





# Regulatory Actions That May Impact Graduation Rates for 2016 Cohort

## Background

Generally, to earn a NYS high school diploma (Regents or Local), a student must:

- pass 4 Regents Exams and
- choose a graduation pathway, which may include a 5th Regents Exam.

## Regents Actions

- Cancelled June and August 2020 Regents Exams
- Certain students exempted from Regents Exam requirements

# Potential Effects of Regulatory Actions on Graduation Rates for 2016 Cohort

**Regulations exempted the Regents Exam requirement for:**

- Students who successfully completed courses leading to required Regents examinations.
  - € Includes students who previously did not pass a Regents Exam and were preparing to retake the exam in June or August 2020
- Students with a disability who otherwise may have earned a local diploma through a Superintendent's Determination but met criteria for an exemption.
- Students who sought appeals to graduate with a lower score on a Regents Exam leading to a diploma.

**Regents Exam exemptions were a factor in the increase in the 2016 Cohort graduation rate over last year; however, we cannot say to what extent.**

- 2020 exemptions will affect future Cohorts of students as well
- The Department is reviewing the data to determine full effects

# **Graduation Rate Highlights – 2016 Cohort**

- **2016 Cohort graduation rates increased from 83.4% to 84.8% over last year**
- **Continues the upward trend and is 8.0 percentage points higher than it was for the 2007 cohort (76.8%)**
- **Graduation rates increased most in Large City High Needs schools by 5.0 percentage points from last year**
- **Achievement gaps narrowing among Black and Hispanic students to 12.8% and 14.1% respectively, a decrease of 4.5 and 4.4 percentage points since 2013 cohort, and 11.0 and 9.8 percentage points respectively since 2007 cohort**
- **Current ELLs and Students with Disabilities went up 7.1 percentage points and 1.6 percentage points respectively over last year**
- **More work remains to be done to further close achievement gaps by focusing on educational equity for all students**

# 2016 Cohort 4-Year Statewide Outcomes through June and August

2016 Cohort Size: 208,449 students 2015 Cohort Size: 207,826 students 2014 Cohort Size: 210,602 students		June	August
<b>Diploma Earned</b>	Regents Diploma	42.3%	43.4%
	Regents Diploma with Advanced Designation	38.6%	38.7%
	Local Diploma	2.7%	2.7%
	<b>Total Graduation Rate</b>	<b>83.6%</b>	<b>84.8%</b>
<b>Non-Diploma Credentials</b>	Career Development & Occupational Studies (not pathway)	0.3%	0.3%
	Skills and Achievement	0.2%	0.C /P <

- 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%.

# 2016 Cohort Sizes at the Big 5 City School Districts

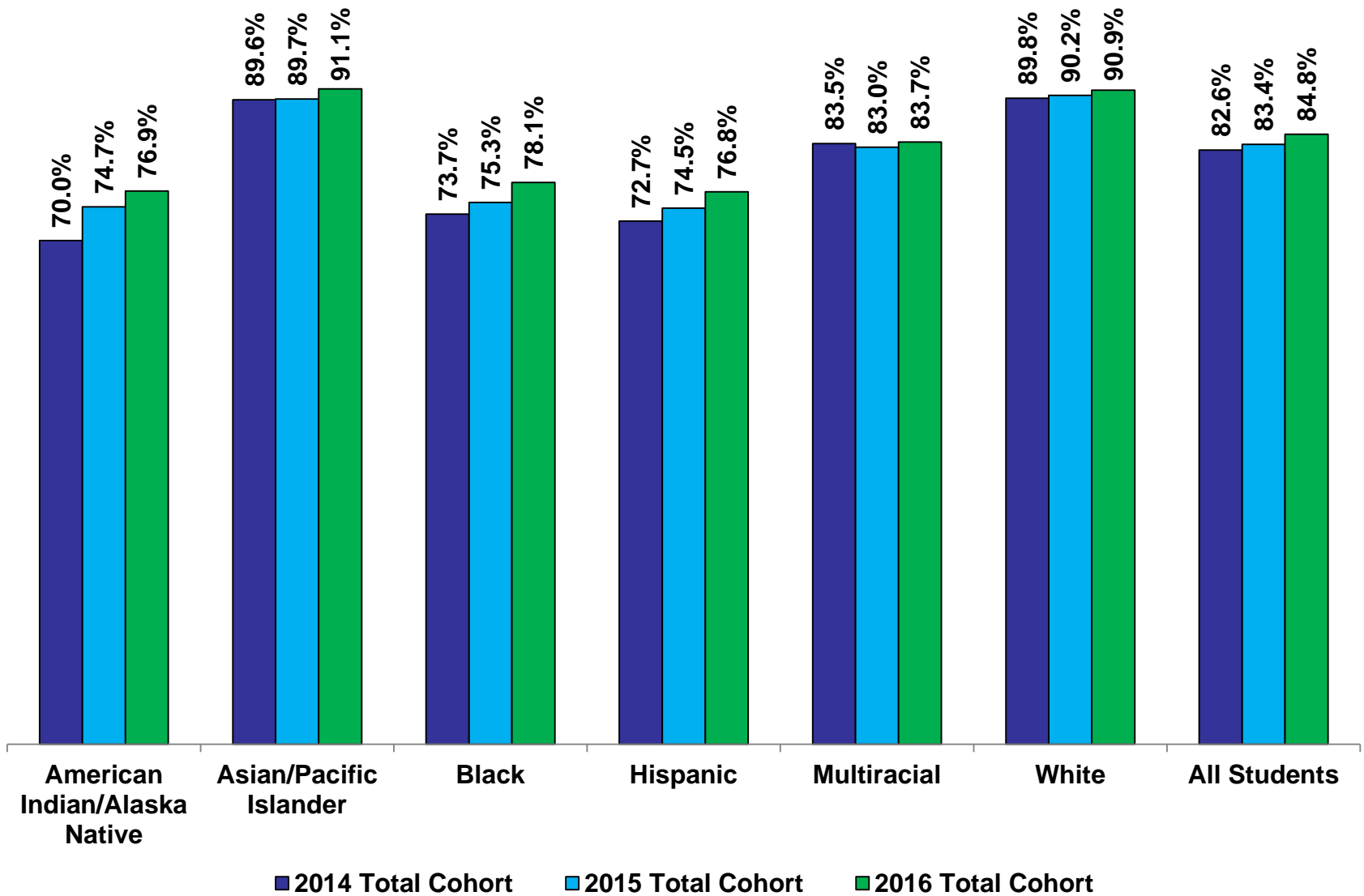
	All Students	English Language Learners	Students with Disabilities	Economically Disadvantaged
Statewide	208,449	12,910	35,227	110,202
NYC DOE	74,523	7,430	14,593	54,497
Buffalo CSD	2,477	268	477	1,775
Rochester				







