

Welcome

Check in to see if participants can see/hear

We are recording this session so that it can be shared with other superintendents who are unable to attend either of the webinars.

Explain logistics of the meeting

- **Asking questions:** Feel free to ask questions at any point during this presentation. You may either speak out directly or type a question in the 'chat box' and send it to us. We will do our best to pay catch these as they come in.
- **Sound Control:** To minimize background noise and feedback please mute your phones unless you are asking a question. You can do so by pressing #6 on your phone or by using the mute function in the participant panel.
- **Are there any questions?**

Touch base on why we are here:

This webinar is being sponsored by the P-20 Council to provide you, as superintendents and key staff, with the opportunity to understand the new pieces of information in the packet prior to the College & Career Readiness Workshops next week.

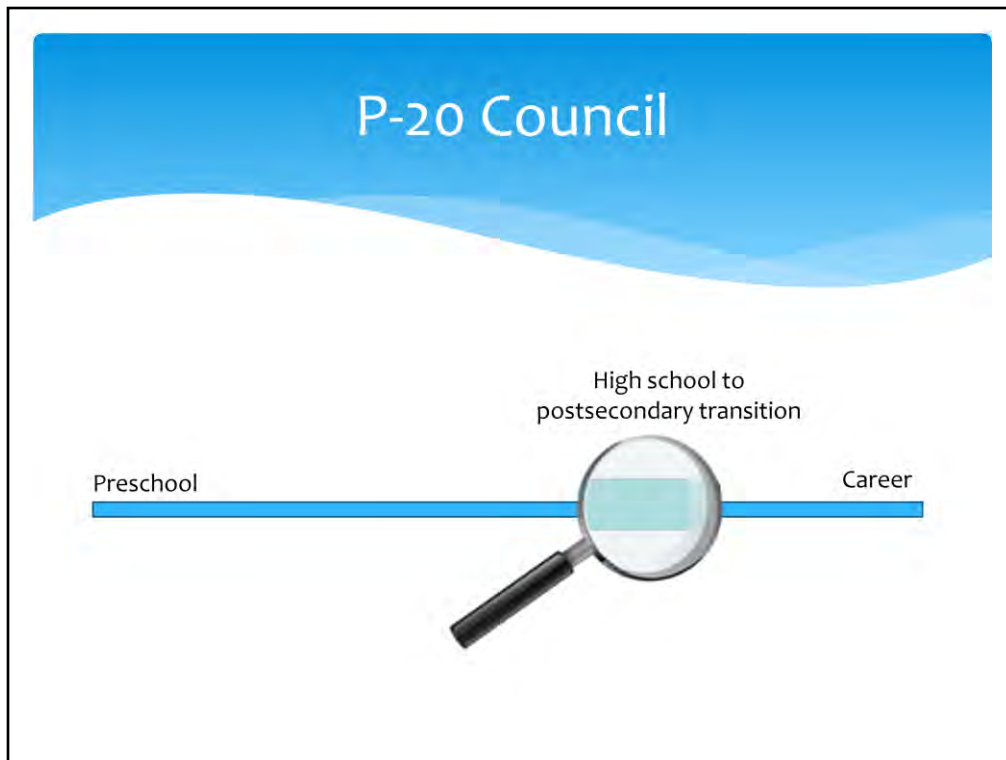
- On Monday or Tuesday of this week, you should have received an electronic copy of a supplemental data packet for each high school in your district. While that file and all of its components are under embargo until Wednesday 10/26, the P-20 Council wanted to give you the opportunity to understand the information prior to its becoming publically available.
- If your superintendent did not receive the data for your district, please let us know.



Presenters

Jan Kiehne	Senior Consultant, Board of Regents for Higher Education
Malia Sieve	Associate Director, Board of Regents for Higher Education Project Manager of P-20 council

Presenter(s) introduce self




The P-20 Council is sponsoring the College & Career Readiness Workshops along with two webinars to support HS leadership during the workshops.

- ❖ For those of you who may not be familiar with the P-20 Council, the P-20 Council is a group of leaders in education from early childhood, K-12, higher education, business, philanthropy and community-based organizations, and it is working to develop better coordination along the continuum of education from preschool (P) into the workforce (20) in order to increase educational attainment.
- ❖ Each transition along the continuum from preschool to kindergarten through high school to college and career are crucial for student success – each lays the necessary foundation for the successful next steps in one's journey. While recognizing this, the intention of the workshops, this webinar and all of the accompanying materials is to focus on the transition at the latter end of the continuum – high school into postsecondary.

Purpose of the College and Career Readiness Workshops

- Build relationships
- Develop understanding
- Create ideas
- Establish plans
- Improve student outcomes



Before we get into examples of the supplemental data, it is important to understand the context of the meeting in which the “Connecticut College and Career Readiness Toolkit” and the HS Supplemental Data will be used.

