

From High School to College Success

Are NY high school students getting to and through college?

STATEWIDE TAKEAWAYS

OCTOBER
2019



The Education Trust—New York

VISIT

edtrustny.org/ToAndThrough

to see college persistence and completion outcomes for each New York State high school's 2012 and 2013 graduates who immediately enroll in a New York college and participated in the Tuition Assistance Program

INTRODUCTION

In today's high-skill economy and complex civic society, New York State's education system must be designed to provide every student—and especially students from groups that have been historically under-served—with the ability to pursue a life of choices and opportunity. That includes the preparation to earn a college degree or industry-recognized postsecondary credential.

Graduating from high school ready for college, careers, and active citizenship is therefore a vital equity benchmark. Yet too often, students, parents, and educators are given little information about whether high schools are actually preparing students to be college-ready when they receive their high school diplomas.

Parents across New York State are concerned about preparation for college. In a poll conducted on behalf of Ed Trust–NY and our partners in The New York Equity Coalition in November 2016, 75% of parents said that a high school graduate today should be ready for college—but only 43% think that is actually the case.

The experience of recent New York State high school graduates sheds light on this preparation gap. A follow-up poll of young adults in 2018 found that only one-third of recent graduates reported being “significantly challenged” academically in high school, and close to half of those who went to college reported having had to take at least one remedial course. First-generation college students were more likely to wish they had received better preparation in high school.

High school preparation is far from the only contributor to whether a student completes colleges. Other factors—including the characteristics of the college or university itself—also play a major role. Yet at Ed Trust–NY, we believe in a simple premise: the best measure of *college readiness* is whether students ultimately succeed in college. Giving meaning to that intention requires stronger connections between K-12 data—which courses students take, the resources and supports in their schools, and how they perform

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on high school assessments, among other measures—and the actual postsecondary outcomes that students experience in college.

Drawing on data provided by the New York State Higher Education Services Corporation (HESC) and, via HESC, the National Student Clearinghouse, Ed Trust–NY has created an online tool to provide clear and transparent college persistence and outcome data. The online “to and through” tool is based on data for students who are estimated to have graduated from New York State public high schools in 2012 and 2013, enrolled the following fall in a New York college or university, and participated in the Tuition Assistance Program (TAP)—which provides financial aid to families generally earning up to \$80,000 per year for dependent undergraduate students. Not all public high school graduates are reflected in this tool; other high school graduates might attend college out-of-state, attend college in New York without receiving TAP grants, enter the military, directly enter the workforce, or not be able to be matched to a New York high school because of data limitations.

Our online tool enables the public to access college outcome data by high school and school district. In the pages that follow, we summarize the statewide takeaways from this data.

We recognize the time lag of the data and hope that much has changed since the classes of 2012 and 2013 graduated from high school. However, using such long-term data was necessary due to both data availability and the length of time required to follow students from high school graduation to college entrance, persistence, on-time completion, and later completion.

We hope this data supports educators and policymakers in asking several equity-driven questions:

Too often, students, parents, and educators are given little information about whether high schools are actually preparing students to be college-ready when they receive their high school diplomas.

QUESTIONS FOR HIGH SCHOOLS AND SCHOOL DISTRICTS

1

DATA: What data do schools and school districts use to determine whether their students are ready for success in college, and what additional postsecondary data do they need? What information does this “to and through” analysis provide that can help?

2

RESOURCES: How are schools and school districts allocating resources—including equitable enrollment in advanced coursework, academic and non-academic student support, and whether the strongest educators are assigned to the students and courses where they are most needed—to promote college readiness for all groups of students?

3

COUNSELING: How do schools and school districts support all students in pursuing successful college and career postsecondary pathways, including enrolling in rigorous high school coursework, matching to colleges and universities, and applying for financial aid?

QUESTIONS FOR STATE POLICYMAKERS

1

DATA: Several other states regularly publish “to and through” data by high school on their public websites. Will New York State leaders make up-to-date “to and through” data publicly and clearly available each year for students, parents, educators, and others to access? Will the state adopt an early childhood-to-workforce data system?

2

COLLEGE READINESS: How will policymakers encourage and support schools and school districts in using “to and through” data to improve alignment with the expectations of colleges and universities and to support all groups of students in achieving real preparedness for postsecondary success?

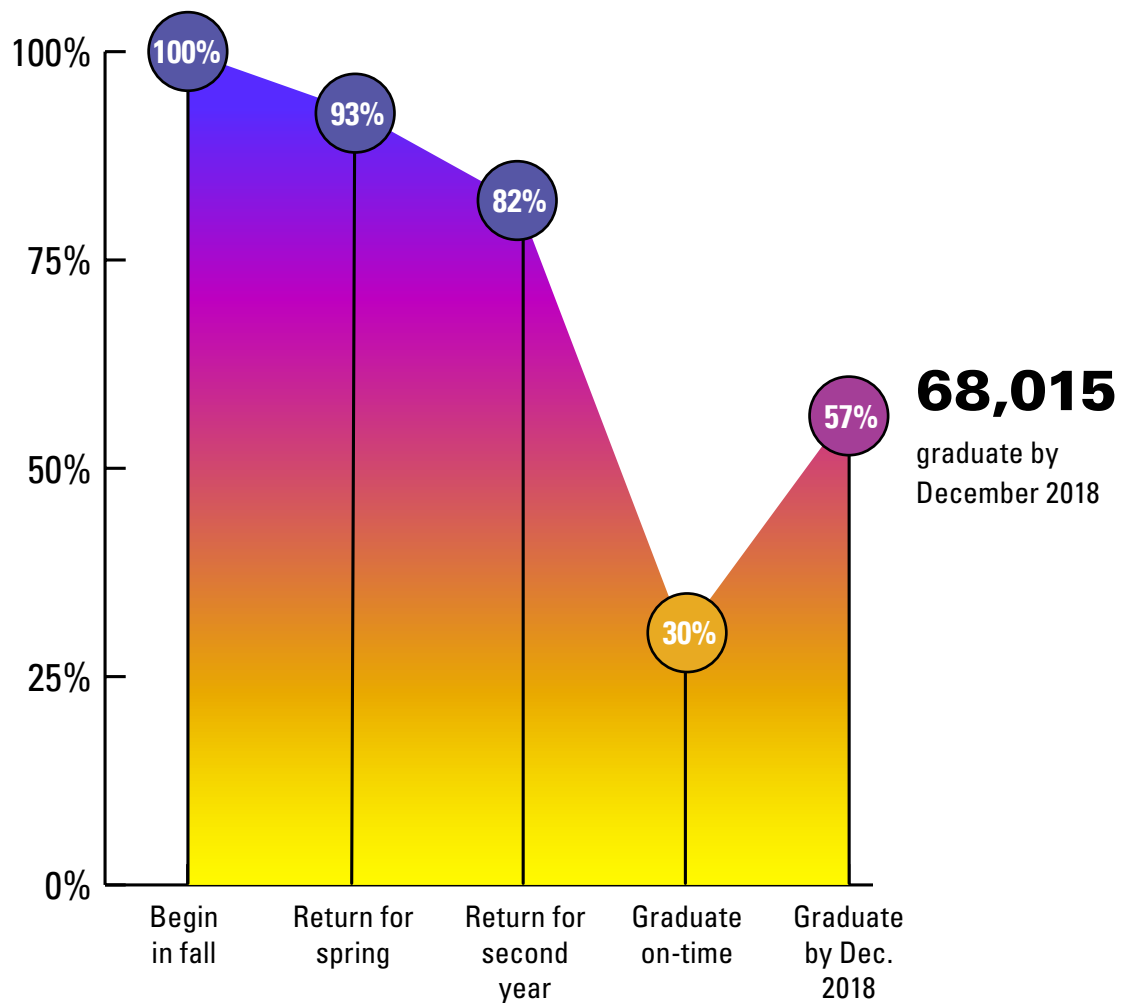
3

COURSE ACCESS EQUITY: Under the Board of Regents and New York State Education Department (NYSED), New York has adopted a strong College, Career & Civic Readiness Index as part of its new definition of school performance. This is an important step toward educational equity and meaningful accountability. How will policymakers go further to support schools and school districts in achieving equitable access to rigorous advanced coursework with the necessary supports so all students can succeed?

TAKEAWAY #1: THE STATEWIDE PICTURE

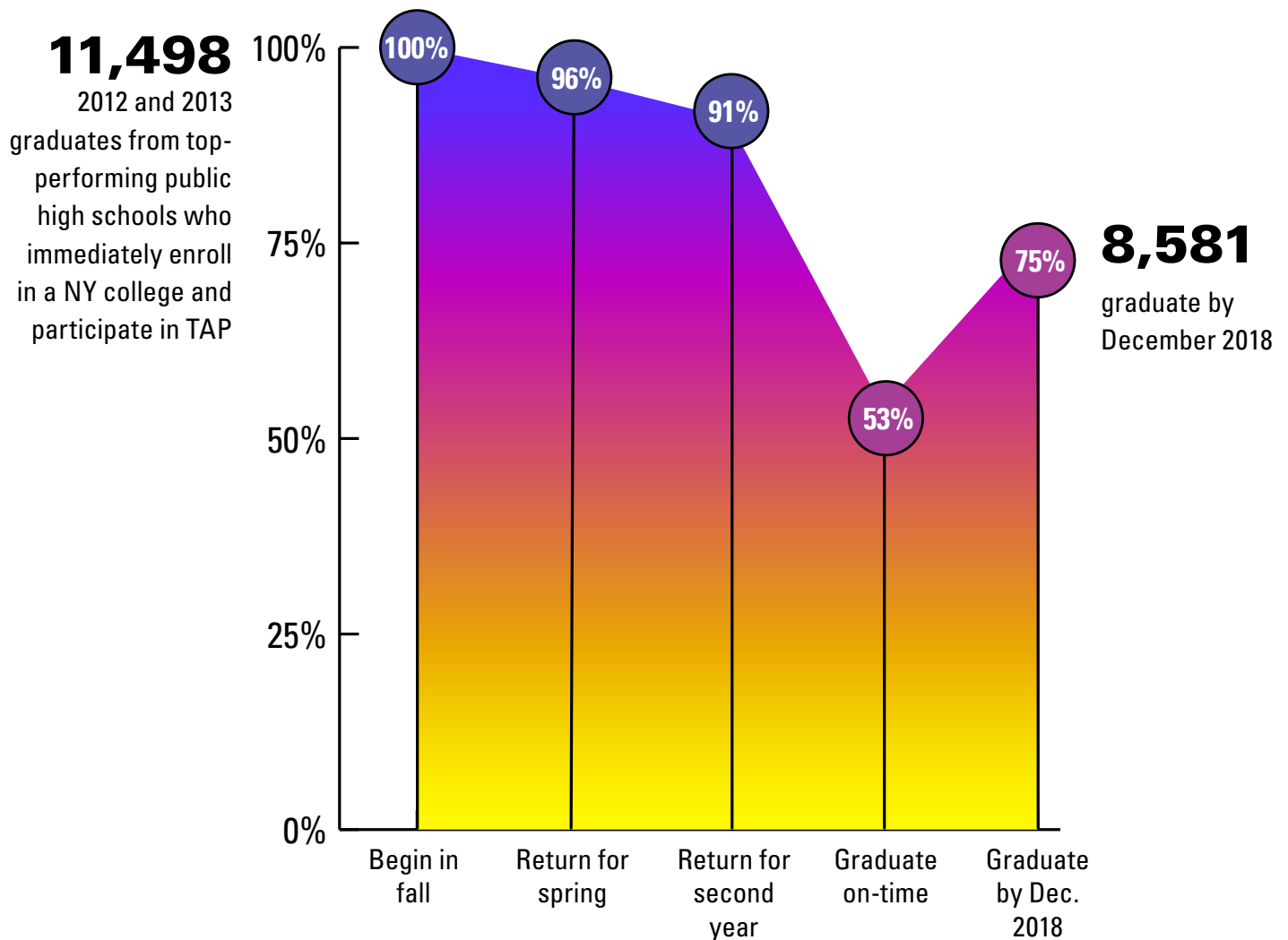
30% of 2012 and 2013 high school graduates who participated in TAP completed college on-time and 57% completed college by December 2018