## 2014, 2015 and 2016 4-Year Graduation Rates by Race/Ethnicity – August

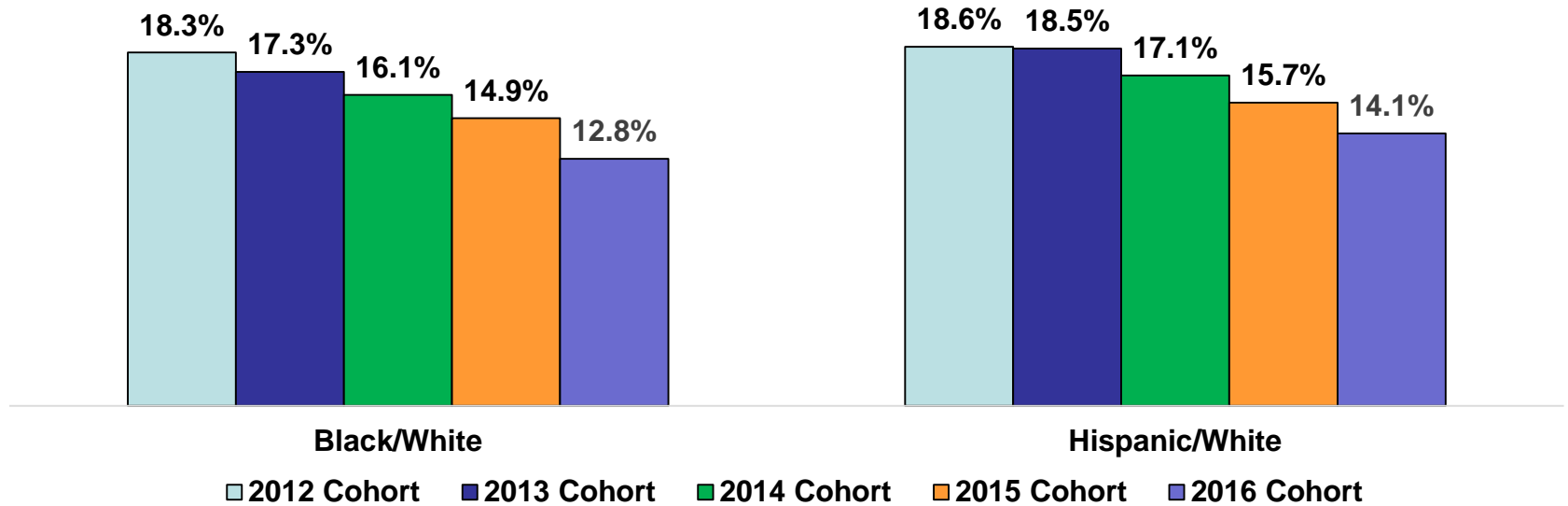


# Statewide, the graduation rate achievement gap by racial/ethnic group persists, particularly for the Advanced Designation Diploma

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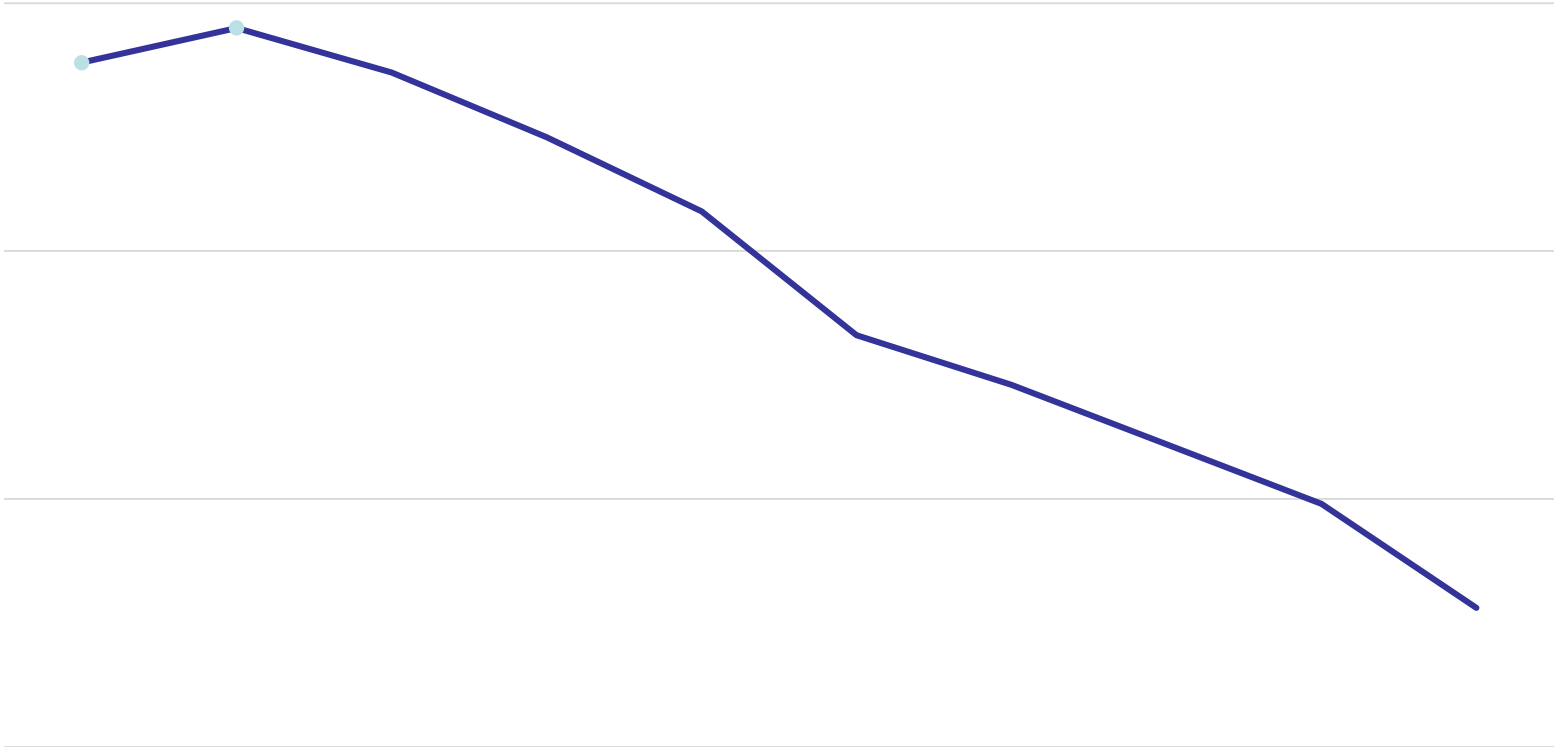
# Closing Achievement Gaps