The P-20 Council holds as a core principle that “Local schools, colleges and employers must actively work together to improve student readiness for continued education and careers.” To that end, the College and Career Readiness Workshops are a unique and unprecedented opportunity to work across agency and system lines to forge new and lasting collaborations that will improve educational outcomes for our students.

Superintendents and educational leaders from high schools will be seated together at tables with post-secondary educational leaders who are from institutions in the same regional area. Professional facilitators from the Educational Policy Improvement Center will lead participants through a guided discussion to:

- Develop a shared understanding about “college and career readiness”
- Analyze local data and information about student progress from high school into higher education
- Learn about ways to align efforts across systems
- Partner to advance the success of Connecticut’s students

The supplemental HS data is being provided to give participants the information they need to have an informed discussion. It is *not* meant to be used as a basis for assigning blame or pointing fingers in any direction but to learn collectively in recognition that we are all in this together.

The Supplemental Data Packet

- What is it?
- What's in it?
- Who is getting it?



The supplemental data packets contain at a high school level the same information that is provided in the Toolkit on a state level.

A supplemental data packet was created for each open public high school in Connecticut including magnet schools, charter schools and RESC operated schools. There will be funding to provide each HS participating in the workshops 3 paper copies.

As a friendly reminder, you have received an electronic copy that is under embargo until Wednesday 10/26.

The supplemental packets contain information which you as HS administrators already have including:

- 1) CAPT Data: Specifically, the percent of students scoring at 3 levels 'basic and below', 'proficient' and 'at or above goal' in the high school disaggregated by race/ethnicity, gender, Free & Reduced Lunch, English Language Learner and Special Education for math, science, reading and writing
- 2) Information on Dual Credit Program Participation represented by AP data. Specifically, the percentage of HS graduates who took an AP exam in 12th grade and the Percentage of students who left HS with an AP exam score of 3 or greater.
- 3) SAT Data: The percentage of students taking the SAT each year from 2006- 2010 and the average SAT Scores for the class of 2010 disaggregated by race/ethnicity, and gender (a breakout by ELL, FRL or Special Ed was not available to the analyst)

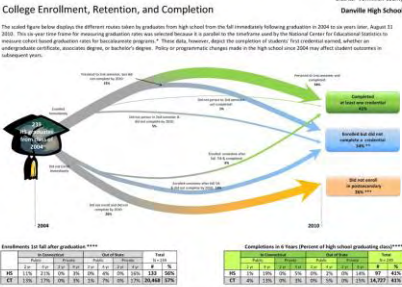
While these data sets are not new to you as HS administrators, you probably don't have them memorized. So, they are being provided to the HS participants to support the conversation and the sharing of information post-secondary participants at their tables.

The new pieces of information include:

- 4) College enrollment, retention and completion information, and
- 5) Information about the need for Remedial & Developmental Education courses if students enrolled in a CT community college or state university in 2010.

This webinar will focus on the two new sets of information.

College Pathway Data



After students graduate from high school, they follow many different paths toward a career.

In a moment, we'll look at this chart in detail.

First, I'd/we'd like to explain where the data for this analysis came from and provide some important notes about the data.

- The data for this analysis is from the National Student Clearinghouse.
 - The National Student Clearinghouse is a national non-profit repository of postsecondary enrollment and graduation information. Founded originally to provide loan verification information, the NSC has developed a repository of data from most postsecondary institutions in the US. The number of participating colleges and universities has increased over the years. In 2011, the NSC gathered data from 93% of postsecondary institutions in the US.
 - The NSC also currently does not include data about students who are enrolled or graduate from Goodwin College, Trinity or Post University.
- Information about college enrollment, retention and completion was developed by matching the data from CT State Department of Education (SDE) for HS seniors as of January 2004 with data from the National Student Clearinghouse (NSC).
 - SDE used data as of January 2004 because exit codes which would identify if a student had actually graduated were not being used consistently across the system at that time.
- By matching SDE data with the NSC, we have the best information available today about where students enrolled in college, when they enrolled, how long they stayed, whether they completed a credential and what credential they completed.

District: Vermillion County
Danville High School

239 HS graduates from class of 2004

2004

- Enrolled immediately
- Did not enroll immediately

2010

- Completed at least one credential: 41%
 - Completed 2nd semester and completed: 34%
 - Enrolled but did not complete a credential: 34% **
- Did not enroll in postsecondary: 26% ***

Transitions from 2004 to 2010:

- Enrolled immediately → Completed 2nd semester and completed: 34%
- Enrolled immediately → Enrolled but did not complete a credential: 1%
- Enrolled immediately → Did not enroll in postsecondary: 26%
- Did not enroll immediately → Completed 2nd semester and completed: 34%
- Did not enroll immediately → Enrolled but did not complete a credential: 1%
- Did not enroll immediately → Did not enroll in postsecondary: 26%

Intermediate Outcomes (2008-2009):