118,288
2012 and 2013 public high school graduates who immediately enroll in a NY college and participate in TAP



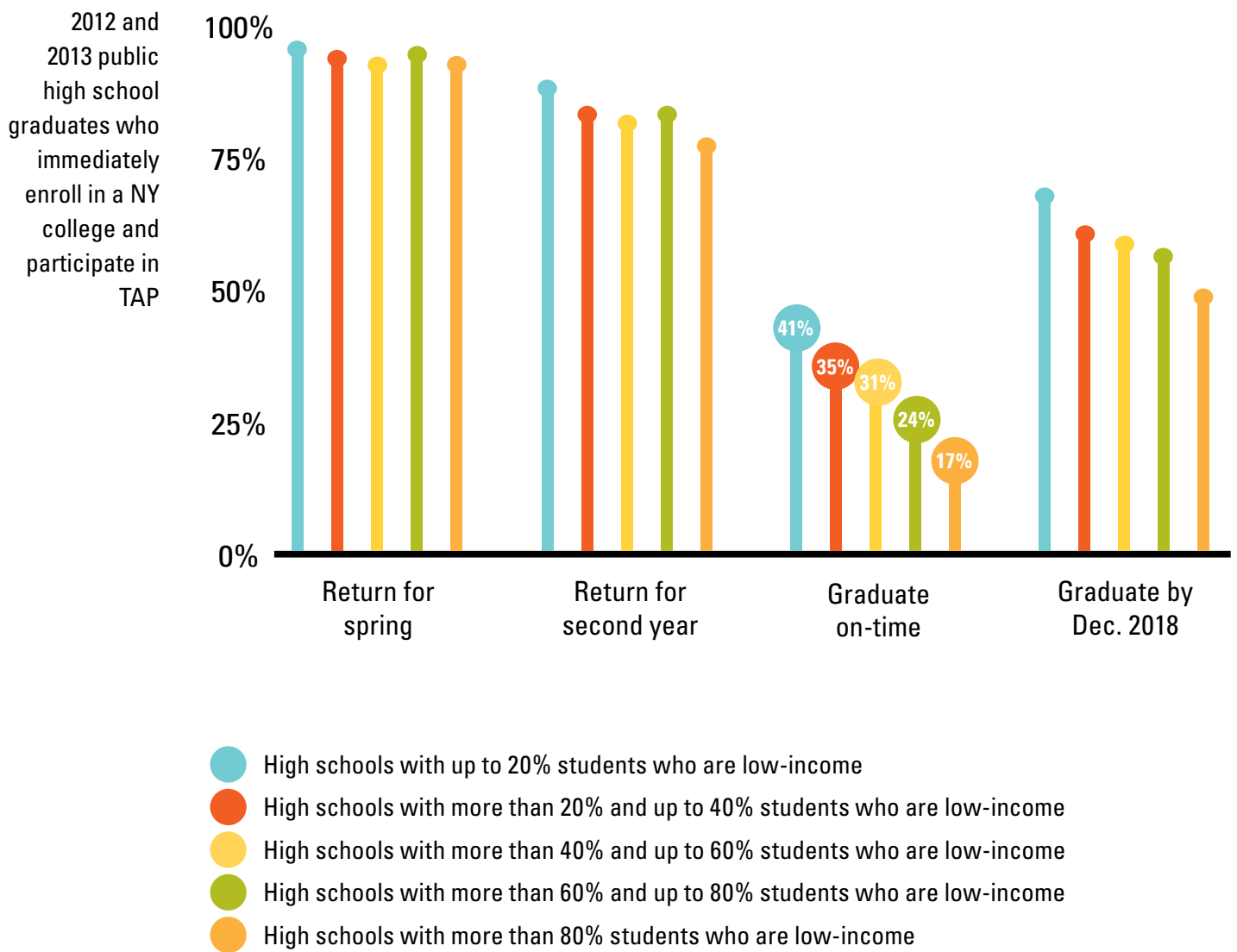
TAKEAWAY #2: TOP PERFORMERS

In the top-performing high schools, 53% of 2012 and 2013 high school graduates who participated in TAP completed college on-time and 75% completed college by December 2018

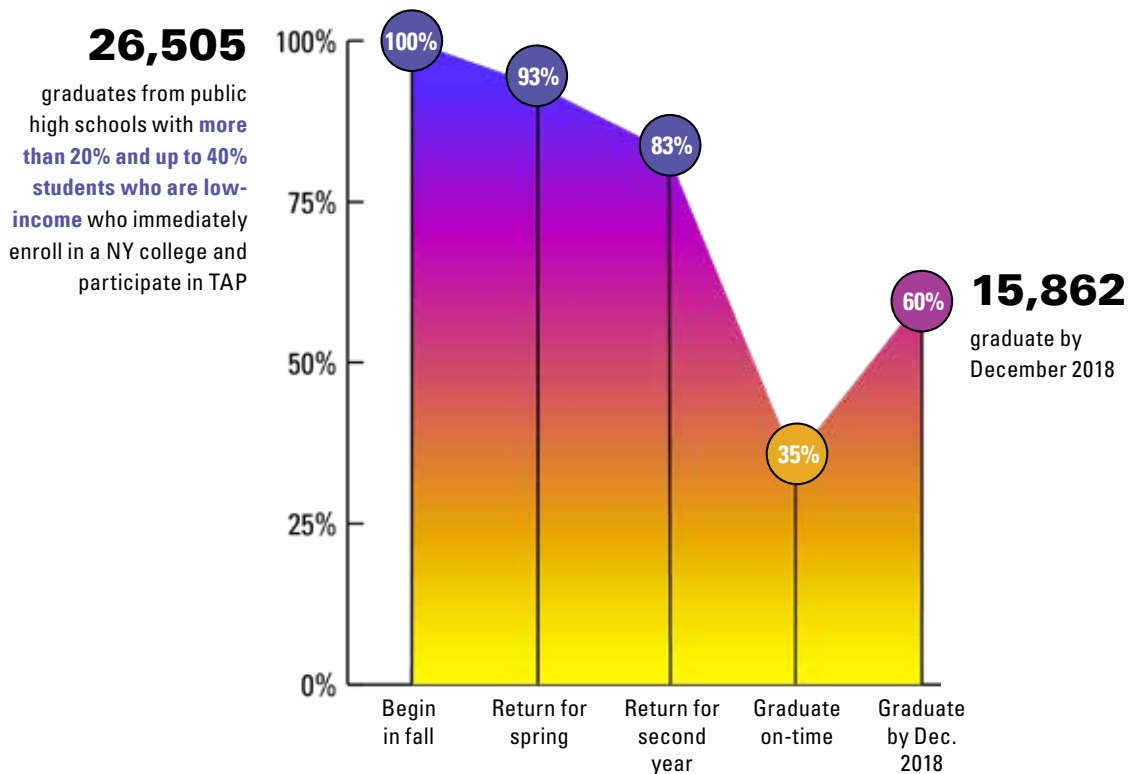
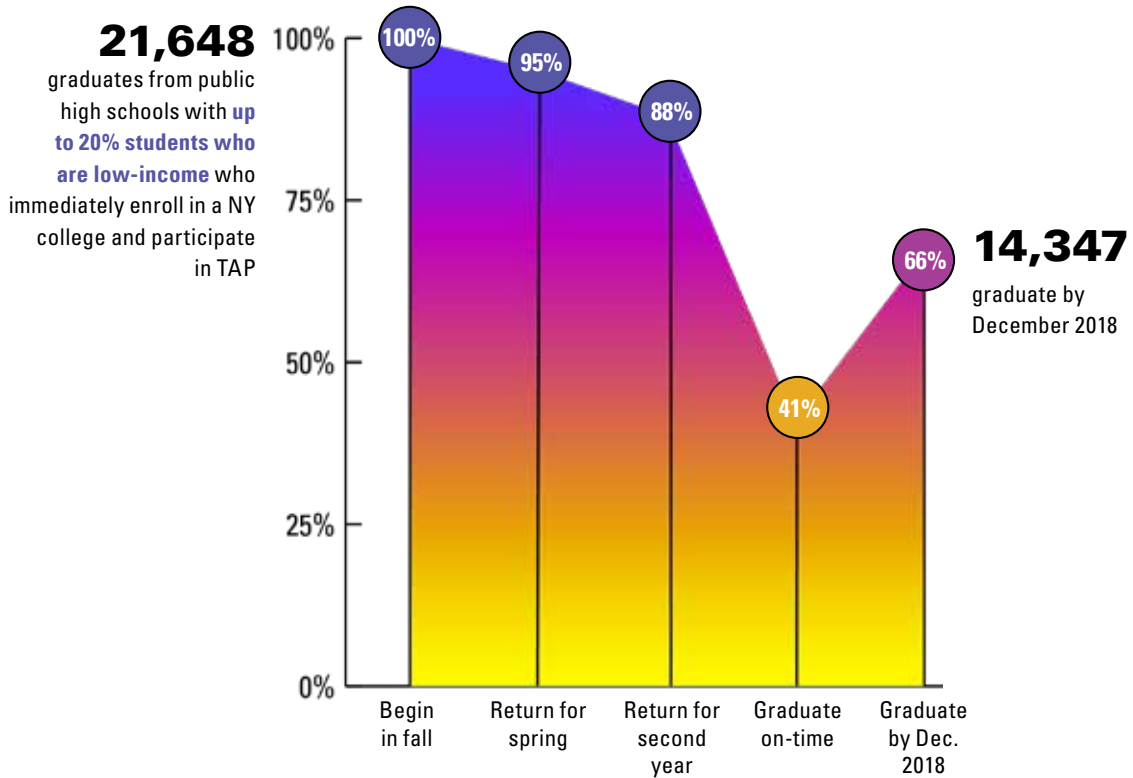