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



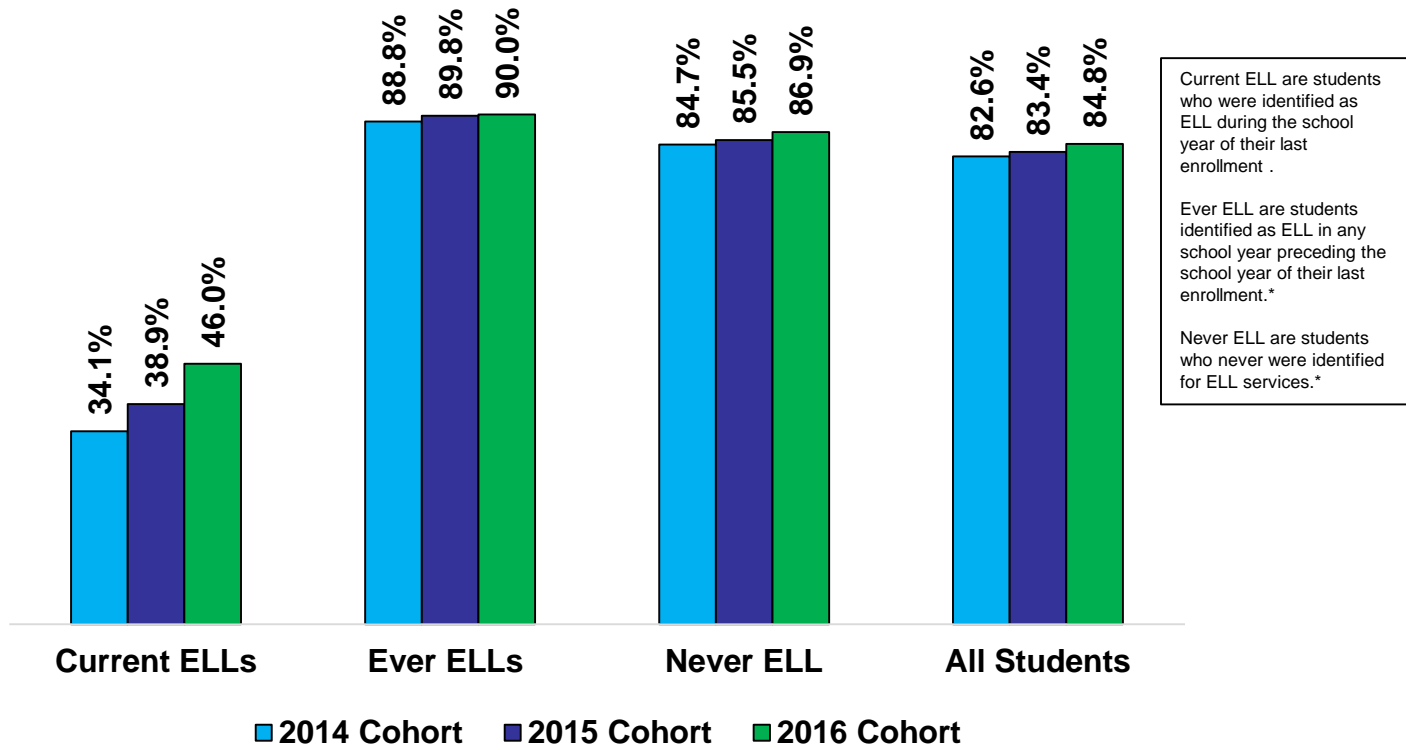
# 10-Year Achievement Gaps by Cohort

Difference in Graduation Rate between Black and Hispanic students compared to White students, August Outcomes



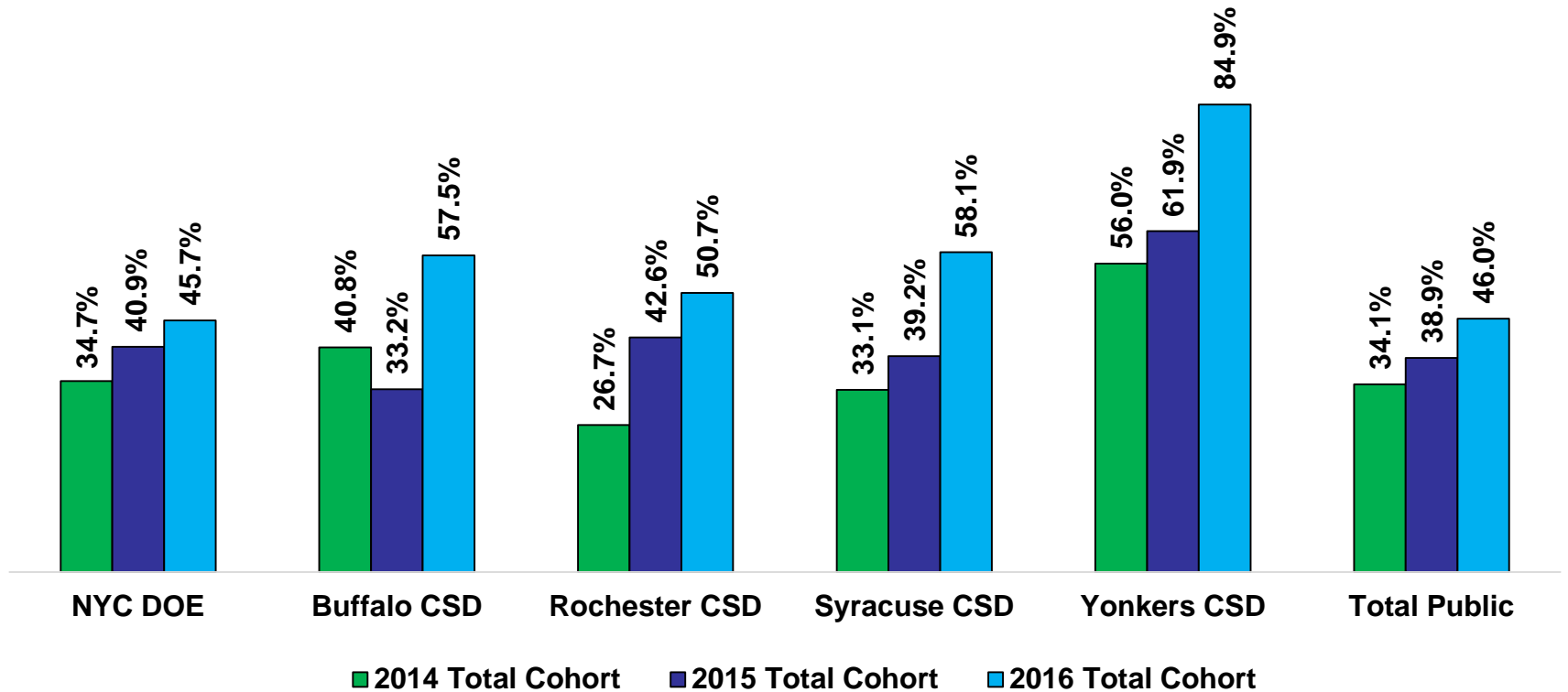


# English Language Learner Graduation Rates



\* Data are available for the 2005-06 to 2019-20 school years only. Therefore, students who received ELL services prior to 2005-06 are not identified as Ever ELL.