- Completed 2nd semester, but did not complete by 2010: 15%
- Did not persist to 2nd semester yet completed: 1%
- Did not persist to 2nd semester & did not complete by 2010: 9%
- Enrolled sometime after fall '04 & completed: 6%
- Enrolled sometime after fall '04 & did not complete by 2010: 13%
- Did not enroll and did not complete by 2010: 26%

	Enrollments as an over-graduation								Total N = 239	
	In Connecticut				Out of State					
	Public		Private		Public		Private		#	%
	2 yr	4 yr	2 yr	4 yr	2 yr	4 yr	2 yr	4 yr		
HS	11%	21%	0%	3%	0%	4%	0%	16%	133	56%
CT	13%	17%	0%	3%	1%	7%	0%	17%	20,468	57%

	Comprehension in 4 Years (Percent of High School Graduating Class)								Total N = 239	
	In Connecticut				Out of State					
	Public		Private		Public		Private			
	2 yr	4 yr	2 yr	4 yr	2 yr	4 yr	2 yr	4 yr	#	%
HS	1%	19%	0%	5%	0%	2%	0%	14%	97	41%
CT	4%	13%	0%	3%	0%	5%	0%	15%	14,727	41%

- Source: National Student Clearinghouse (NSC). The NSC database includes 93% of all postsecondary institutions, and does not include non-degree granting institutions.
- Data from the NSC were matched to a data file of Seniors who were enrolled in January of 2004 from the Connecticut State Department of Education.
- Percentages may not total to 100% due to rounding.

4.116. Department of Education Issues Brief 30055/3055/331, Teaching Standards for 300 Percent of Normal Time, Effect on Institutional Conducting Dates, <http://www.doe.ny.gov/3055/3055331>.

** Students who enrolled but did not complete a credential may have dropped out of higher education or they may still be enrolled.

*** There was no match for these students in NSC's file. Students may have entered into the workforce or military or, in some limited cases, may have been deceased.

**** All percentages are calculated using the number of high school students who were enrolled in January of 2004.

I will now step through the sections of the page using an anonymous high school as an example.

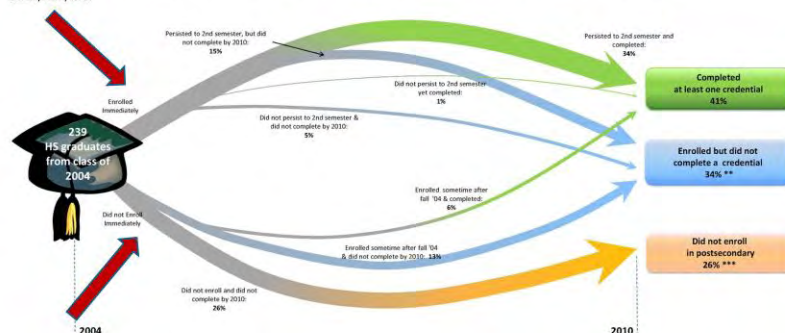
- Although technically, this number is a count of students who were seniors as of January 2004, it is assumed that nearly all of these students graduated. So for the rest of this webinar, I will refer to this cohort as HS graduates for simplicity sake.

College Enrollment, Retention, and Completion

District: Vermillion County

Danville High School

The scaled figure below displays the different routes taken by graduates from high school from the fall immediately following graduation in 2004 to six years later, August 31 2010. This six-year time frame for measuring graduation rates was selected because it is parallel to the timeframe used by the National Center for Educational Statistics to measure cohort based graduation rates for baccalaureate programs.* These data, however, depict the completion of students' first credential earned, whether an undergraduate certificate, associates degree, or bachelor's degree. Policy or programmatic changes made in the high school since 2004 may affect student outcomes in subsequent years.



Enrollments 1st fall after graduation****

	In Connecticut				Out of State				Total	
	Public	Private	Public	Private	Public	Private	Public	Private	#	%
2 yr	4 yr	2 yr	4 yr	2 yr	4 yr	2 yr	4 yr	2 yr	4 yr	
HS	11%	21%	0%	3%	0%	4%	0%	16%	133	56%
CT	13%	17%	0%	3%	1%	7%	0%	17%	20,468	57%

Completions in 6 Years (Percent of high school graduating class)****

	In Connecticut				Out of State				Total	
	Public	Private	Public	Private	Public	Private	Public	Private	#	%
2 yr	4 yr	2 yr	4 yr	2 yr	4 yr	2 yr	4 yr	2 yr	4 yr	
HS	1%	19%	0%	5%	0%	2%	0%	14%	97	41%
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Notes & Sources

- Source: National Student Clearinghouse (NSC). The NSC database includes 93% of all postsecondary institutions, and does not include non-degree granting institutions.

- Data from the NSC were matched to a data file of Seniors who were enrolled in January of 2004 from the Connecticut State Department of Education.

- Percentages may not total to 100% due to rounding.