TAKEAWAY #3: SUPPORTING STUDENTS WHO ARE LOW-INCOME

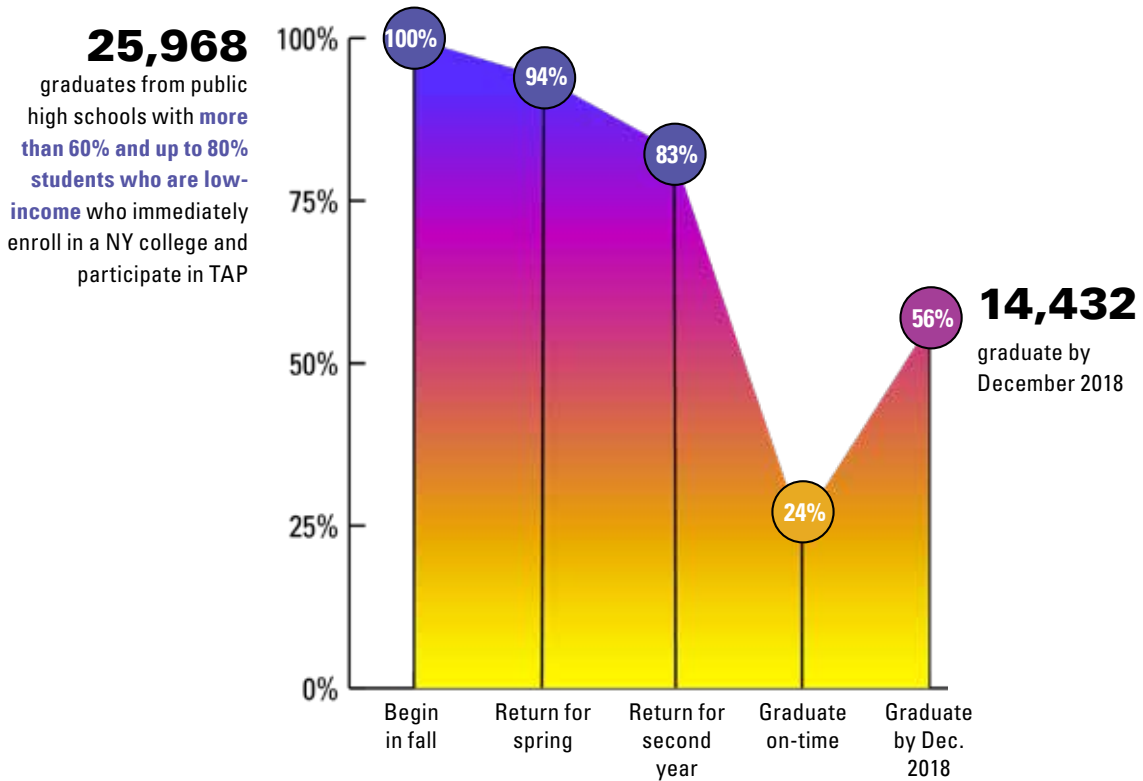
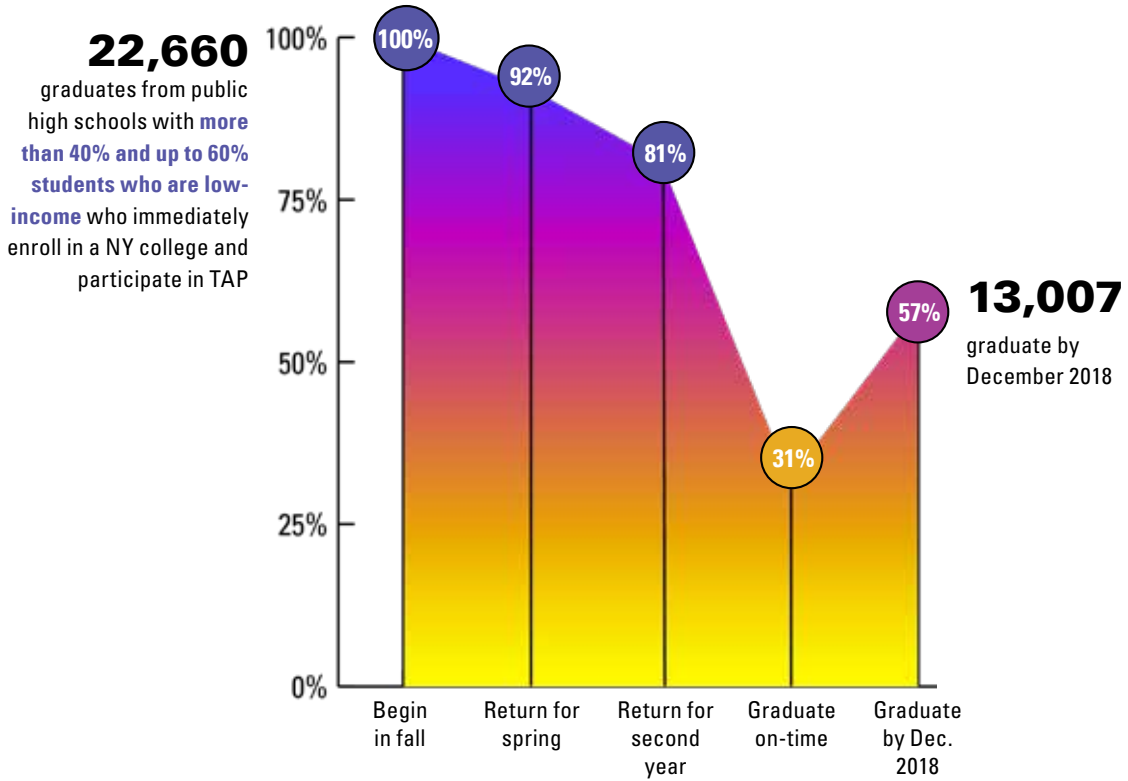
High schools that served smaller shares of students who are low-income had higher on-time and eventual college completion rates than high schools that served larger shares of students who are low-income



TAKEAWAY #3 CONTINUED

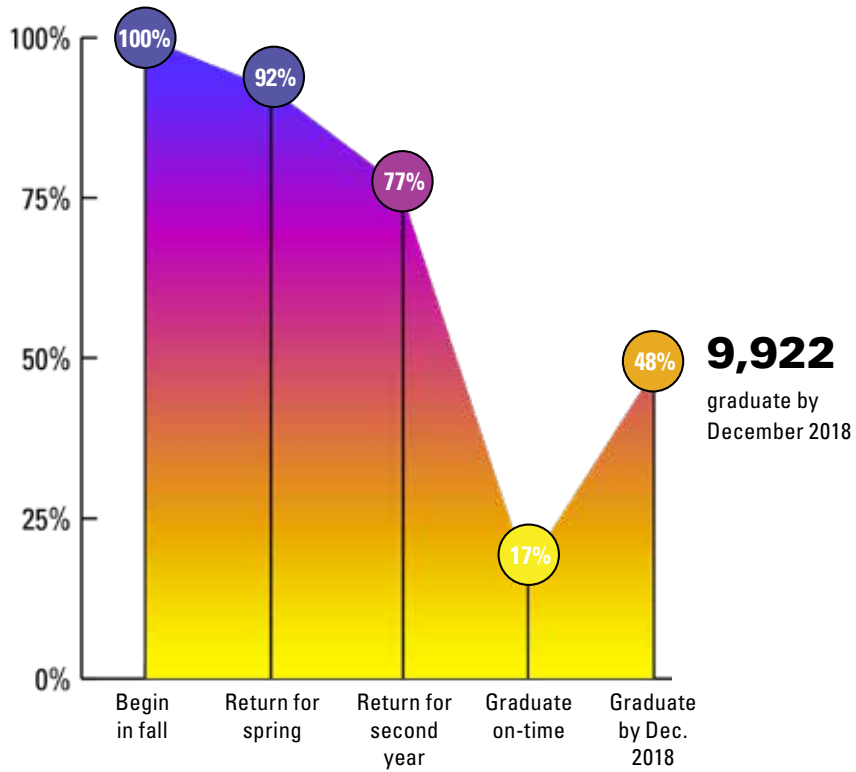


TAKEAWAY #3 CONTINUED



TAKEAWAY #3 CONTINUED

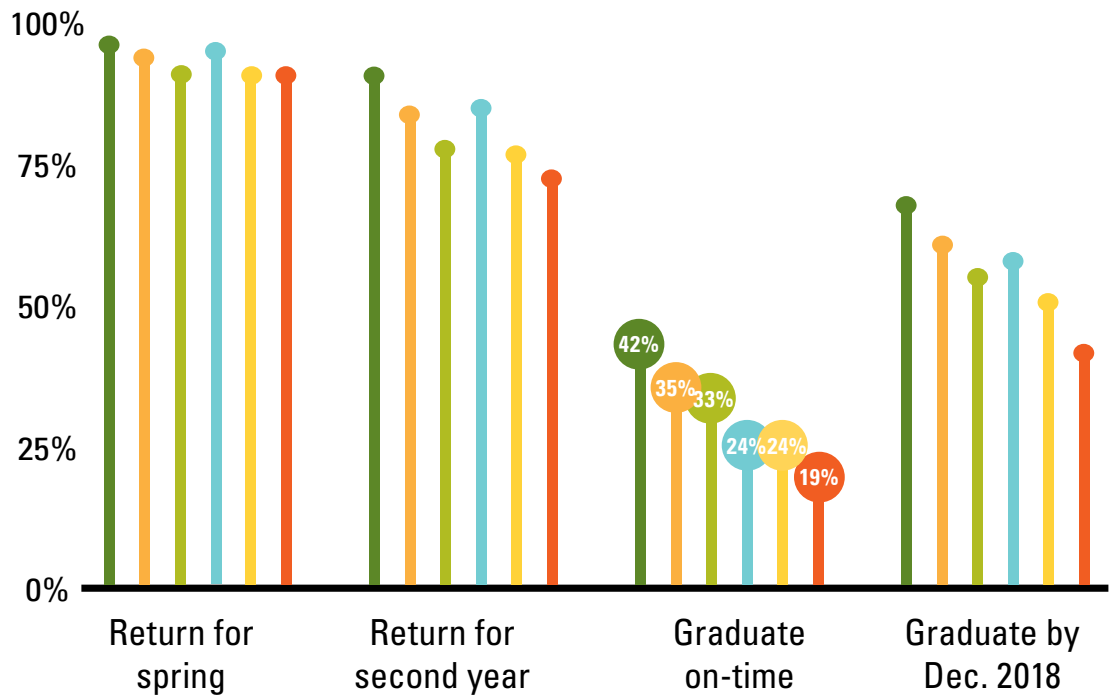
20,689
graduates from public
high schools with **more
than 80% students
who are low-income**
who immediately enroll
in a NY college and
participate in TAP



TAKEAWAY #4: SUPPORTING STUDENTS IN HIGH-NEED SCHOOL DISTRICTS

Low- and average-need school districts had higher on-time and eventual college completion rates than high-need school districts