# English Language Learners: Big 5 2014, 2015 and 2016 Total Cohort, Graduation Rate after 4 years – August



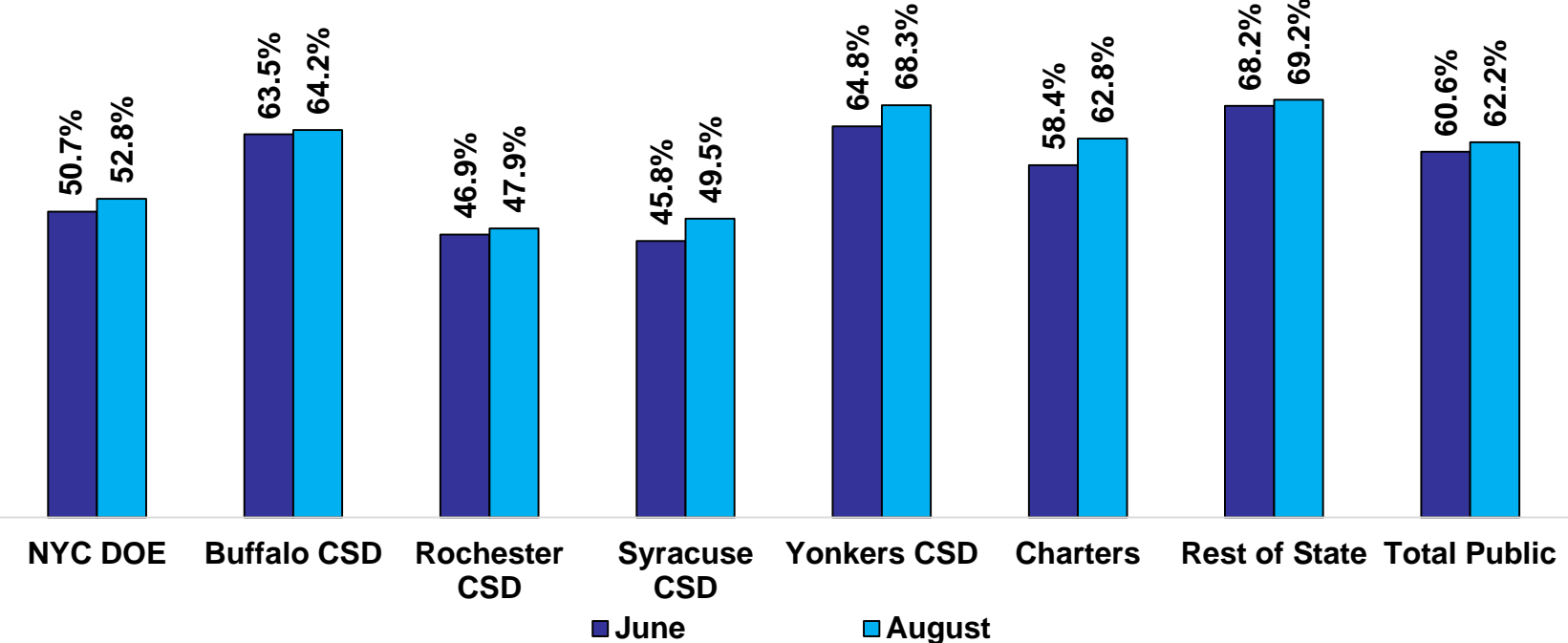
Given the relatively small size of this subgroup in these districts, with the exception of NYC, there will be greater







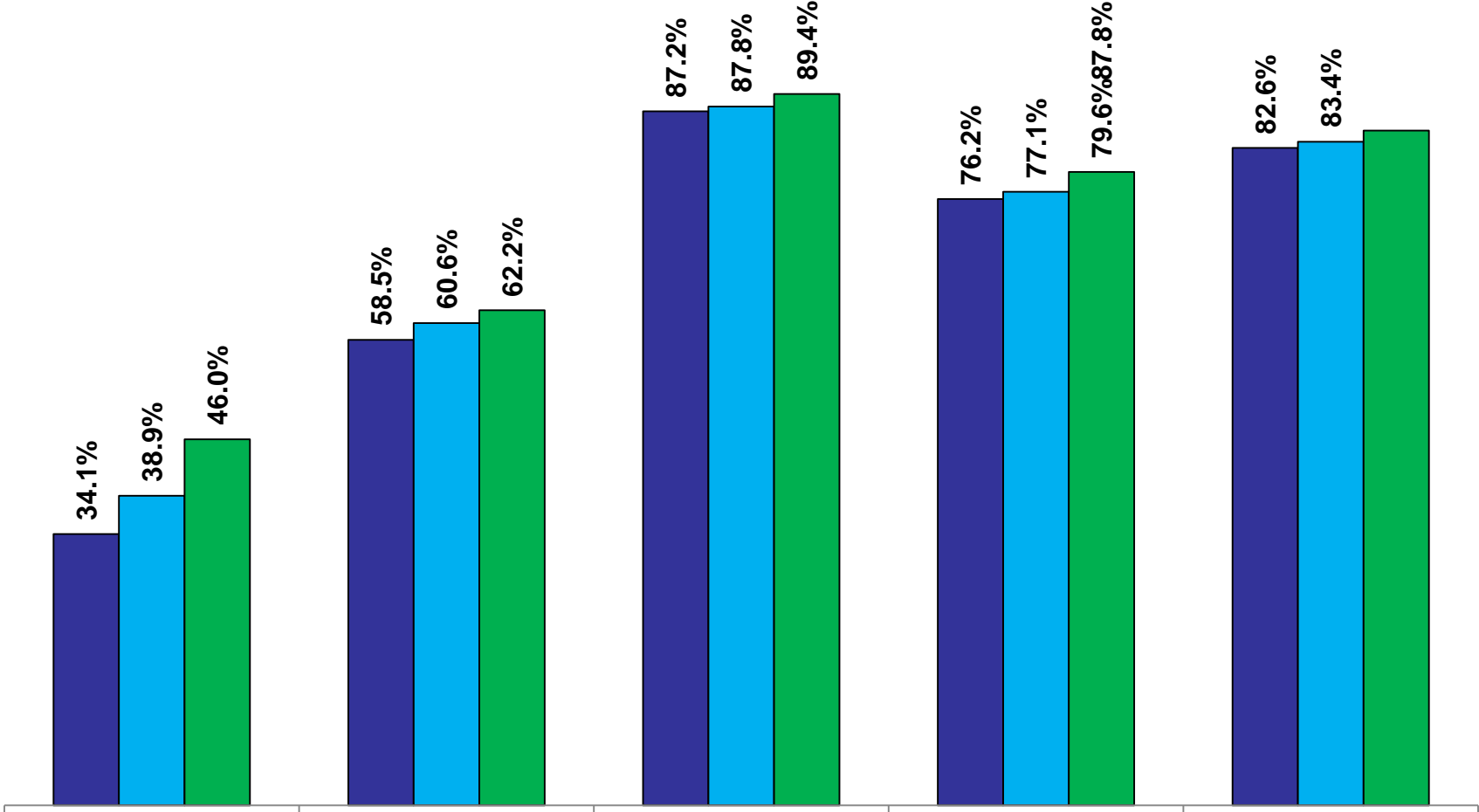
# Current Students with Disabilities: 2016 Total Cohort, June and August Graduates after 4 Years



