hold each institution accountable for their deliverables*

# College Readiness Data and Research:

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# College Readiness Data and Research: *What to consider when institutions collaborate?*

## *Shared matched data*

### *The Problem:*

- Correctly identifying NYCDOE students who enrolled at CUNY

### *The Solution/Lessons Learned:*

- Understand the best combination of identifying information to match students
  - Using first name, last name, and date of birth uniquely identifies 99.95% of students enrolled in the NYCDOE
  - Using first name, last name, date of birth, and school uniquely identifies 99.99% of students enrolled in the NYCDOE

# College Readiness Data and Research:

## *What's in a name?*

### *Shared matched data*

If you were to match on first and last name only, you would have 283,446 duplicates.

- **Fun Fact:** There are 142 students named 'Jose Rodriguez' enrolled in the NYC public schools (most common first name / last name combination).
- **Fun Fact:** There are 215 students named 'Unique' enrolled in the NYC public schools.

If you were to match only on on last name and date of birth, you would have 169,591 duplicates.

- **Fun Fact:** Eight NYCDOE students with the last name of Chen were born on December 15, 1995 (most common last name / DOB combination).

If you were to match on last name, date of birth, and school, you would have 20,818 duplicates.

- **Fun Fact:** If one assumes these students are all siblings, then there are at least 10,126 sets of twins, 182 sets of triplets, and 5 sets of quadruplets attending the same school within the NYCDOE.

# College Readiness Data and Research:

## *What to consider when institutions collaborate?*

### **Shared matched data**

#### **Example of the Solution/Lessons Learned:**

- Understand what can happen if you must use First Name and Last Name in your matching process

	NYCDOE Data			CUNY Data			MISTAKE
	LAST NAME	FIRST NAME	MIDDLE	LAST NAME	FIRST NAME	MIDDLE	
1	JOHNS	MARIA		JOHNNS	MARIA		typical misspelling
2	MCDANIEL	JOSEPH	I.	MC DANIEL	JOSEPH	I.	typical spacing difference
3	CARRY	PAULINE	J.	SMITH	PAULINE	J.	changed last name
4	DE LA ROSA	KAREN	M.	DE	LA	M.	spacing in the last name ends up with other names in the wrong places

- If you combine identifiers or have common identifiers, you can increase the accuracy of matching students

In NYC, students receive a *Student ID* when they enter NYC Public Schools → This ID is requested on applications to CUNY → Allows for matching by ID rather than names or other identifiers

# College Readiness Data and Research: *What to consider when institutions collaborate?*

## *Shared matched data*

### *The Problem:*

- No shared data sets between institutions
  - Research teams at both institutions were analyzing the data in similar ways, which led to duplication of work between institutions and occasionally different findings were reported

### *The Solution/Lessons Learned:*

- Create and maintain a shared data warehouse
  - This will help researchers at the various institutions to report consistent student outcome and achievement numbers.
  - For CUNY and NYCDOE, this has been a long-term plan. While this shared data warehouse is being created, data exchanges from one institution to the other is acceptable, though creating shared *datasets* is ideal for shared research questions.

# College Readiness Data and Research:

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# College Readiness Data and Research: What to consider when institutions collaborate?

## Data documentation

**The Problem:** Limited data documentation led to repetitive phone and e-mail conversations

### The Solution/Lessons Learned:

- The more documentation on the data, the better.
  - Example from the DOE-CUNY partnership: Due to lack of detailed documentation, many conversations took place over e-mail or on the phone and the answers were not fully documented in the beginning of the partnership between DOE and CUNY.
  - With staff transitions, lack of documentation can lead to wasted time for new staff.