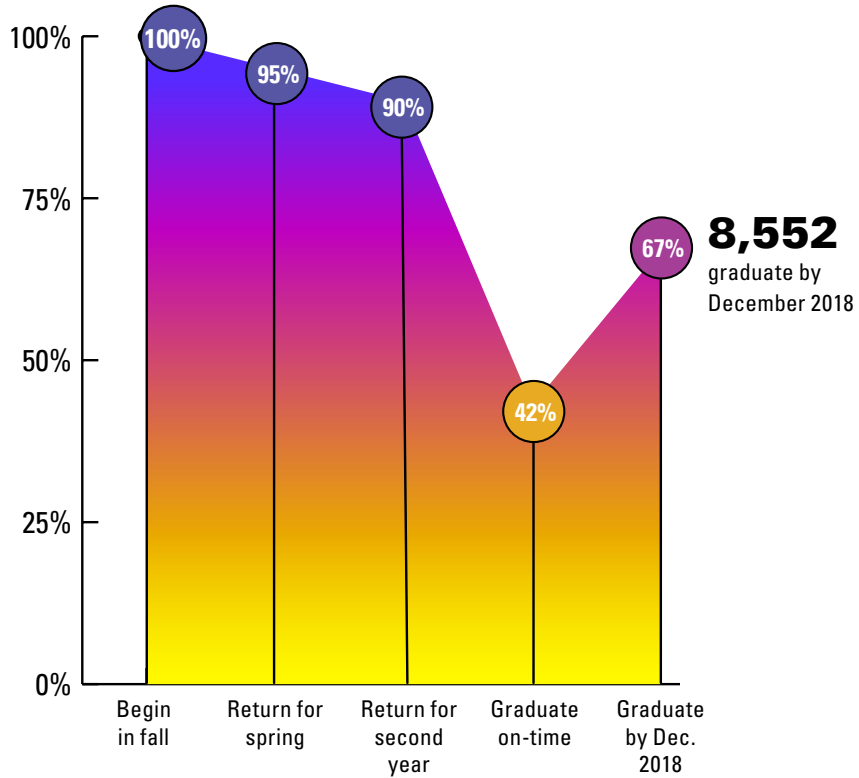
2012 and 2013 public high school graduates who immediately enroll in a NY college and participate in TAP



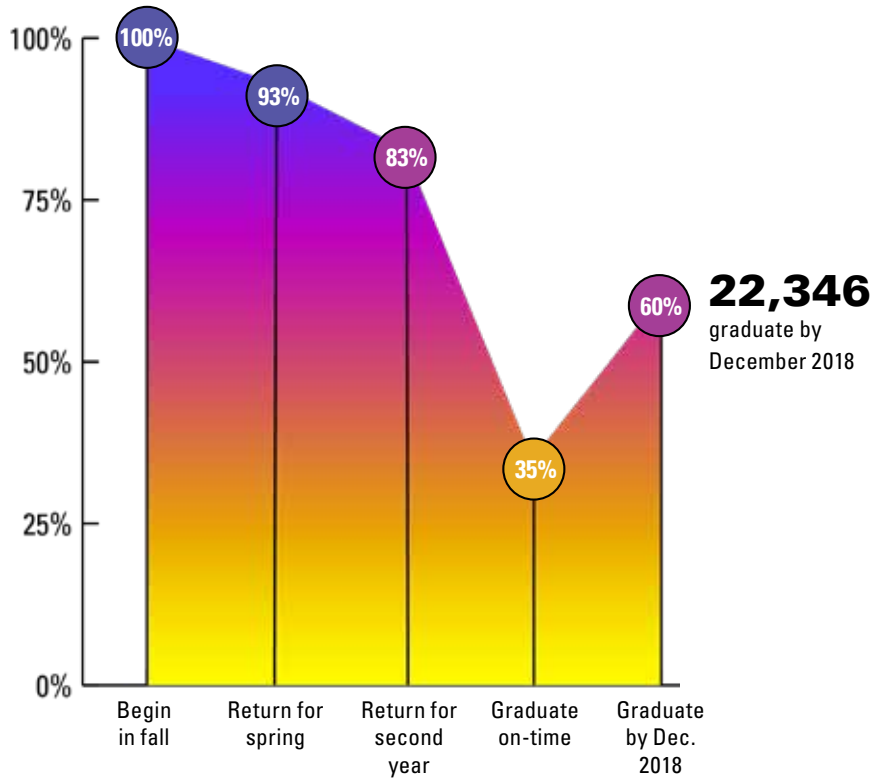
- High school graduates from low-need school districts
- High school graduates from average-need school districts
- High school graduates from rural high-need school districts
- High school graduates from New York City DOE
- High school graduates from urban/suburban high-need school districts
- High school graduates from Big 4 school districts

TAKEAWAY #4 CONTINUED

12,676
 2012 and 2013 public high school graduates from **low-need school districts** who immediately enroll in a NY college and participate in TAP

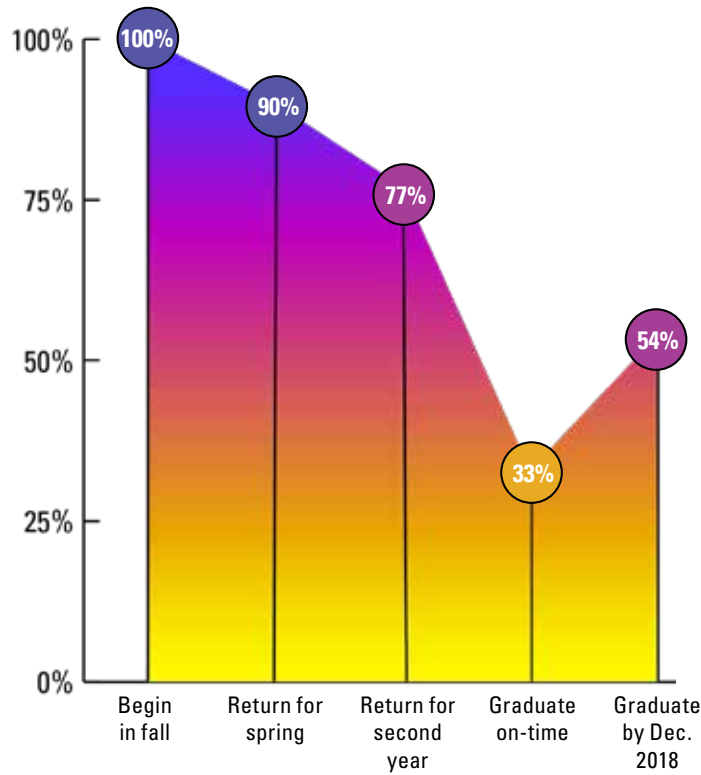


37,453
 2012 and 2013 public high school graduates from **average-need school districts** who immediately enroll in a NY college and participate in TAP



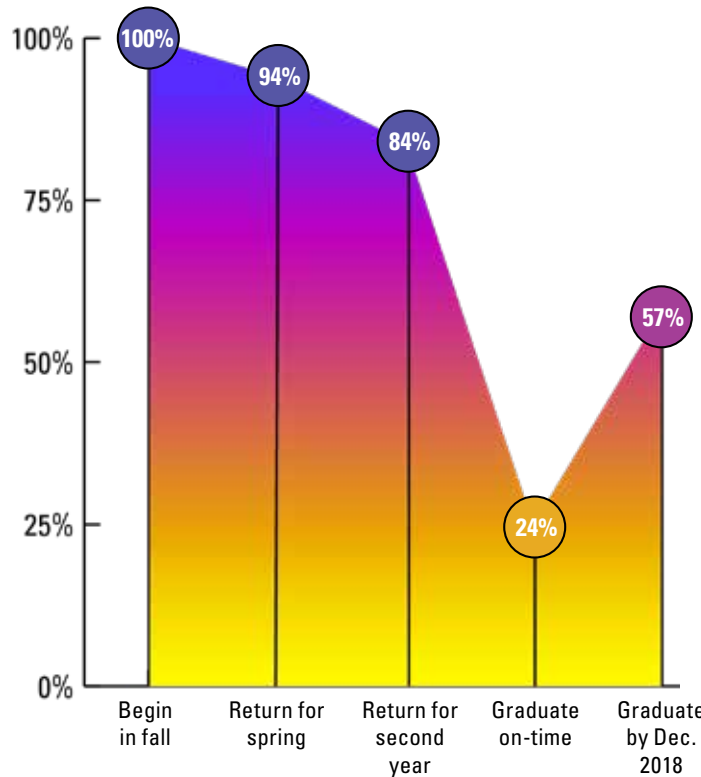
TAKEAWAY #4 CONTINUED

8,037
 2012 and 2013 public high school graduates from rural high-need school districts who immediately enroll in a NY college and participate in TAP



4,360
 graduate by December 2018

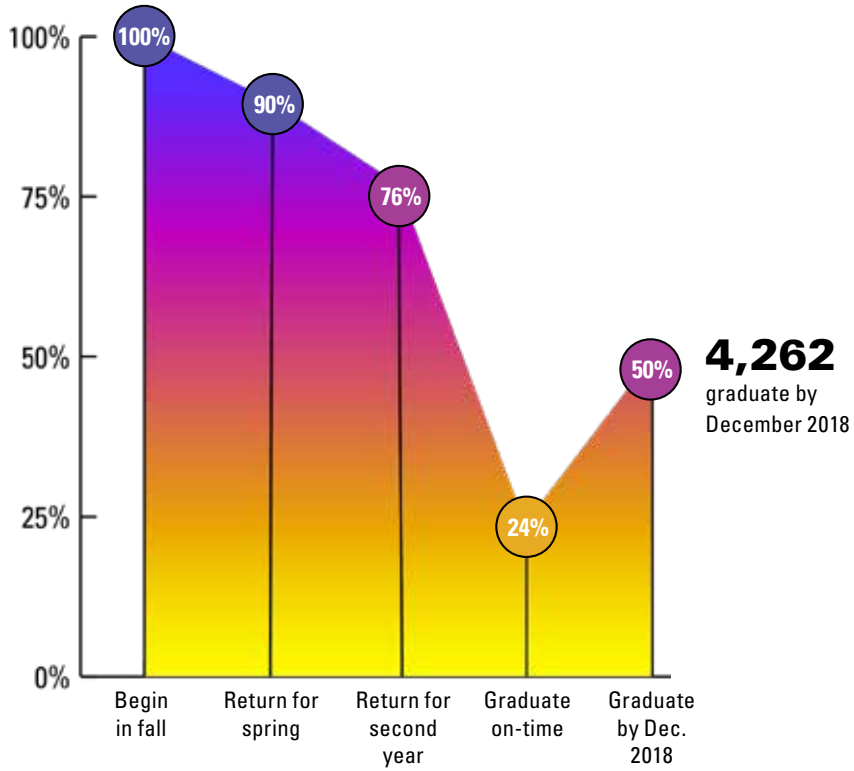
45,605
 2012 and 2013 public high school graduates from New York City DOE who immediately enroll in a NY college and participate in TAP