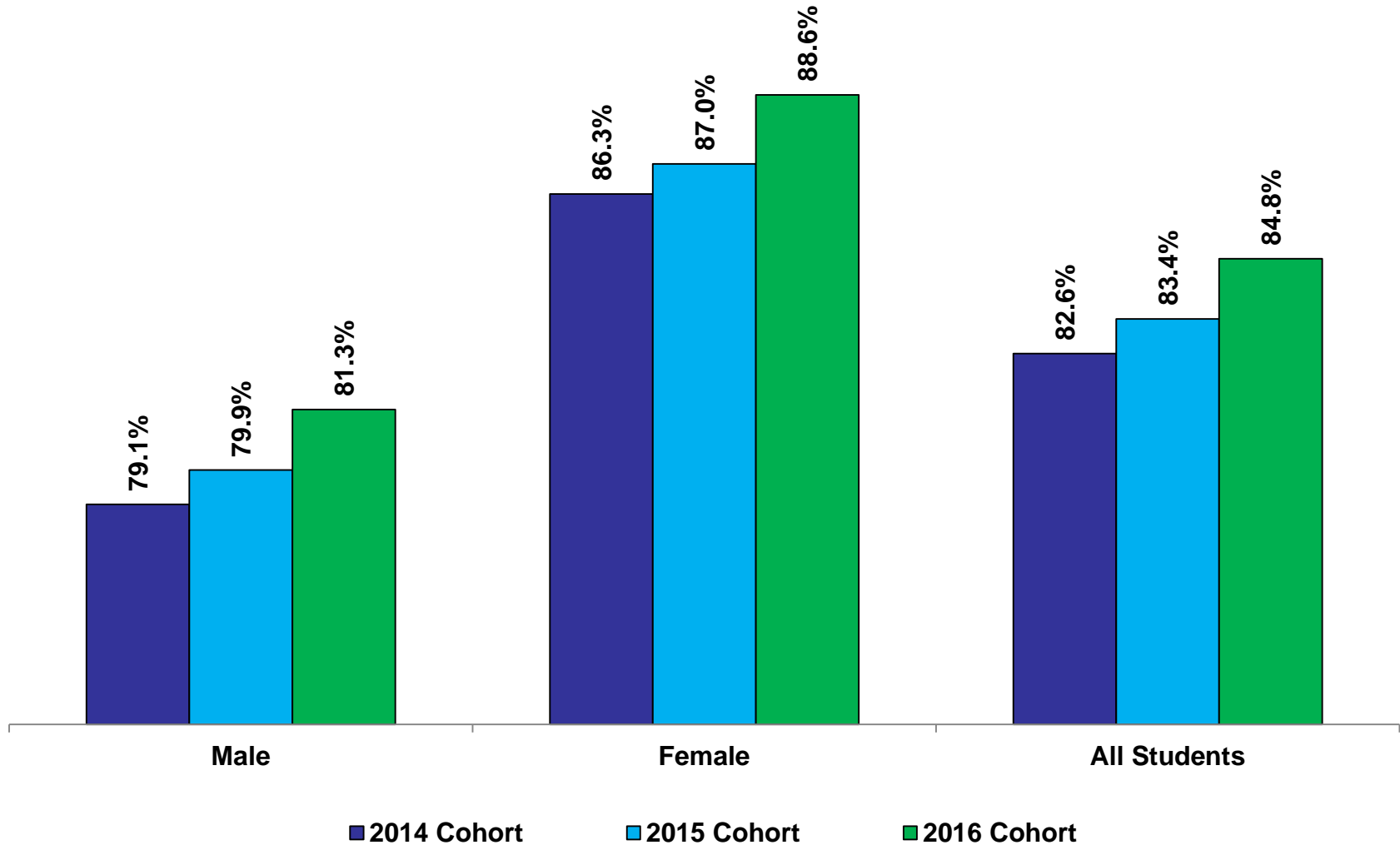
Rest of State excludes NYC and Charters



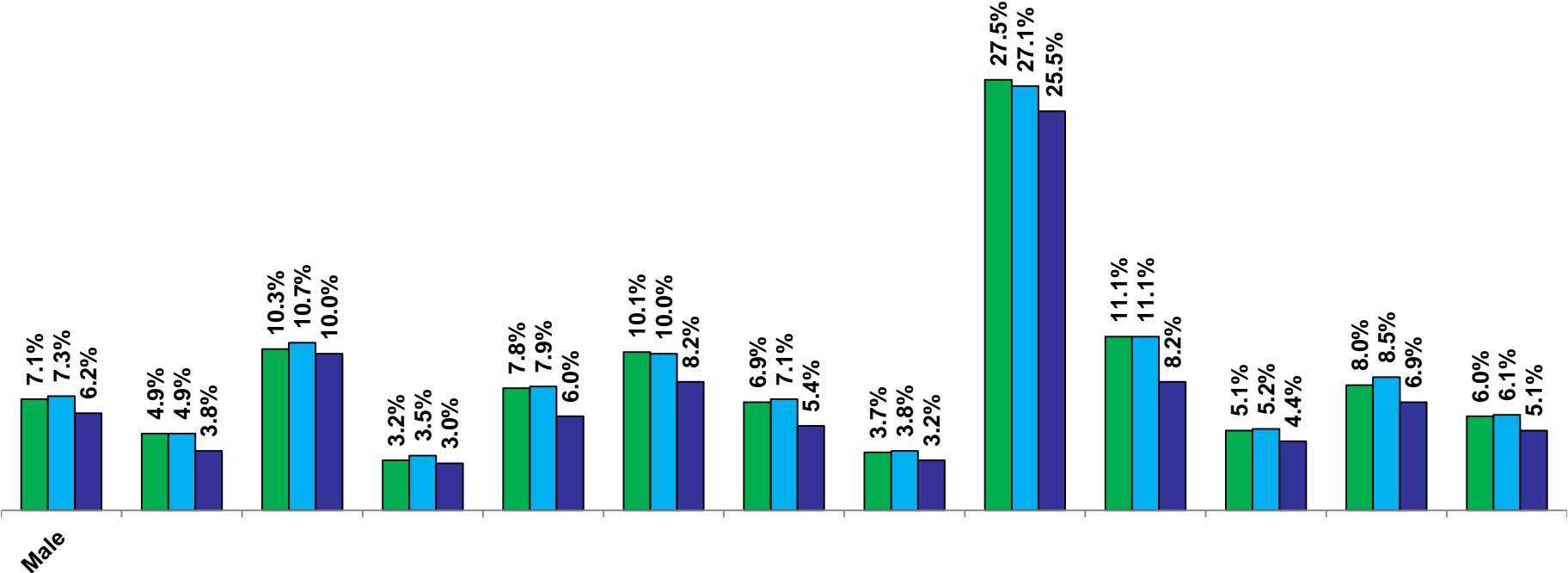
# 2014, 2015 and 2016 4-Year Graduation Rates by Subgroup – August