* U.S. Department of Education Issue Brief, NCES 2011-221, Tracking Students to 200 Percent of Normal Time: Effect on Institutional Graduation Rates. <http://nces.ed.gov/pubinfo/2011221.pdf>

** Students who enrolled but did not complete a credential may have dropped out of higher education or they may still be enrolled.

*** There was no match for these students in NSC's file. Students may have entered into the workforce or military or, in some limited instances, postsecondary institutions not covered by the NSC.

**** All percentages are calculated using the number of high school students who were enrolled in January of 2004.

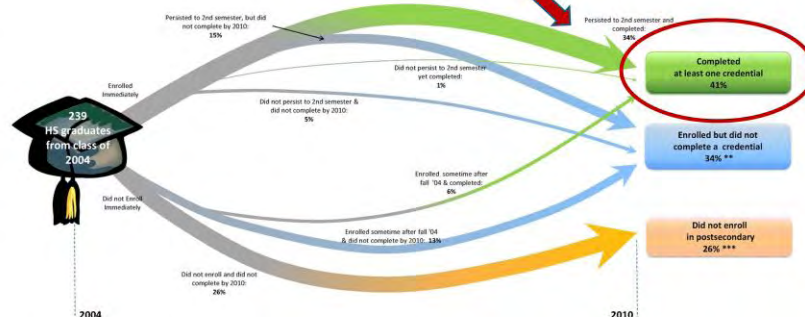
In the fall after HS graduation, these students proceeded down one of two paths: They either enrolled in a postsecondary college or university somewhere (top path) or they didn't enroll at that time (the bottom path).

College Enrollment, Retention, and Completion

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Danville High School

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Completions in 6 Years (Percent of high school graduating class)****

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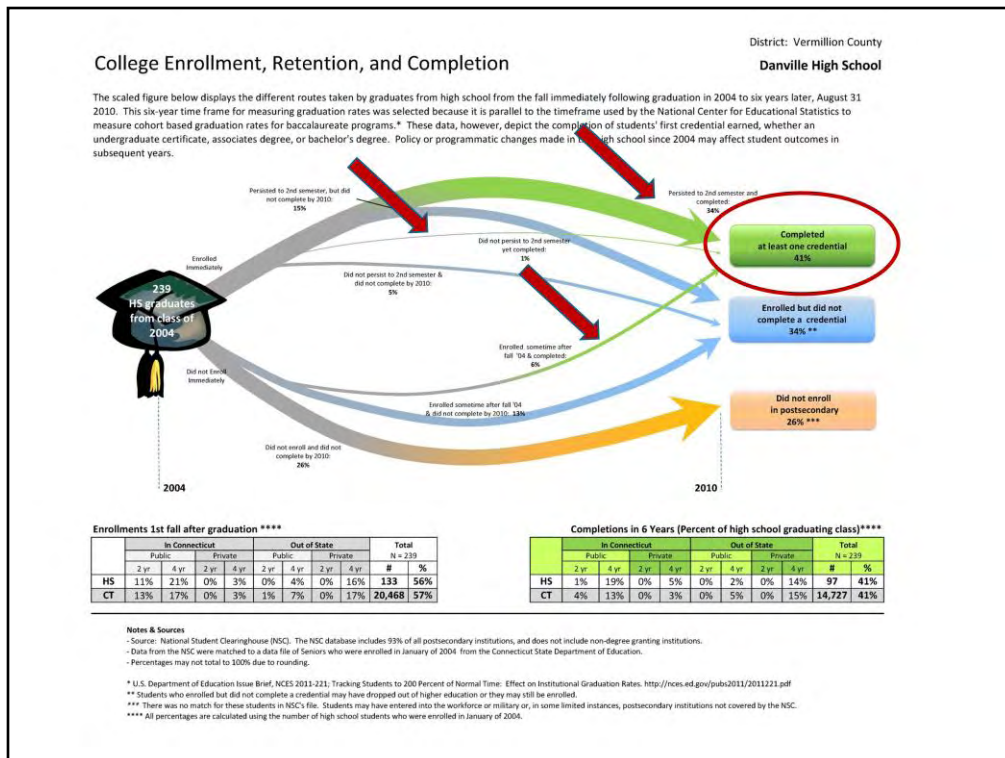
* U.S. Department of Education Issue Brief, NCES 2011-221, Tracking Students to 200 Percent of Normal Time: Effect on Institutional Graduation Rates. <http://nces.ed.gov/pubinfo/2011221.pdf>

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*** There was no match for these students in NSC's file. Students may have entered into the workforce or military or, in some limited instances, postsecondary institutions not covered by the NSC.