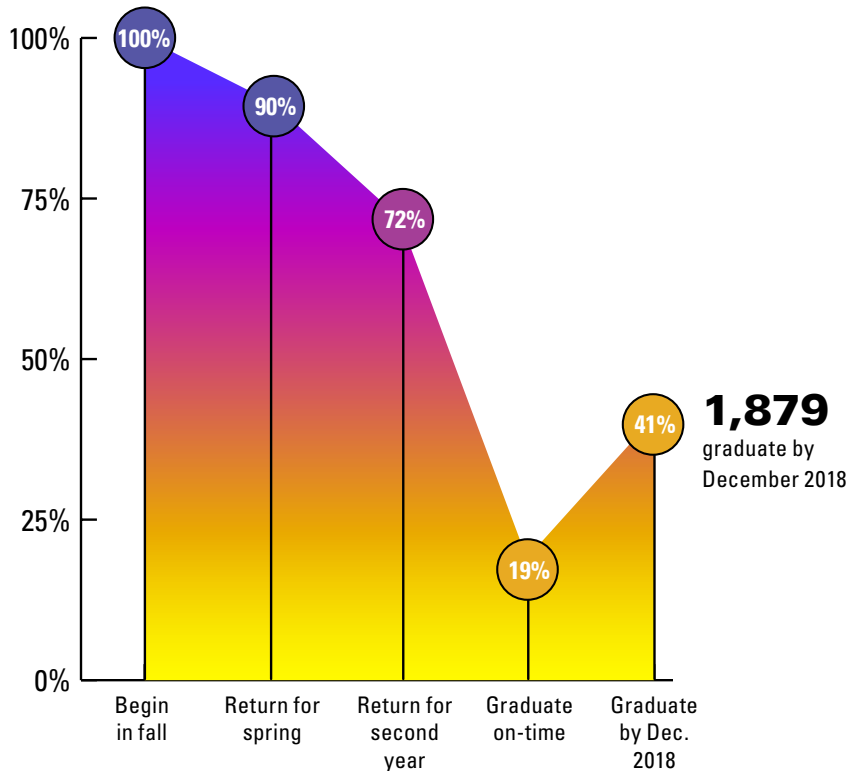
26,051
 graduate by December 2018

TAKEAWAY #4 CONTINUED

8,530
 2012 and 2013
 public high school
 graduates from **urban/
 suburban high-need
 school districts** who
 immediately enroll
 in a NY college and
 participate in TAP



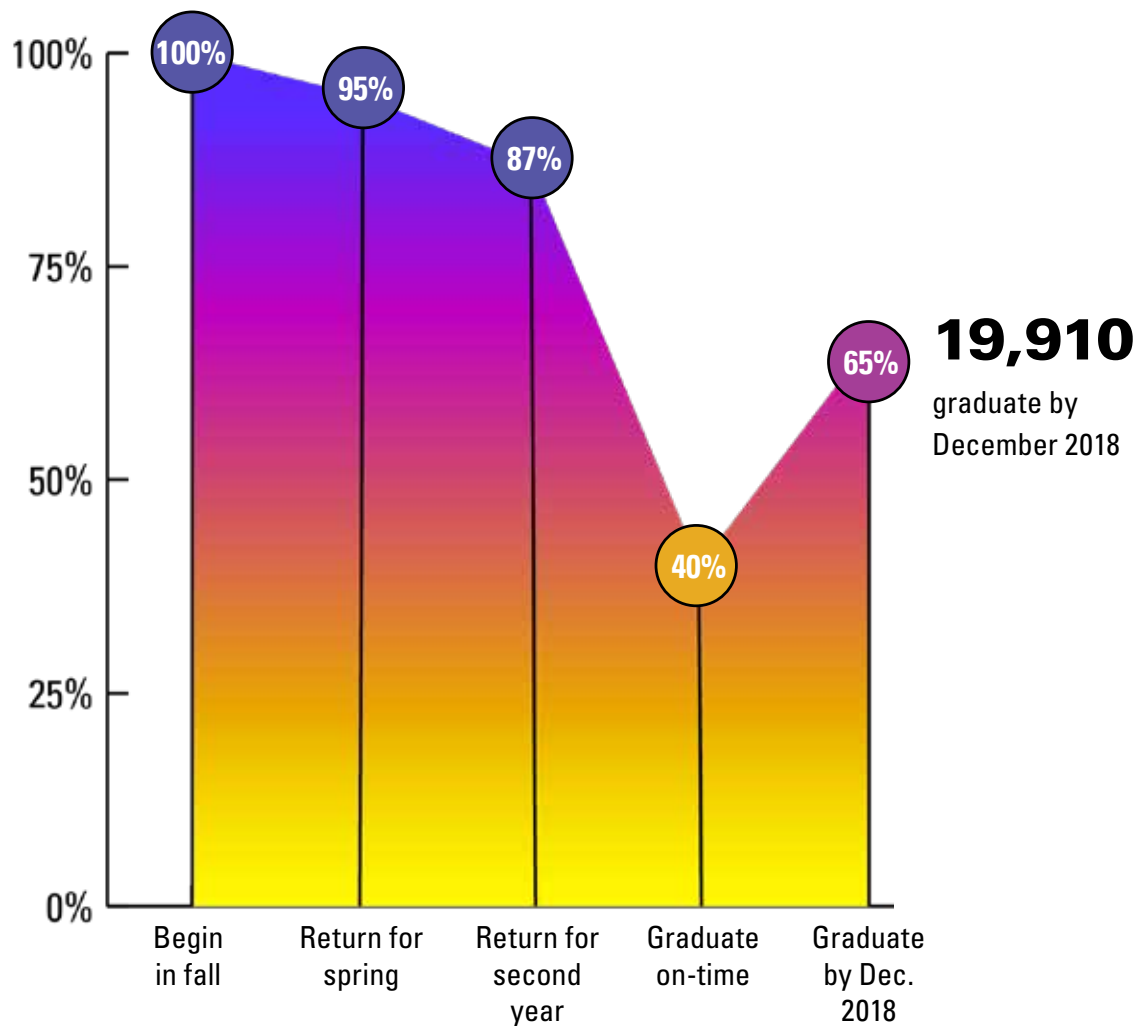
4,570
 2012 and 2013
 public high school
 graduates from **Big 4
 school districts** who
 immediately enroll
 in a NY college and
 participate in TAP



TAKEAWAY #5: DUAL ENROLLMENT

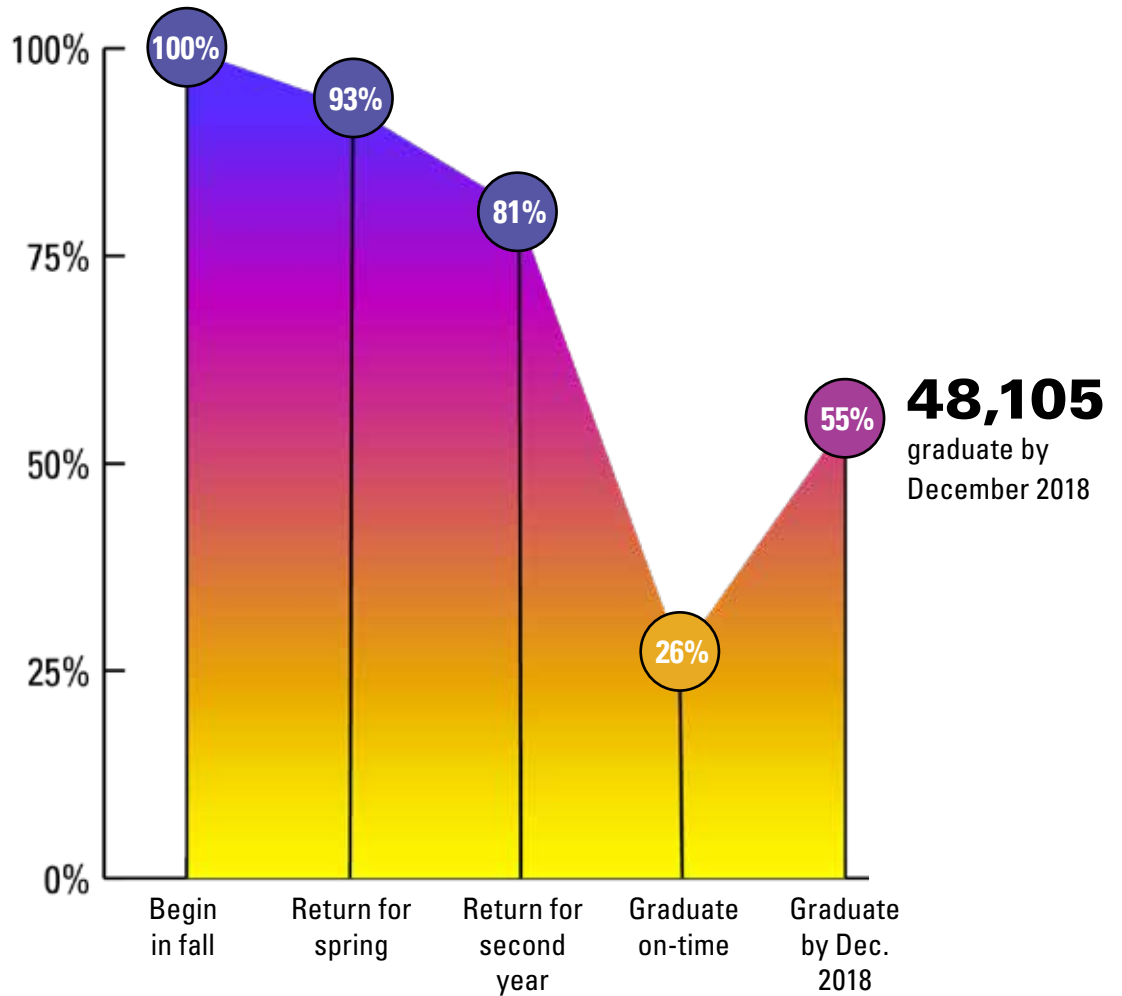
High school students who participated in Dual Enrollment had higher on-time and eventual college completion rates than high school students who did not participate in Dual Enrollment

30,454
2012 and 2013 public
high school graduates
with **Dual Enrollment**
experience who
immediately enroll
in a NY college and
participate in TAP