GOOD EXAMPLE OF DATA DOCUMENTATION					
Variable	Type	Width	Description	Source	Notes
GENDER	String	1	Gender	DOE	F=Female; M=Male
ETHNIC	Numeric	1	Ethnicity	DOE	1=Native Am.; 2=Asian 3=Hispanic; 4=Black; 5=White
TIME_AT_COLLEGE	Numeric	3	Time student was enrolled in particular college for that semester (Days)	Created by DOE <i>Researcher</i>	Created by subtracting enrollment end dates and enrollment begin dates

DOCUMENTATION THAT WILL RESULT IN QUESTIONS	
Variable	Description
GENDER	Gender
ETHNIC	Ethnicity
TIME_AT_COLLEGE	Time student was enrolled in particular college for that semester (Days)

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# College Readiness Data and Research: *What to consider when institutions collaborate?*

## *Collaborations with other agencies/sources of postsecondary data*

**The Problem:** Using data obtained from the National Student Clearinghouse's (NSC) *StudentTracker* service, we encountered discrepancies in enrollment at CUNY. This meant we could not solely rely on NSC data to accurately measure NYCDOE graduates' enrollment at CUNY or other colleges.

- We had to determine:
  - 1) how to account for the discrepancies; and
  - 2) the further implications of using NSC data to evaluate college enrollment
- We found the following discrepancies by combining data received from CUNY and NSC:
  - 1) Students identified by the NSC but not CUNY as having enrolled in a CUNY college at some point, OR
  - 2) Students identified by CUNY but not the NSC as having enrolled in a CUNY college at some point.

# College Readiness Data and Research: *What to consider when institutions collaborate?*

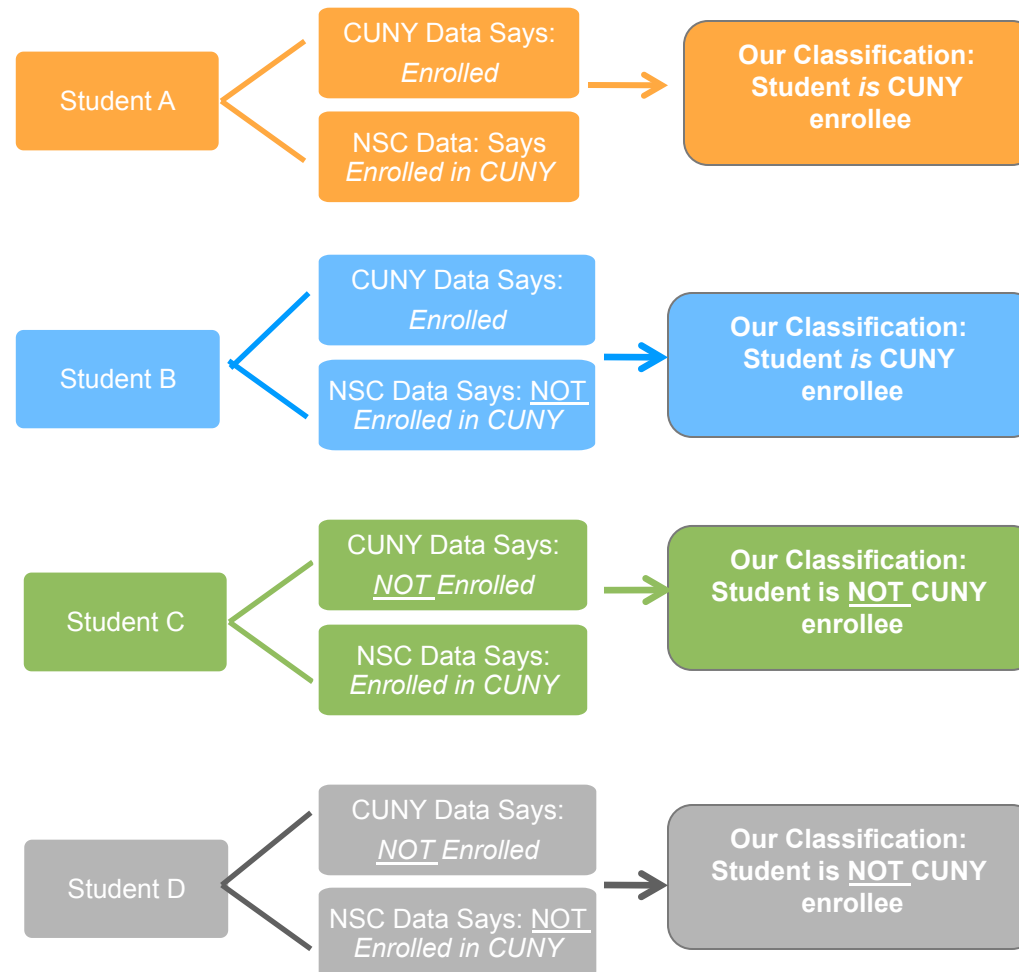
## *Collaborations with other agencies/sources of postsecondary data (cont).*