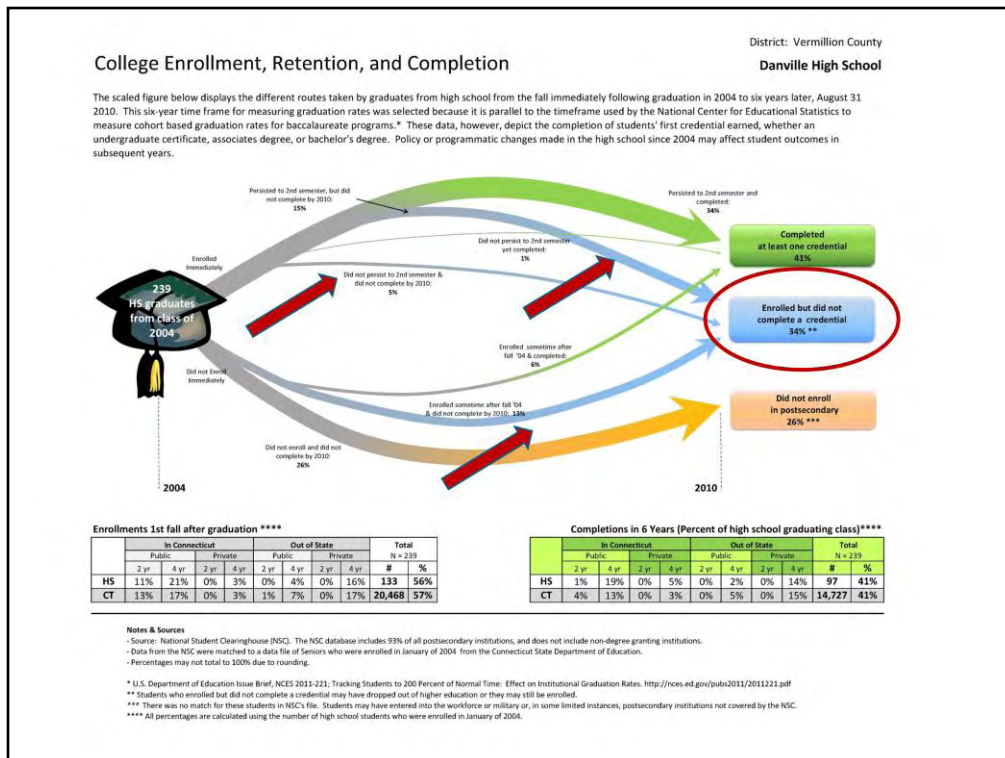
**** All percentages are calculated using the number of high school students who were enrolled in January of 2004.

Students who continued on into a second year and completed a credential within 6 years are represented by the top arrow and counted in the top green box at the right.



Also counted in the top box, are

- completions from students who enrolled immediately after HS, didn't persist to the 2nd semester, yet re-enrolled at a later date and completed
- as well as students who enrolled at some point after the fall of 2004 and completed a credential by 2010.

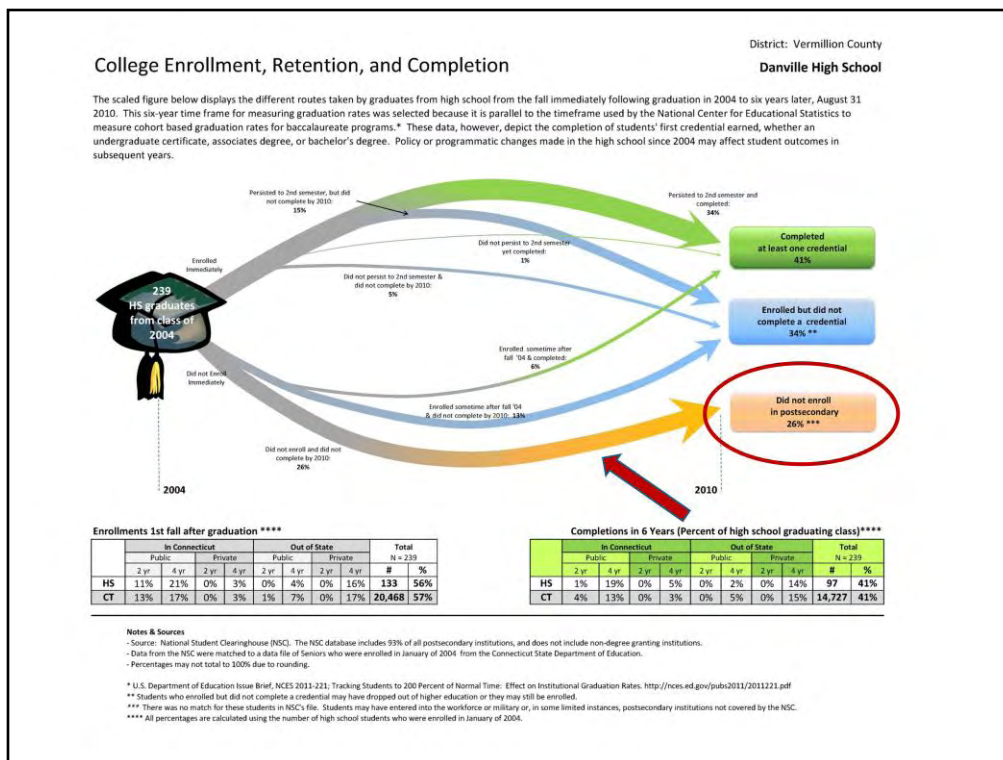


The second group of students represented by the blue box in the middle shows the percentage of students who enrolled in a post-secondary institution at some point, but did not complete.