TAKEAWAY #5 CONTINUED

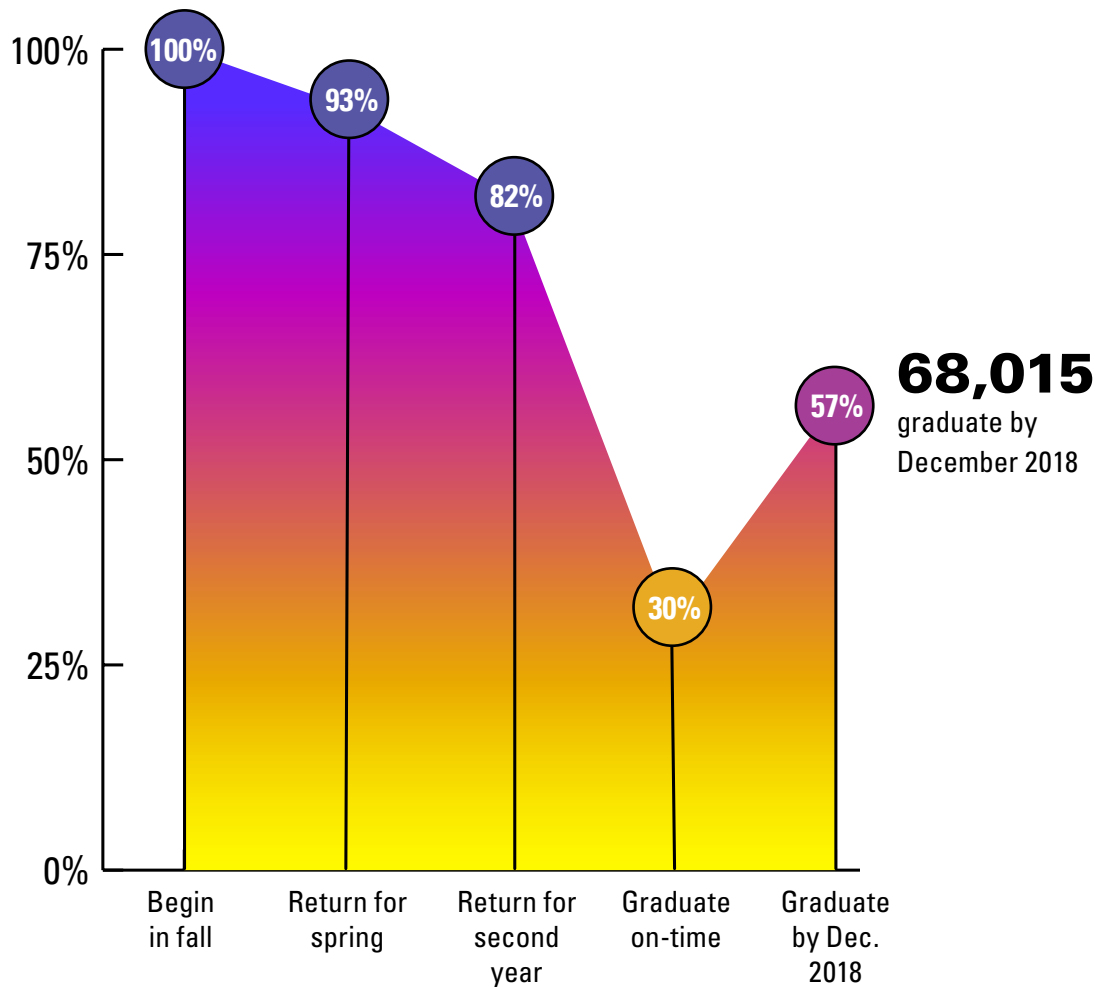
87,834
2012 and 2013 public
high school graduates
without Dual Enrollment
experience who
immediately enroll in a NY
college and participate in
TAP



TAKEAWAY #6: IMMEDIATE VS. DELAYED COLLEGE ENROLLMENT

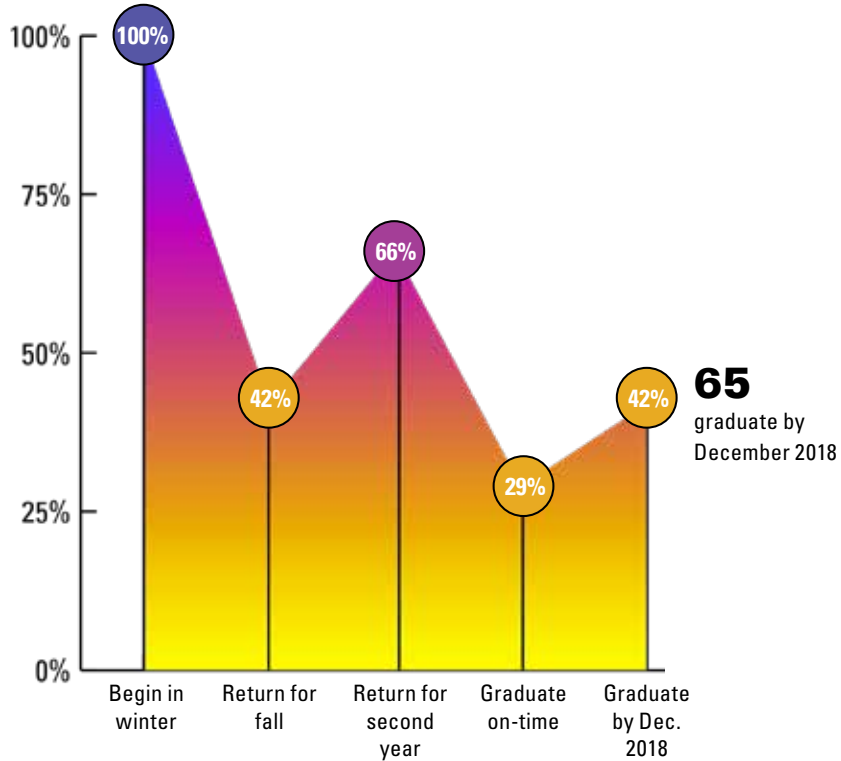
High school students who enrolled in college the fall after graduation had higher on-time and eventual college completion rates than those who enrolled the following winter or spring

118,288
2012 and 2013 public high school graduates who enroll in a NY college the fall after graduation and participate in TAP

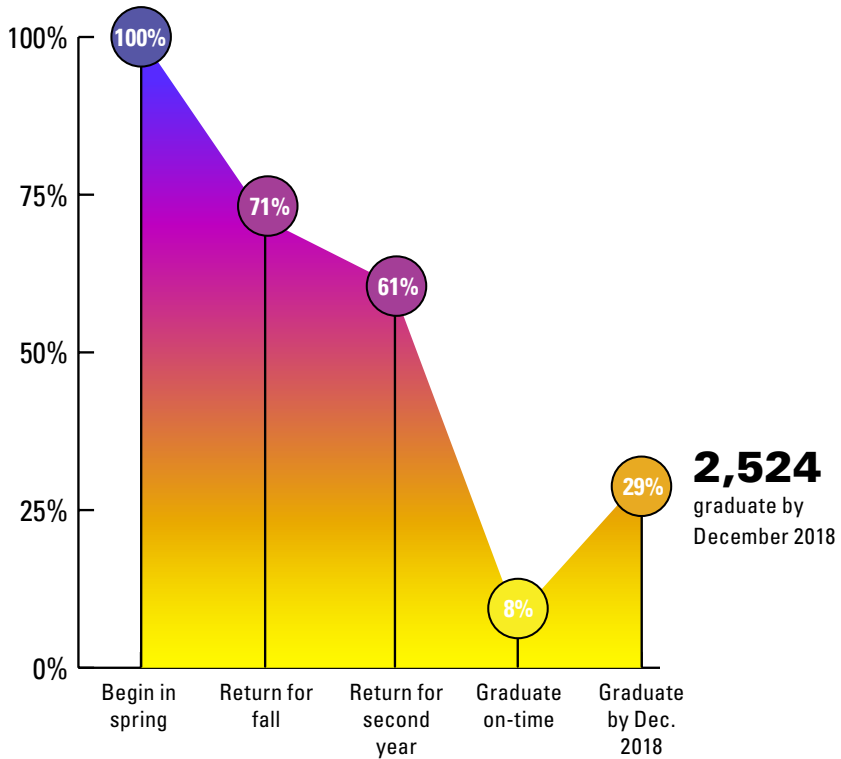


TAKEAWAY #6 CONTINUED

153
2012 and 2013 public high school graduates who enroll in a NY college the winter after graduation and participate in TAP

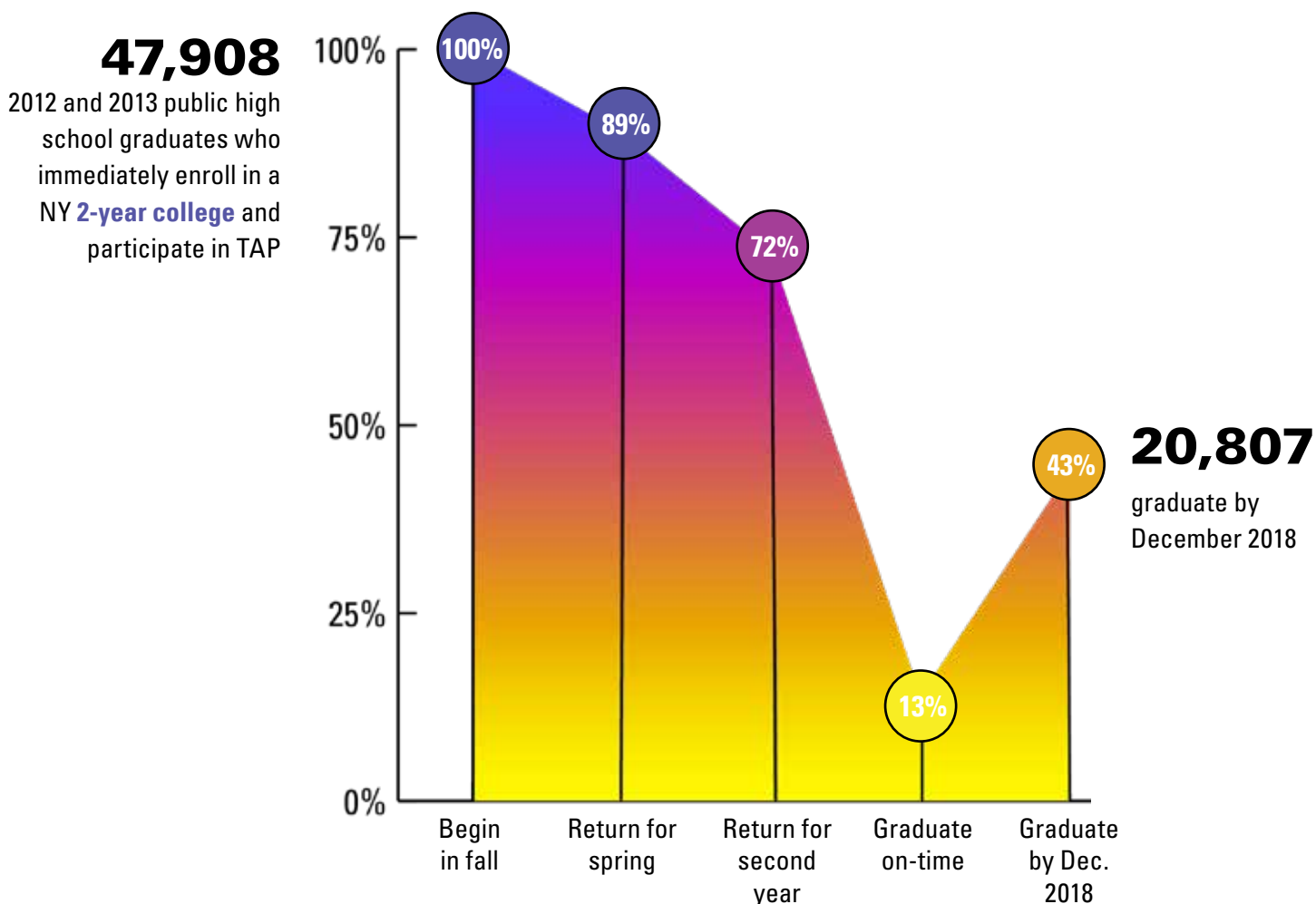


8,590
2012 and 2013 public high school graduates who enroll in a NY college the spring after graduation and participate in TAP