### *The Solution/Lessons Learned:*

- *Access to multiple postsecondary education data sources is a benefit.*  
However, our discovery of the under-reporting of CUNY enrollees in the NSC data led us to use NSC data with caution
  - When NSC data is used, footnotes explained the data is reported by colleges and reporting schedules vary; therefore, enrollment records may not be accurate
- *Create data sets by using both data sources:*
  - *Example:* Enrollees in the data provided by CUNY are counted as CUNY enrollees, but not those students reported as enrollees in NSC data;
    - Why did we use CUNY data as our only CUNY enrollment source?
      - We trusted the accuracy of the CUNY data; CUNY data systems are updated in real-time and provide the most accurate student enrollment records

# College Readiness Data and Research: What to consider when institutions collaborate?

## Reconciling discrepancies between CUNY and NSC data sources



# College Readiness Data and Research:

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# College Readiness Data and Research: *What to consider when institutions collaborate?*

## *The Cost of the Collaboration*

- **What is the cost of obtaining data from the other institution?**
  - Example: NYCDOE and CUNY drafted Memorandum of Understanding (MOU) for a data exchange; this saved any fees either institution may have charged for data requests
- **What is the cost of receiving data from other agencies?**
  - Example: National Student Clearinghouse *StudentTracker* service provides data on college enrollment for a fee:

Total Number of Student Records	Marginal Rate	Sample Query Size	Sample Cost
1 - 1,000	1.000	1,000	\$1,000
1,001 - 10,000	0.600	10,000	\$6,400
10,001 - 100,000	0.360	100,000	\$38,800

- Data elements include: enrollment dates, enrollment status (full-time, part-time, less than part-time), school name, school characteristics (type or level, location), college graduation status, college graduation date and major if available.



## *What has the NYCDOE accomplished?*



# DOE and CUNY: The Collaboration

## *What has the NYCDOE accomplished using secondary and postsecondary data?*

### Completed Analytics:

- *Enrollment at CUNY (using CUNY data)*
  - Readiness/Need for Remediation
  - Secondary Achievement Histories of Enrollees vs. Non-Enrollees
  - Persistence
  - Association between high school performance and CUNY outcomes/success:
  - Demographic Differences:
  - Special Populations (English Language Learners and Special Education students)
- *Overall college enrollment (using National Student Clearinghouse Data)*
  - Readiness based on NYCDOE diploma status
  - Secondary Achievement Histories of Enrollees vs. Non-Enrollees
  - Persistence based consecutive enrollment by semesters
  - Demographic Differences
  - Special Populations