- They might have enrolled immediately after graduation, but didn't persist to the second semester
- They might have persisted to the second semester and dropped out later
- They also might have enrolled later than the fall immediately after HS graduation

In each case, the students represented by the blue lines enrolled in a postsecondary institution but did not complete a credential.

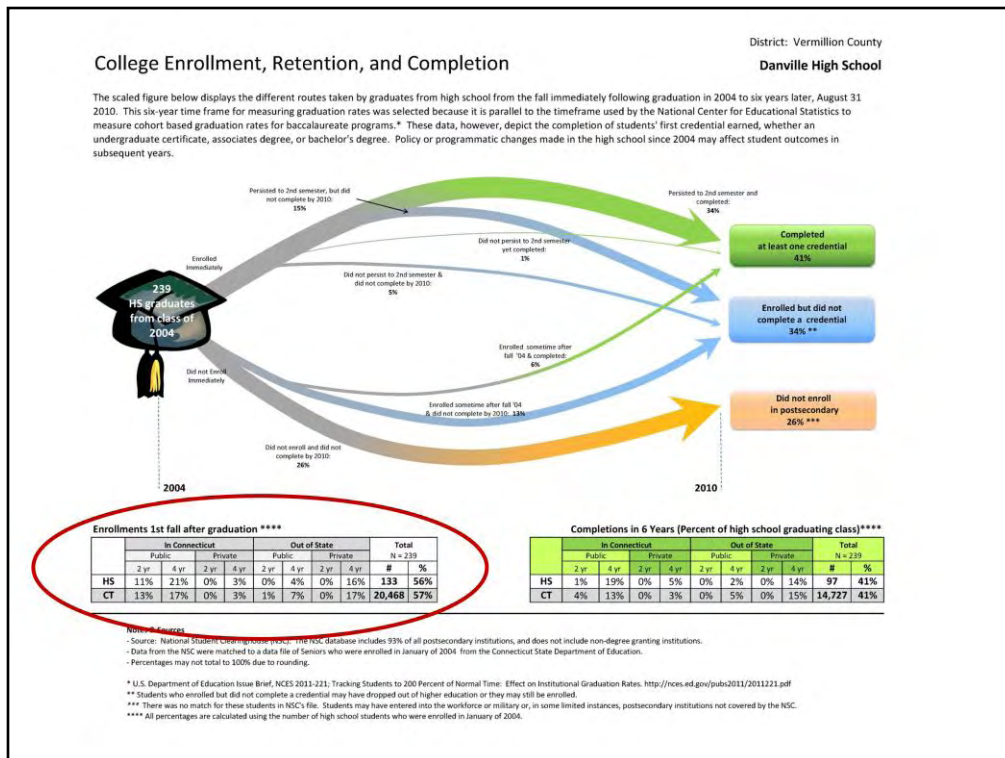
******It is important to note that some of these students may still be enrolled and working towards completion.



The third group is represented by the orange box at the bottom and its corresponding orange arrow which both show the percentage of students who did not enroll in any post-secondary institution between 2004 and 2010.

To be more exact, this third grouping in orange reflects the HS seniors for whom there was no match in the NSC database. Students may have entered into the workforce or military or in some limited instances, into a postsecondary institution not covered by the NSC.

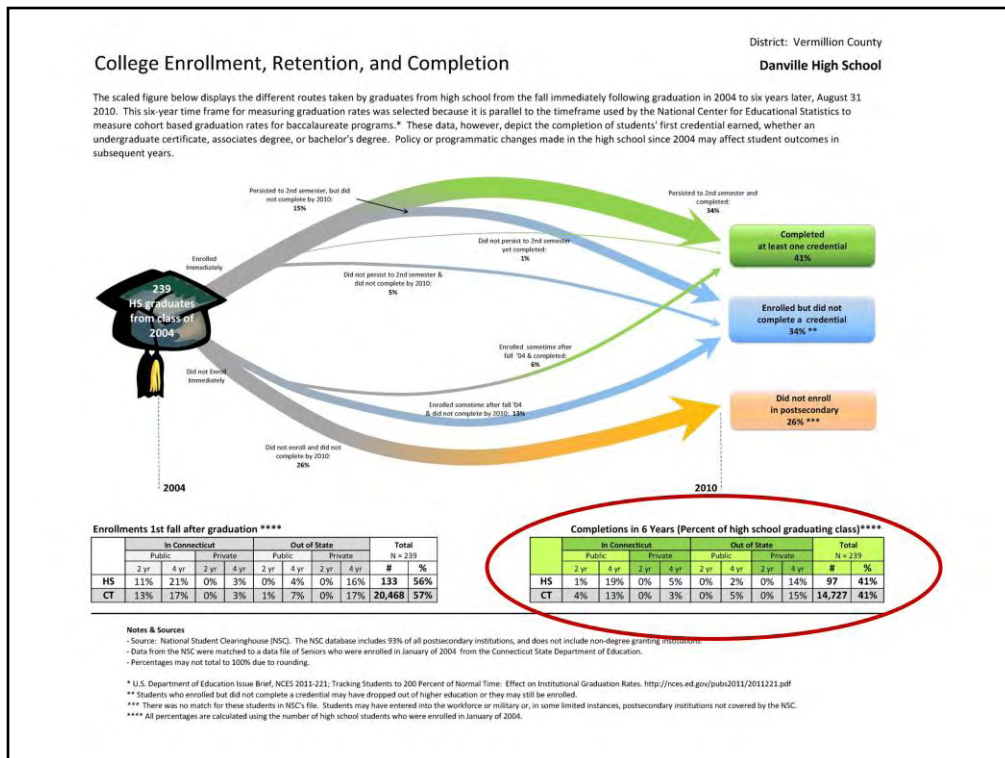
Questions about the pathway diagram?