# 2014, 2015 and 2016 4-Year Graduation Rates by Gender – August

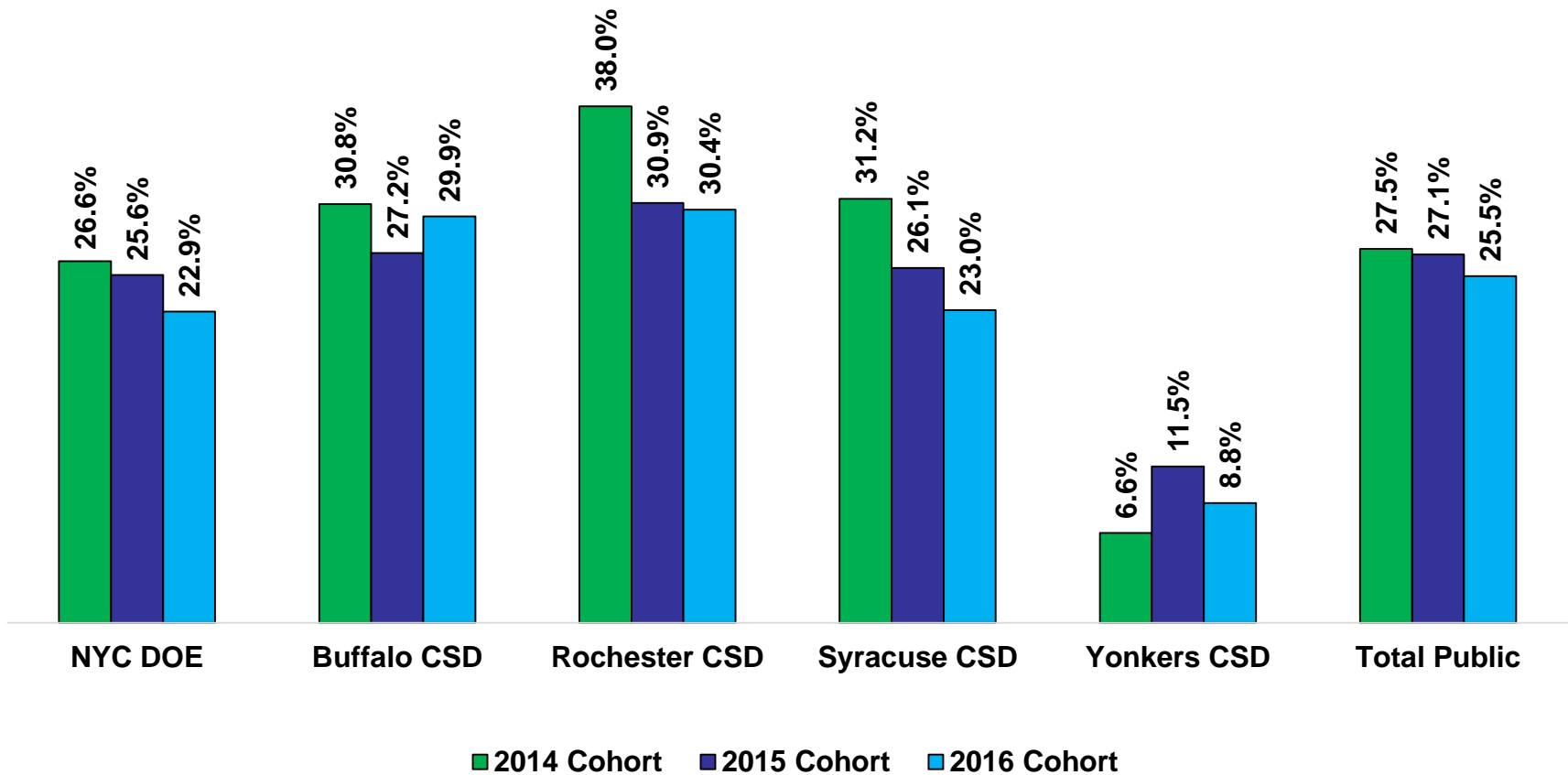


# Dropout Rates after 4 Years by Subgroup, as of August



# Current English Language Learners: Big 5 2014, 2015 and 2016

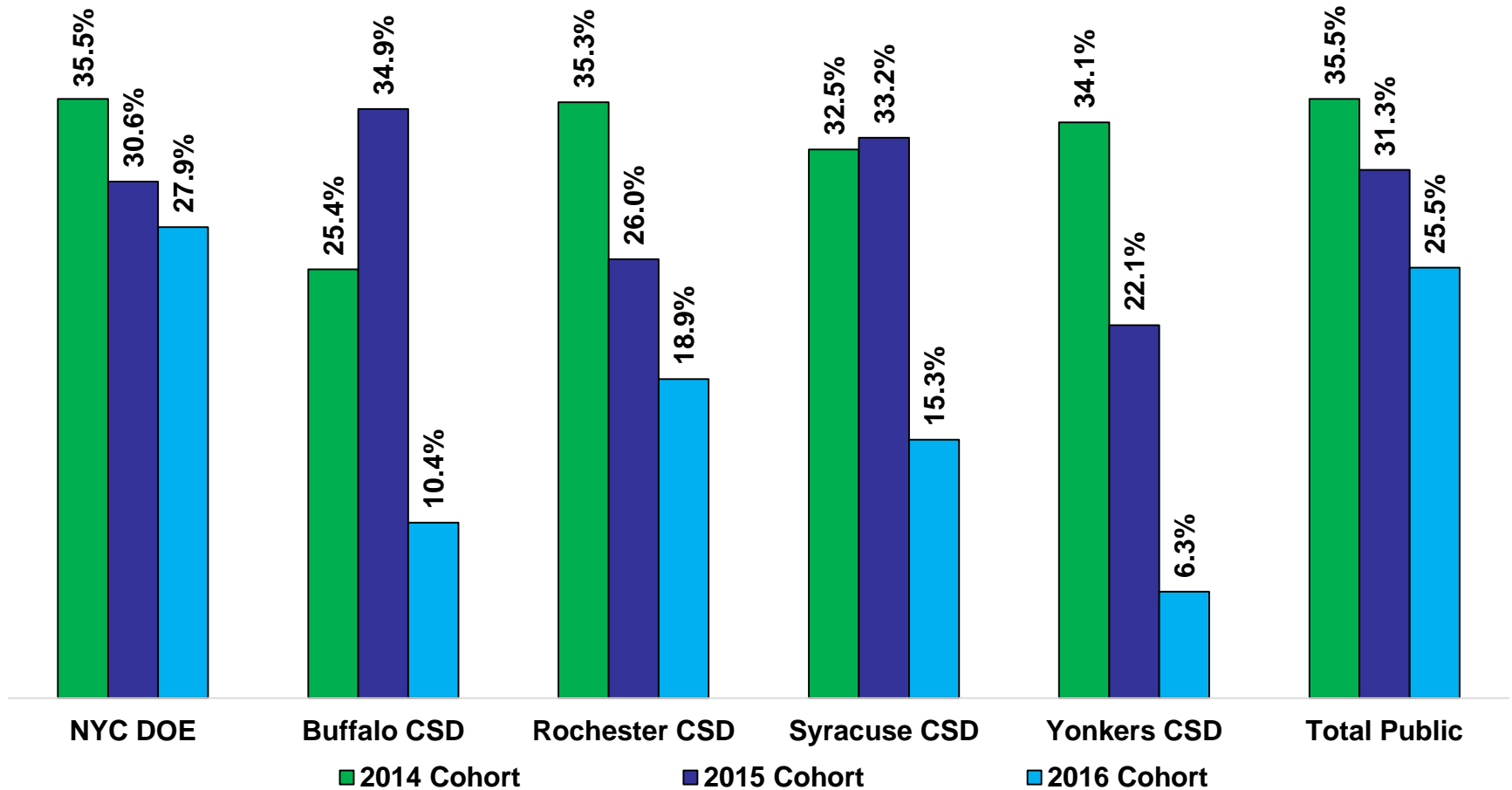
## Total Cohort, Dropout Rate after 4 years – August