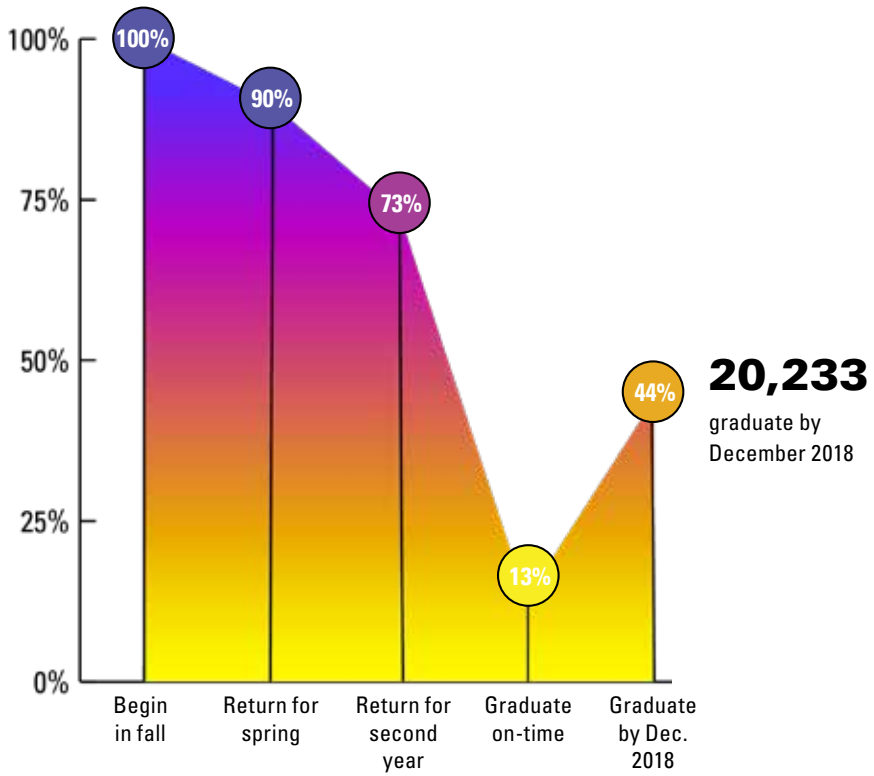
TAKEAWAY #7: SUCCESS RATES BY SECTOR

On-time and eventual college completion rates were lower at 2-year institutions than 4-year institutions, and were lower at for-profit colleges than at public or independent colleges

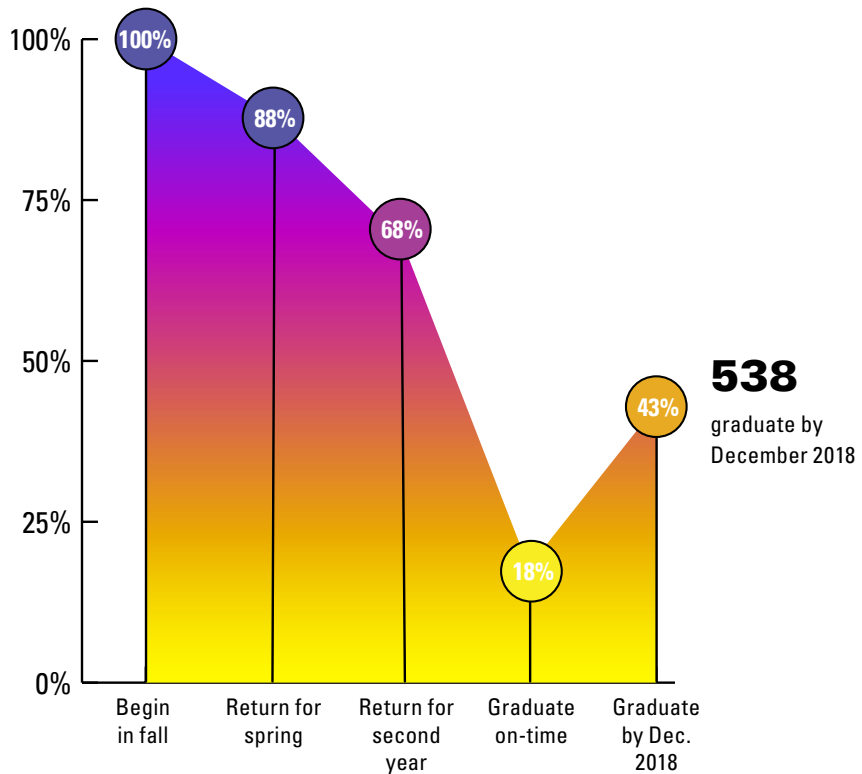


TAKEAWAY #7 CONTINUED

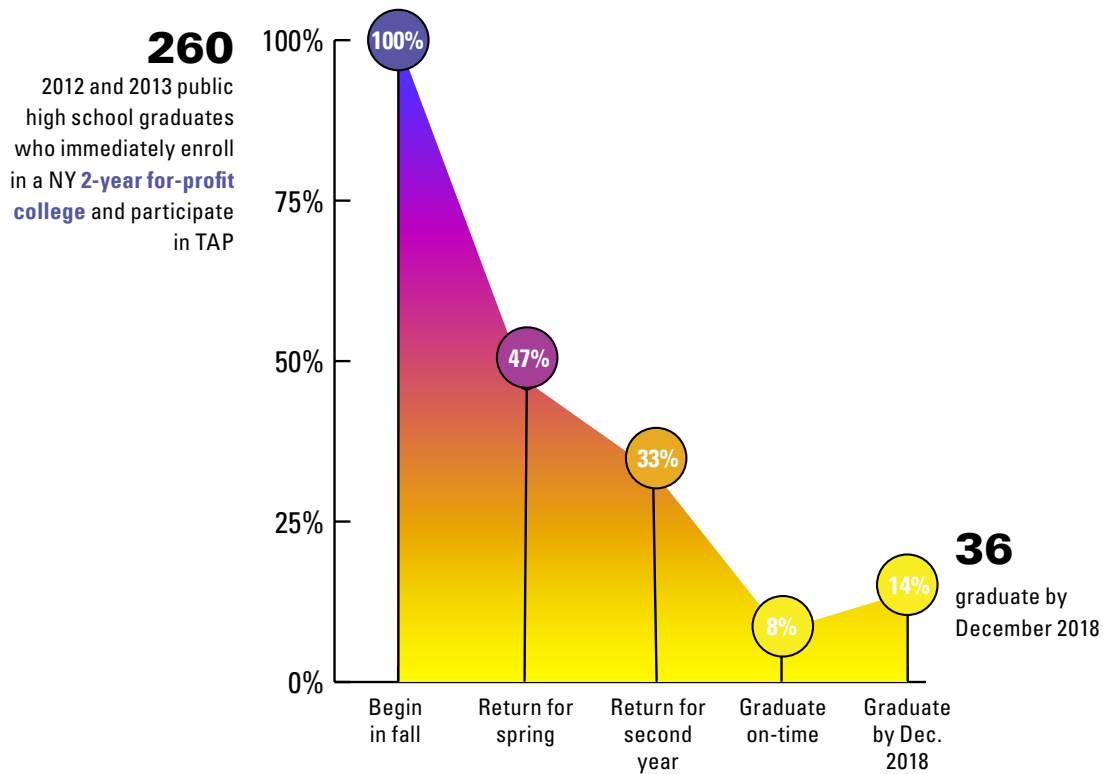
46,410
 2012 and 2013 public high school graduates who immediately enroll in a **NY 2-year public college** and participate in TAP



1,238
 2012 and 2013 public high school graduates who immediately enroll in a **NY 2-year independent college** and participate in TAP



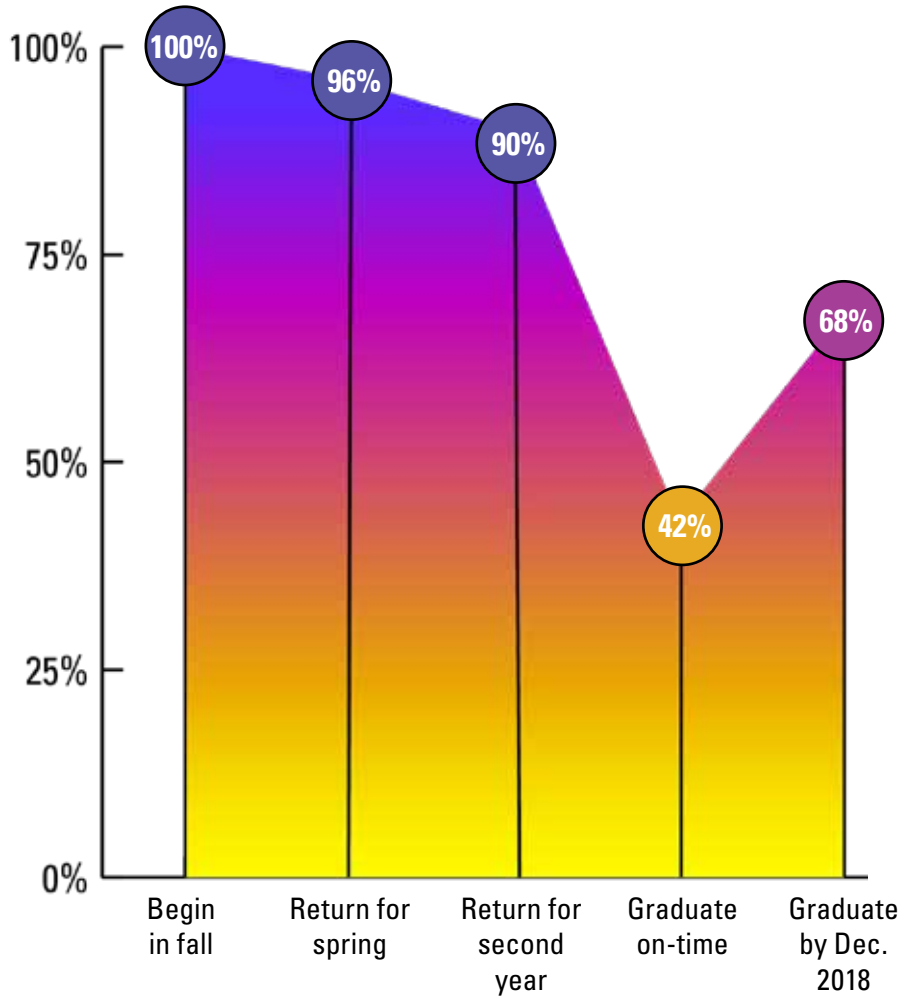
TAKEAWAY #7 CONTINUED



TAKEAWAY #7 CONTINUED

64,998

2012 and 2013 public high school graduates who immediately enroll in a NY 4-year college and participate in TAP