Let's turn our attention to the tables at the bottom of the page.

The left-hand side pertains to students who 'enrolled in the first fall immediately after graduation'

- In this example, 133 students out of 239 students (or 56%) enrolled somewhere. The majority enrolled in a public institution in CT.
- The denominator = the number of students who graduated in 2004 from the given high school



The right-hand side pertains to WHERE students completed their first credential between 2004 and 2010.

- In this example, 97 students completed. The majority completed at a public institution in CT
- As a note, the completion data includes, Bachelors, Associates or certificates where institutions report them.

NOTE

It is important that you not try to calculate a graduation rate by dividing figures from these tables because they represent different groups of students. The enrollment figures represent students who enrolled in the first fall immediately after HS graduation, but the completion figures represent those who enrolled at any point between 2004 and 2010. So, at risk of being redundant, do not take the figure 97 and divide by 133 to find a 'completion rate' of 72%. That would be a miscalculation because 133 does not include students who entered post-secondary later than the fall immediately following their HS graduation.

Questions?

Remedial & Developmental Placement & Enrollment 2010

Remedial and Developmental Placement/Enrollment 2010

Students who need to take even one developmental course in college are less likely to earn a degree than their counterparts who do not need remediation.

Figures below represent only those students who attended a Connecticut Community College or State University immediately following graduation from high school in Spring 2010. Reliable information about students who required remedial or developmental coursework at other institutions is not currently available.

Connecticut State Universities

High School Graduates*	Total Students Enrolled	College Freshmen	Remedial/Developmental English	Developmental Math	Remedial/Developmental English	Developmental Math	Remedial/Developmental English or Math	Enrollment Rate (%)
201	66	32	0	7	0	7	14	12

Total = 34

Connecticut Community Colleges

High School Graduates*	Total Students Enrolled	College Freshmen	Remedial/Developmental English	Developmental Math	Remedial/Developmental English or Math	Enrollment Rate (%)
276	53	5	0	22	5	27

Total = 61

Notes & Sources

* Source: Connecticut Community Colleges & Connecticut State Universities (2012).
 * Remedial and Developmental Data were suppressed if the total number of students enrolled per system was less than 50. This total number of high school graduates was suppressed if less than 5.

Enrollment who is assessed: For Connecticut Community Colleges, these data show the number of students who were **assessed** for developmental coursework. The requirements for developmental coursework is determined primarily by the students' scores on the Accuplacer Placement Exam. For Connecticut State Universities, these data show the number of students who were **assessed** for remedial or developmental math or English course in their first fall of enrollment. The University of Connecticut does not offer remedial or developmental courses but may address skill deficiencies in other ways, and therefore is not represented here.

Enrolling Remedial & Developmental: At the Connecticut Community Colleges, "developmental" is used to describe courses that carry no college credit and are designed to increase students' basic skills so that they can be successful in courses that carry college credit. At Connecticut State Universities (CSUs), "remedial" courses carry no college credit and are designed to prepare students for college-level work. "Developmental" courses carry college credit only in exceptional cases. They do not count toward general education in any major and are a pre-requisite that students must complete prior to starting general education coursework in high-level English. CSU students in remedial courses have a higher degree of need for aid (compared to those students in developmental courses).

* Source: State Department of Education (SDE/DAE).
 * Exempted information includes students who did not take or complete their Accuplacer Placement Examination for math and English, or for whom exemption information was not entered into the data system.

- * Some students are not ready for college level courses in math and English when they enter college.
- * Students who need to take even one developmental course in college are less likely to earn a degree than their counterparts who do not need remediation.