# DOE and CUNY: The Collaboration

## *What has the NYCDOE accomplished using secondary and postsecondary data?*

### Created new NYCDOE accountability metrics

- *Where Are They Now Reports*
  - Provided to high school principals to track student outcomes after graduation, and analyze trends in terms of student progress and success, with a particular emphasis on the outcomes of CUNY students needing remediation vs. those who do not.
- *Progress Reports (Additional Metrics)*
  - Collaboration with NYCDOE Progress Report team to include 3 additional metrics targeting college-ready behaviors to include in the Progress Report in future years:
    - *College Prep Course Index:* Percentage of students in the graduation cohort who have: taken/scored 65+ on Algebra II Regents exam, taken an Advanced Placement (AP) course/scoring 3+ on AP exam; taken an International Baccalaureate (IB) course/scoring 4+ on IB exam; received college credit through a dual enrollment program (College Now, Early College, etc.), or taken/passed another approved college ready course/assessment
    - *College Readiness Index:* Percentage of students in the graduation cohort who have passed out of remediation, according to CUNY's standards (SAT and Regents exam scores), by the time their cohort is scheduled to graduate.
    - *College Enrollment Rate:* Percentage of students in the graduation cohort who enroll in a two- or four-year postsecondary institution in the fall after graduating, according to data from the National Student Clearinghouse (NSC).

# DOE and CUNY: The Collaboration

## *A Sample of Results*

### NYCDOE-CUNY Data Analysis Findings:

- *Enrollment:*
  - Each year, approximately 13,000 students graduate from a DOE high school in four years and enroll in a CUNY Bachelor's or Associate's program the following fall – about one-third of the DOE graduating class. This percentage has increased steadily since 2002.
- *Readiness/Need for Remediation:*
  - Since 2002, more NYC students with a Regents or Advanced Regents diploma are attending both CUNY and non-CUNY colleges.
    - For example, while in 2002, only 31.6% of students entering CUNY schools held a Regents or Advanced Regents diploma, in 2008, 73.4% students held one of these types of diplomas.
- *Persistence*
  - 83% of DOE graduates enrolled in a Bachelor's program are still enrolled one year later.
  - 71% of DOE graduates enrolled in an Associate's program are enrolled one year later.
- *Demographic Differences:*
  - Females are more likely than males, and Asian and White students are more likely than Black and Hispanic students, to enroll and be on track for a Bachelor's degree.
  - More Black/ Hispanic than Asian/ White students enroll in Associate's programs.

# DOE and CUNY: The Collaboration

## *A Sample of Results*

### Association between high school performance and CUNY outcomes/ success:

- DOE students are increasing their rates of participation in college readiness programs in high school.
  - Advanced Placement class (AP) participation has increased over 60% in the past 8 years (2002-10), while *performance* (measured by pass rate, which is a 3 or above) -- on these exams has increased over 50%.
- There is a strong relationship between DOE graduates' previous achievement (e.g., on the SATs, Regents) and first year college outcomes (i.e. GPA).
  - After freshman year of college, students who met or exceeded grade level standards when they were in 8<sup>th</sup> grade (scored a Level 3 or 4) in Math and English are more likely than other students to be on track for a Bachelor's degree.

### Analysis of National Student Clearinghouse (NSC) data

- 66.4% of DOE four-year high school graduates enroll in college within 18 months of high school graduation. The comparable national average rate for public high school graduates is 62%.
- In 2008, the highest college-enrollment rate among the DOE high schools was 85%, while 125 high schools had a college-enrollment rate above 64%.

***What happens after the collaboration and data analysis?***



**Department of  
Education**

*Dennis M. Walcott, Chancellor*

# College Readiness Data and Research: *Next Steps*

- **Create a place to house all of the data for both internal and external audiences, such as principals, teachers, school staff and parents**
  - A “one-stop shop” for school staff to access data on postsecondary outcomes for their school and students
  - Components can include data to support academic advisement, financial advisement and awareness of postsecondary options
- **Conduct trainings for school staff:**
  - Preparing students for college (both academically and financially)
  - How to use data on students’ postsecondary outcomes to support change at the secondary school-level
- **Establish additional data exchange relationships or obtain other postsecondary-related data**
  - For example: In 2010, the USDOE began the *FAFSA Completion Pilot Project*, which provides student-level data to schools and districts on their students FAFSA completion status; This data can expand work on postsecondary readiness.
  - Collaborate with additional higher educational institutions in your state; For example, NYCDOE could work with SUNY (State University of New York) colleges to receive their data, which would enhance the evaluation of students’ educational outcomes from Pre-Kindergarten through university



# *APPENDIX*



# Where Are They Now? Reports Examples

## Where Are They Now?

Your Graduates' Experiences at CUNY

Sample School Report  
(99X99)

Principal: --

**About This Report**

Given the growing demands of higher education and the 21st Century workforce, educators and policymakers agree that the purpose of high school has changed. The goal of high school used to be graduation; now it strives to launch students to college and career success. While schools have spent time learning how to improve graduation outcomes, they now need the data and measurement tools to understand how well their students are doing after high school.