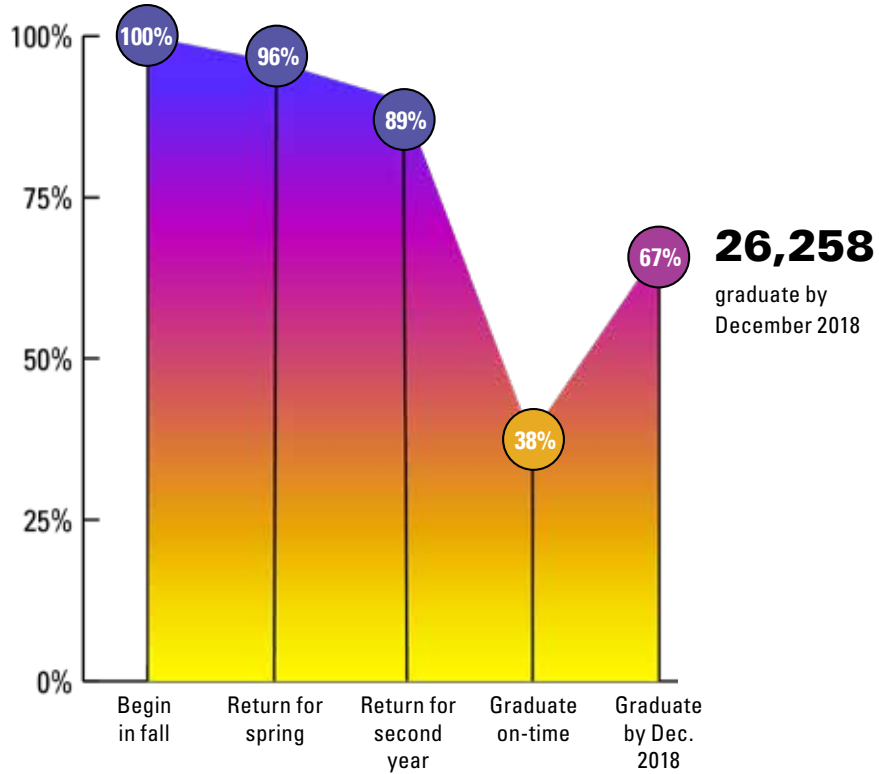


44,011

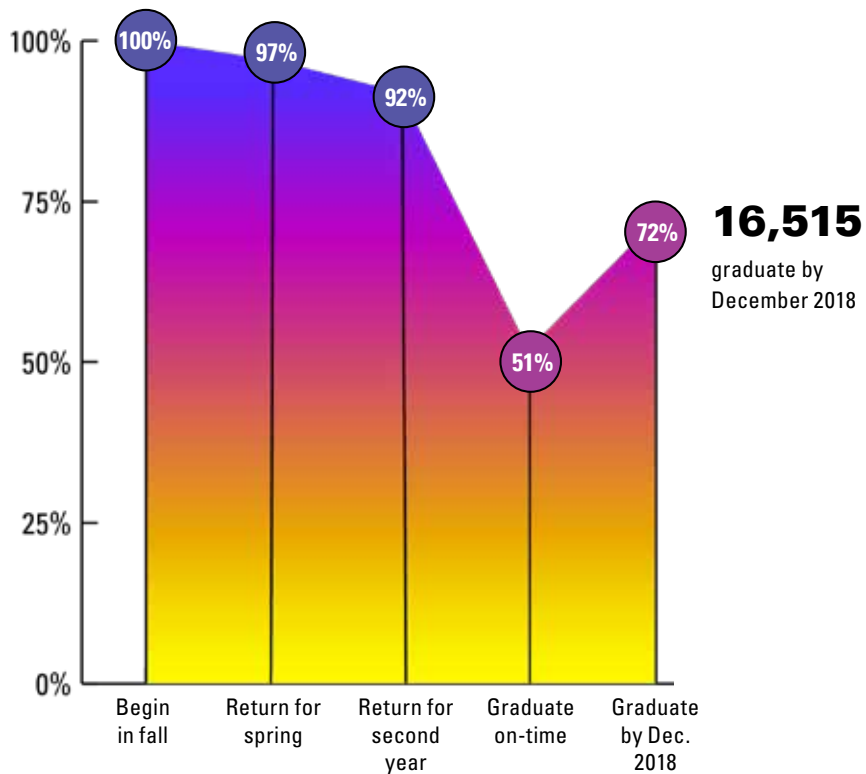
graduate by December 2018

TAKEAWAY #7 CONTINUED

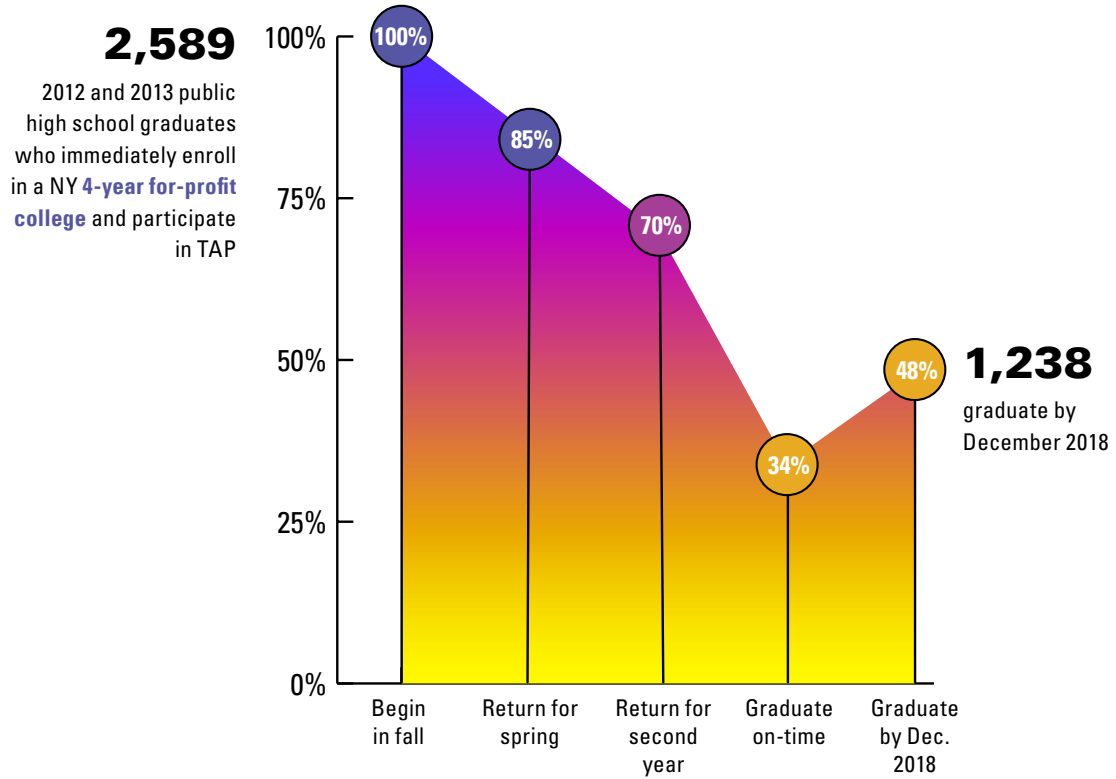
39,365
2012 and 2013 public high school graduates who immediately enroll in a NY 4-year public college and participate in TAP



23,044
2012 and 2013 public high school graduates who immediately enroll in a NY 4-year independent college and participate in TAP



TAKEAWAY #7 CONTINUED



ACKNOWLEDGEMENTS

We are grateful to the Heckscher Foundation for Children for their support of this project.

DATA NOTE

Unless otherwise noted, all data findings in this report are based on unpublished anonymized student-level data for 2012-13 and 2013-14 first-time Tuition Assistance Program (TAP) recipients age 19 or younger as of July 1 for each academic year, who reported either never attending college or attending some college (collectively referred to as TAP recipients) provided by the New York State Higher Education Services Corporation (HESC) in coordination with the National Student Clearinghouse (NSC).

DATA SOURCES

The de-identified student-level data from HESC included:

- Pell eligibility; and
- National Center for Education Statistics (NCES) high school code and name.

Matched student-level NSC data included:

- Institutional enrollment—including, but not limited to, institutional sector, enrollment begin and end date; and
- Graduation/certificate completion—including, but not limited to, institutional sector, date of graduation/certification, and degree/credential earned.

School- and district-level data on the share of students who are low-income in 2011-12 and 2012-13 are from New York State Education Department's (NYSED) publicly available Enrollment Data Archive.

Calculating estimated 2012 and 2013 college outcomes:

In our analysis, "high school graduates" are 2012-13 and 2013-14 first-time TAP recipients age 19 or younger as of July 1 of the respective academic year, who reported either never attending college or attending some college, whose HESC-provided NCES high school code and/or name were successfully matched to a NYSED public school Basic Education Data System (BEDS) code, and who enrolled in a higher education institution in the following fall.

High school graduates who attend college out-of-state, attend college in New York without receiving TAP grants, enter the military, or directly enter the workforce are not captured in the data set.

"Return for spring" is based on the number of TAP recipients that were matched to a New York State public high school based on their NCES high school code or name, enrolled in a higher education institution in fall of 2012 or 2013, and returned for the following spring.

"Return for second year" is based on the number of TAP recipients that were matched to a New York State public high school based on their NCES high school code or name, enrolled in a higher education institution in the fall 2012 or 2013, and returned the following fall.

"Graduate on-time" is based on the number of TAP recipients that were matched to a New York State public high school based on their NCES high school code or name, enrolled in a higher education institution in the fall 2012 or 2013, and graduated on-time, which is defined depending on the type of degree(s)/certification(s) earned, as follows: within two years of initial enrollment for Associate Degrees/certifications, within four years of initial enrollment for Bachelor's Degrees, and within six years for concurrent Bachelor's/Master's degrees, Master's degrees, a Ph.D, or law degree. A student earning multiple degrees is counted as an on-time graduate if they earned any of their degrees by meeting the on-time definition.

"Graduate by December 2018" is based on the number of TAP recipients that were matched to a New York State public high school based on their NCES high school code or name, enrolled in a higher education institution in the fall 2012 or 2013, and graduated by December 2018.

Similar schools and high performers:

The college outcomes for “similar schools” reflect the weighted average of public high schools within five groupings based on the percent of students who are low-income: 0% to 20%, more than 20% to 40%, more than 40% to 60%, more than 60% to 80%, and more than 80%.

The percent of students who are low-income at each public high school was calculated using NYSED’s school-level data on the total enrollment of “economically disadvantaged” students and total school-wide enrollment. Schools not meeting the minimum n-size threshold of at least 10 students enrolling in a higher education institution or whose share of students who are low-income could not be calculated were excluded from the analysis.

The college outcomes for “high performers” is based on the weighted average of all schools meeting the minimum n-size threshold of at least 10 students enrolling in a higher education institution that are in the top 10% for on-time college graduation.

DATA EXCLUSIONS:

For the purposes of this analysis, our universe of schools was any New York State public school that reported graduates for the 2011-12 or 2012-13 school year according to the NYSED’s Report Card Database and/or public schools that were included in HESC’s TAP recipient data and were successfully matched to a NYSED BEDS code based on NCES name and/or code.

For the combined 2012 and 2013 analysis, the total public school universe was 1,331 schools, including the 1,312 schools found in the NYSED Report Card Database and 19 additional schools that were matched to a NYSED BEDS code. Of those 1,331 schools, 1,203 (90%) were included in our analysis. The following schools were excluded from the analysis:

- 13 Special Act schools;
- 5 District 75 school; and
- 110 schools whose student-level TAP recipient data could not be successfully matched to the school.

For the combined 2012 and 2013 analysis, our initial universe was 137,368 first-time TAP recipients age 19 or younger as of July 1 of the respective academic year, who reported either never attending college or attending some college and who enrolled in a higher education institution in the fall. Of those 137,368 TAP recipients, 118,288 (86%) were successfully matched to a New York State public high school based on their NCES school code/name and were included in our analysis. At least 9,783 TAP recipients (7%) were associated with a non-public high school and excluded from the analysis.

For more information on data sources and methodologies, please visit www.edtrustny.org/ToAndThrough.



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