?	Connecticut Community Colleges	Connecticut State Universities
What is the difference between terms?	Developmental = no college credit	Developmental = college credit as an elective Remedial = no college credit (greater level of need)
When are students counted as needing remedial or developmental course?	Students are counted if they were recommended to take a class based upon the results of the Accuplacer placement test.	Students are counted if they were enrolled in a remedial or developmental course in the first fall.

Next let's look at the terms being used by colleges and universities and how students were identified for this analysis and the terms used by the colleges and the universities.

❖ What is the difference between the words 'remedial' & 'developmental'

CC The CT Community Colleges use the term 'developmental' to refer to a math or English course which is a prerequisite for students taking college level math or English courses.
These courses do not count towards a degree or certificate

CSU The CT State Universities use 2 terms.

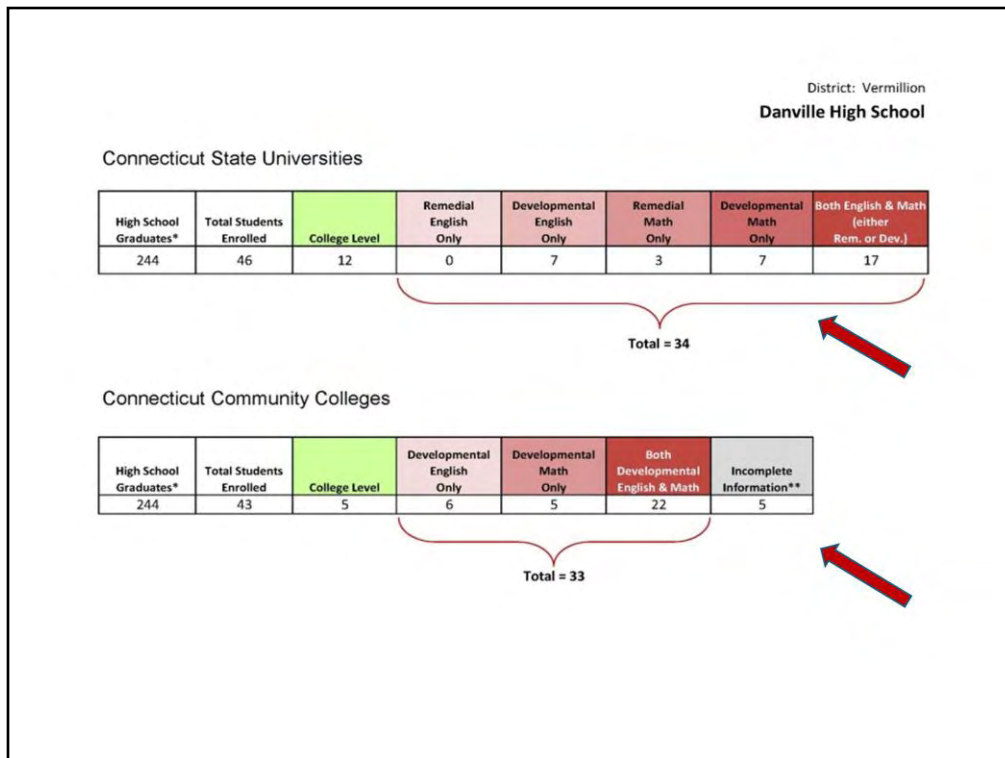
- 'Remedial' at a CSU refers to a math or English course which also a prerequisite for students taking college level math or English courses, and which do not count towards a degree or certificate – similar to the Community Colleges term 'Developmental'
- A 'Developmental' course at a CSU refers to a math or English course which is a prerequisite for students to take college level math or English. Credits for a developmental course at a CSU can be counted as an elective.

❖ How were students identified and counted for this analysis?

CC Students were counted if they were recommended to take a developmental math or English course (or both) based upon their college placement exam scores (using The Accuplacer) at any of the 12 colleges.

CSU Students were counted if they were enrolled in either a developmental or remedial math or English course (or both) at any of the 4 universities. (enrollment based upon SAT scores)
(Share only if someone asks: math = 550 or above, English = varies, but around 450)

The bottom line is this: students who were enrolled or placed in English or math or both were not completely ready for college level courses at these institutions.



This slide focuses on the top portion of the page with remedial/developmental information that you received – merely so that we can see it better.

- Data were suppressed for a high school if the number of students attending either system was less than 10.
- Data were also suppressed for a high school if the total number of high school graduates was less than 6.

The top table shows how many students were enrolled in the different levels of remedial and developmental English, math or both → at a CT State University.

For this school out of a class of 244, 46 students enrolled directly into a CT state university. Of those 46, 34 were taking one form or another of rem/dev education. 17 needed a class in both English and math.

Similarly, the lower table shows the number of students who were placed into a developmental English or math class or both → at a CT Community College.

For this school, a similar number of students, 43, were placed into a developmental English or math class at a community college. 22 needed a class in both English and math.

Questions?

Questions?

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P-20 Council

<http://www.ctregents.org/policy/p20>