An innovative data-sharing partnership between the City University of New York (CUNY) and the New York City Department of Education (DOE) offers high schools the opportunity to better understand the postsecondary experiences of their graduates who attend CUNY.

Although the DOE is working to integrate measures of college and career readiness into its accountability system, this report is not for accountability purposes. Instead, it is meant to provide principals with information they may not have about their graduates' postsecondary outcomes, and to initiate discussion within their schools and networks regarding postsecondary readiness.

Note: Students missing data are excluded from results using those data. Results are shown only when data are available for at least 5 students.

### Your School's CUNY Profile

	Your School		City
	#	%	
2007 High School Graduates	--	--	40,549
Enrolled at CUNY in Fall 2007	--	--	39%
Associate's Degree Program	--	--	53%
Bachelor's Degree Program	--	--	47%

**What is in this report?**

Your School's CUNY Profile: Basic information about how many of your graduates attend CUNY, the degree programs in which they enrolled, and whether they required remediation in reading, writing, or math under CUNY's proficiency standards.

**Persistence of Your Students at CUNY:** The percentage of your graduates who remain enrolled at CUNY over the two years following their Fall 2007 enrollment, by remediation requirement and degree program.

**Performance of Your Students at CUNY:** The average GPA, credits earned, and credits attempted by your graduates in their first semester at CUNY, by remediation requirement and degree program.

Questions to Consider, Resources, FAQs, and Next Steps: Prompts for critical thinking about the information in this report, resources to help you consider them, answers to frequently asked questions about the report, and a summary of the DOE's future plans for reporting on postsecondary outcomes.

## Persistence and Performance: The Impact of Remediation

Page 2

Percent of High School Graduates Attending CUNY Who Required Remediation by Subject		
	Your School	City
Reading	--	17%
Writing	--	27%
Math	--	30%

*Why are remediation rates meaningful?*

Students who require remediation are not fully prepared for college. Students who require remediation must take (and pay for) remedial courses for which they receive no credit. Citywide, these students on average accumulate fewer credits, have higher attrition rates, and lower GPAs.

Note: CUNY's proficiency standards have changed since 2007. For a description of CUNY's current proficiency standards visit <http://www.cuny.edu/academics/testing/cuny-measure-test.html>.

**What does it mean to require remediation at CUNY?**

CUNY has set proficiency standards based on the Regents, SAT, ACT, and CUNY basic skills exam. Students who do not meet the standard in a subject must take remedial coursework before earning credit in that subject. Students who enrolled in Fall 2007 met the proficiency standard and did not require remediation if they received:

- 75+ on the relevant Regents exam (Math A or B; English) OR
- 480+ on the relevant SAT exam (Math; Critical Reading) OR
- 20+ on the relevant ACT exam (Math; English) OR
- A passing score on the relevant CUNY basic skills exam (Pre-Algebra; Reading; Writing)

### Persistence over First Four Semesters by Remediation Requirement

Semester	Did Not Require Remediation	Required Remediation
Fall 2007	100%	100%
Spring 2008	94%	70%
Fall 2008	84%	53%
Spring 2009	78%	53%

### Performance in First Semester (Fall 2007) by Remediation Requirement

	Did Not Require Remediation	Required Remediation
<b>Your School</b>		
Grade Point Average	--	--
Average Credits Earned / Average Credits Attempted	-- / --	-- / --
Average Credits Passed (%)	--	--
<b>City</b>		
Grade Point Average	2.8	2.4
Average Credits Earned / Average Credits Attempted	11.6 / 12.9	6.6 / 8.0
Average Credits Passed (%)	90%	82%

Students are considered still enrolled if they were continuously enrolled at CUNY. Students who are considered still enrolled may have switched between CUNY bachelor's degree programs and CUNY associate's degree programs. Students who are not considered still enrolled at CUNY may have transferred to another college, dropped out, or subsequently re-enrolled at CUNY.