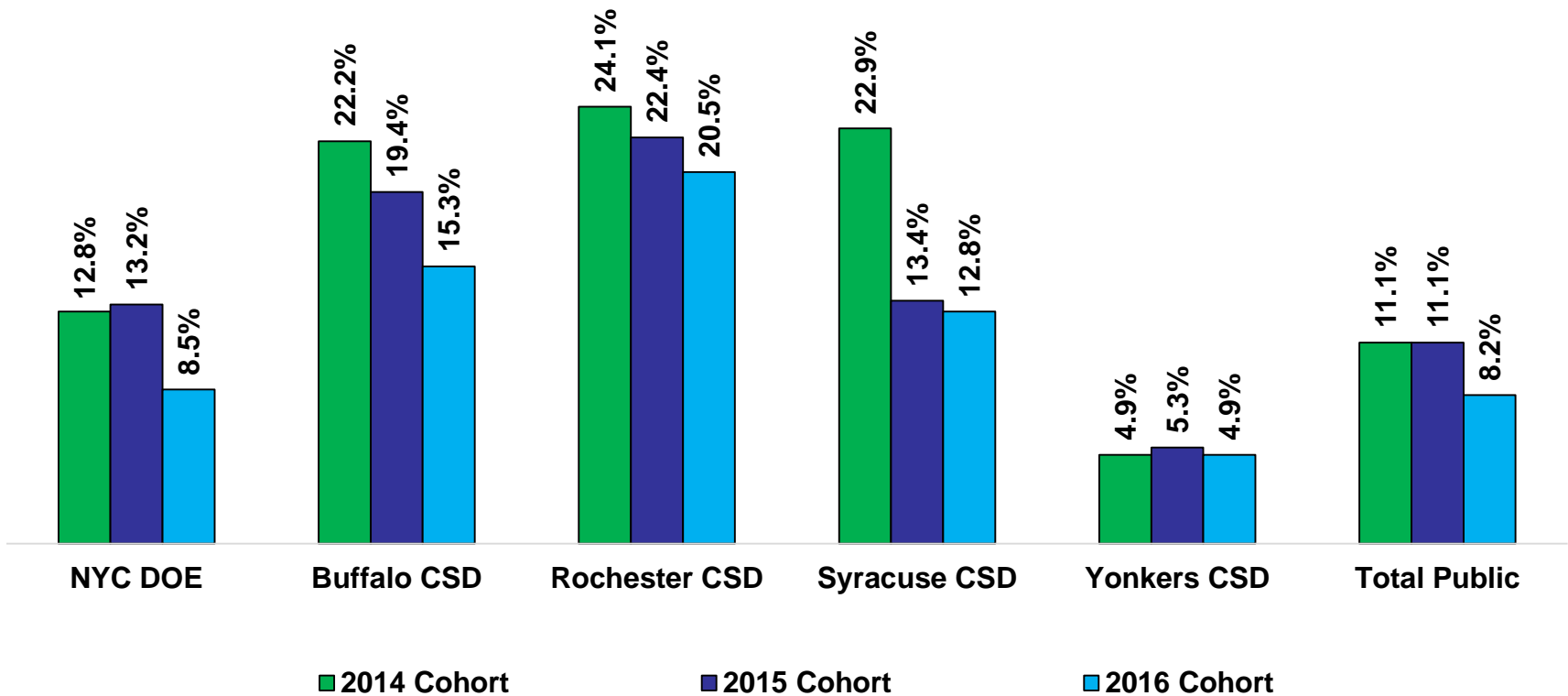


# Current English Language Learners: Big 5 2014, 2015 and 2016

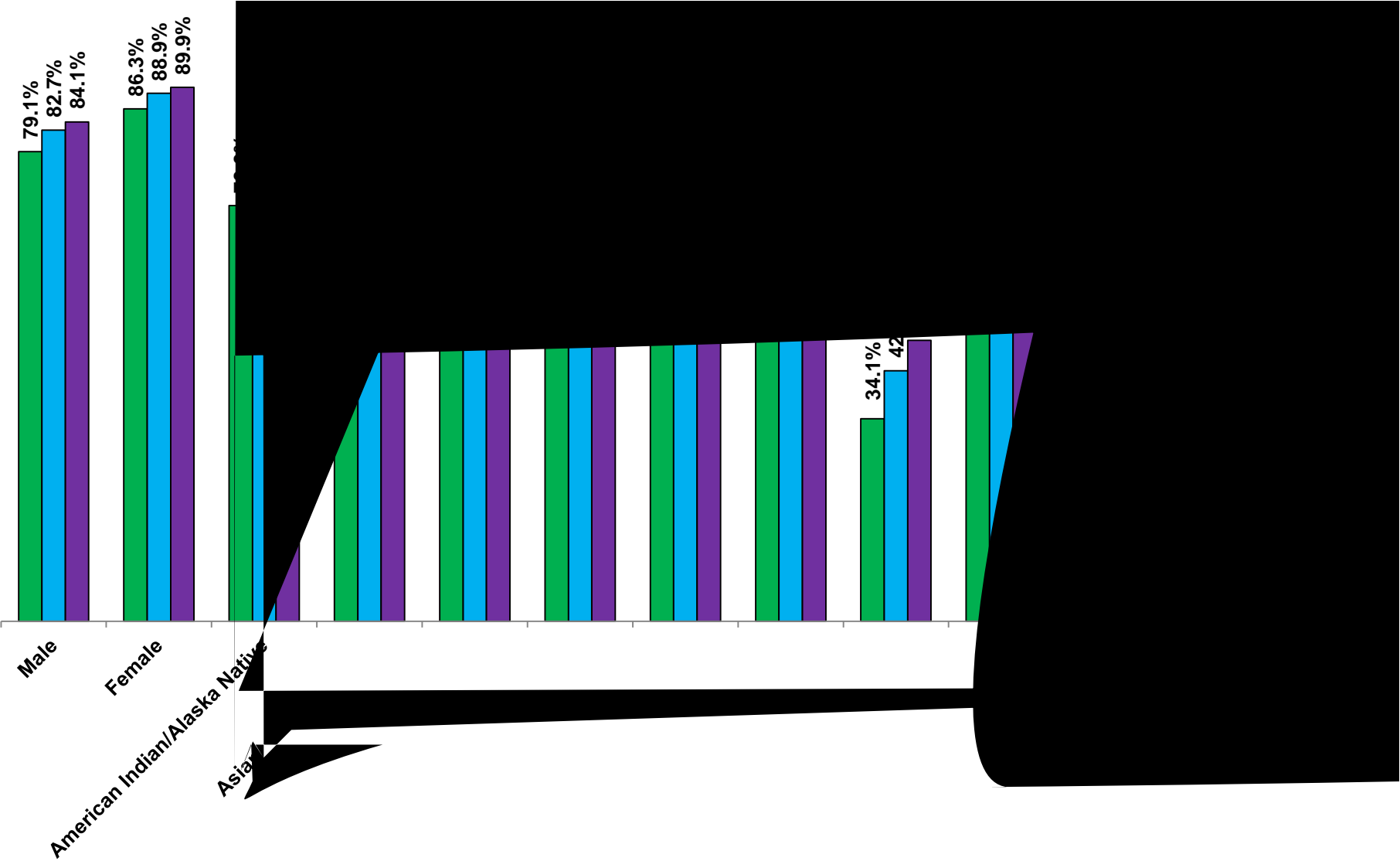
## Total Cohort, Still Enrolled after 4 years – August