# High School Progress Reports: Additional Metrics on College Readiness

Phase-In Metric	Description of Metric	Reasons for New Metric
1. College Preparatory Course Index	<p>This metric is based on the percentage of students in the class of 2011 (cohort M) who have:</p> <ul style="list-style-type: none"> <li>• Scored 65+ on the Algebra II or Math B Regents exam, or</li> <li>• Scored 65+ on the Chemistry Regents exam, or</li> <li>• Scored 65+ on the Physics Regents exam, or</li> <li>• Scored 3+ on any Advanced Placement (AP) exam, or</li> <li>• Scored 4+ on any International Baccalaureate (IB) exam, or</li> <li>• Earned a grade of "C" or higher in a college dual enrollment course (e.g. College Now, Early College), or</li> <li>• Passed another course certified by the DOE as college- and career-ready.</li> </ul> <p>Students meeting more than one of the requirements above will only be counted once in the numerator.</p>	<p>Students who complete rigorous college preparation coursework in high school are more likely to graduate on time and ready for college, and to go on to enroll and succeed in college and career. Including the College Preparatory Course Index will incentivize and reward high schools for engaging students in rigorous college preparatory coursework.</p> <p>Also, the Regents exams focus on a subset of the curriculum New York City high school students learn each year. By introducing additional assessment results, we will capture a broader range of student performance and increase the rigor and stability of the Progress Report.</p> <p>In Spring 2011, we are piloting the certification process described in the last bullet. See <a href="http://schools.nyc.gov/Accountability/tools/report/">http://schools.nyc.gov/Accountability/tools/report/</a> for details.</p>
2. College Readiness Index	<p>This metric is based on the percentage of students in the class of 2011 (cohort M) who have graduated and passed out of remediation according to the standards of City University of New York (CUNY) by August after their 4th year. To contribute, a student must:</p> <ul style="list-style-type: none"> <li>• Graduate with a Regents diploma, and</li> <li>• Earn a 75 or higher on the English Regents or score 480 or higher on the Critical Reading SAT, and</li> <li>• Pass two math Regents, earning a 75 or higher on at least one of them, or score 480 or higher on the Math SAT.</li> </ul> <p>CUNY is in the process of transitioning to a new standard for math – an interim standard will be in place for 2011, and the new standard will take effect in 2012. For the Progress Report, we will apply the standard for 2012 (the standard described above) in this year's unscored phase-in metric, to better inform schools about how they are likely to perform in 2012, when the metric will be scored.</p>	<p>The goal of New York City schools is to graduate all students on time and ready for college. However, some students graduate from high school and enter college unprepared to engage in college-level coursework. At CUNY, these students are required to take remedial courses. Students who are required to take remedial courses are less likely to persist and graduate from college.</p> <p>Including the College Readiness Index will incentivize and reward schools for preparing students to engage in college level coursework without the need for remediation.</p> <p>The proposed changes document indicated that Regents and SAT outcomes would be captured only through June of students' fourth year. Instead, those results will be captured through August after their fourth year.</p>
3. College Enrollment Rate	<p>This metric is based on the percentage of students in the class of 2010 (cohort L) who enrolled in a two- or four-year college or university by December 31, 2010 (the fall after graduating).</p>	<p>The goal of New York City schools is to prepare students to succeed in college and career. Using data that is newly available from CUNY and the National Student Clearinghouse, we will be able to recognize schools' achievement of that ultimate goal.</p>

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