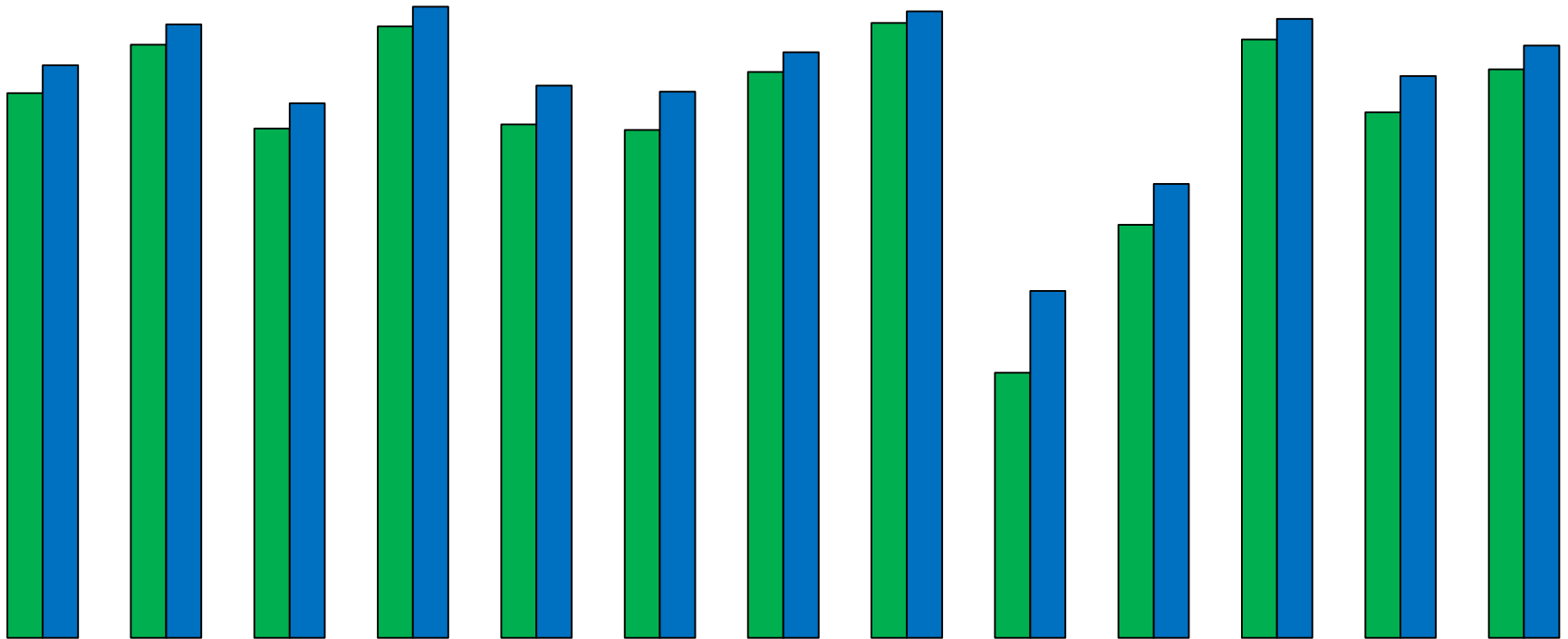
# Students with Disabilities: Big 5 2014, 2015 and 2016 Total Cohort, Dropout Rate after 4 years – August



# 2014 Cohort Graduation Rate after 4, 5 and 6 Years August by Subgroup

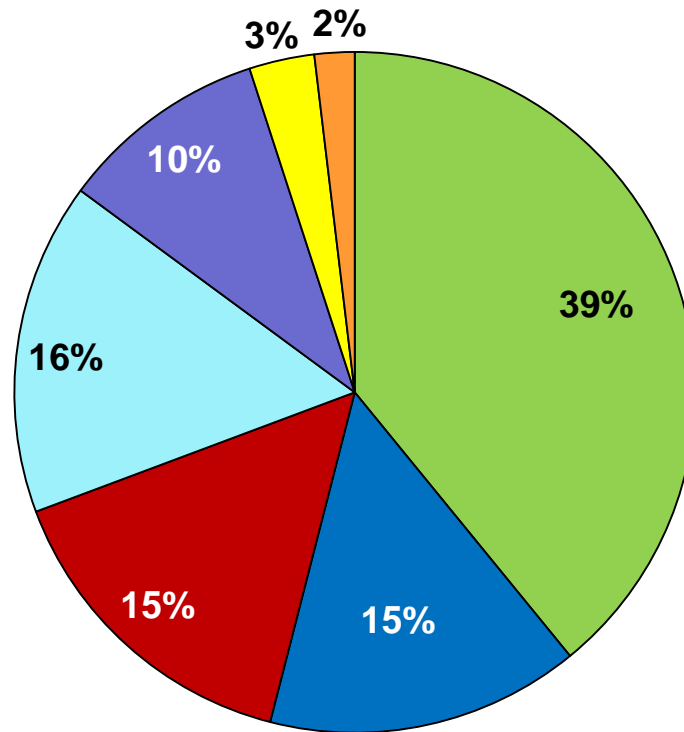


# 2015 Cohort Graduation Rate after 4 and 5 Years August by Subgroup



# Graduation Pathways – 2016 Cohort, August Graduates after 4 years Statewide

Districts Reported 11,173 Students Earned a Diploma Through a New Pathway;  
Decrease of 15 Percent From Last Year



# Conclusion

- **2020 was a year like no other with unprecedented effects on P-12 instruction.**
  - € **Schools forced to transform in-person instruction to all remote learning almost overnight with little preparation.**