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The Education Trust—New York

To and Through:

Setting Students Up for Postsecondary Success

Are New York high schools preparing graduates to persist in college?

STATEWIDE TAKEAWAYS



VISIT

edtrustny.org/ToAndThrough

to see college persistence and completion outcomes for each New York State high school's 2012, 2013, and 2014 graduates who immediately enroll in a New York college and participated in the Tuition Assistance Program

INTRODUCTION

The best measure of college readiness is whether students persist in college and ultimately complete a certificate or degree.

Yet across New York State, too many students — particularly those who graduate from high schools serving the greatest shares of students from low-income backgrounds — leave college without ever earning a diploma. And too often, students, parents, and educators are given little information about whether high schools are actually preparing students to succeed in college.

Using data from the New York State Higher Education Services Corporation (HESC) and the National Student Clearinghouse, Ed Trust–NY updated its online tool with recent data to provide clear and transparent information about college enrollment, persistence, and outcomes.

The online “to and through” tool is based on data for students who are estimated to 1) have graduated from New York State public high schools in 2012, 2013, and 2014; 2) enrolled the following fall in a New York college or university; and 3) 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.

The updated tool tracks each cohort of students through six years of postsecondary enrollment and measures whether they attain an associate and/or bachelor’s degree.

The analysis of the data reveals that while the rate of students earning an associate or bachelor’s degree within six years of starting college is up 9 percentage points — from 50% for the cohort that graduated from high school in 2012 to 59% for the cohort that graduated from high school 2014 — far too many students are leaving college without graduating.

The findings highlight the critical need to better support New Yorkers on the path to earning a college diploma, from high school through college completion.

In today’s high-skill economy and complex civic society, a college degree can be the key to higher income and a family-sustaining wage, especially for students from groups that have been historically underserved by the education system.

Higher education attainment will be particularly crucial as New York continues its economic recovery from the ongoing pandemic.

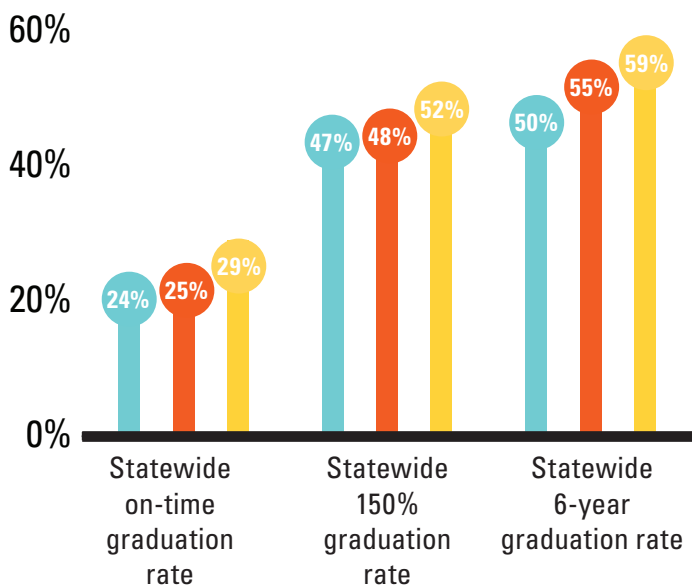
Following are four core findings of the analysis:

FINDING 1:

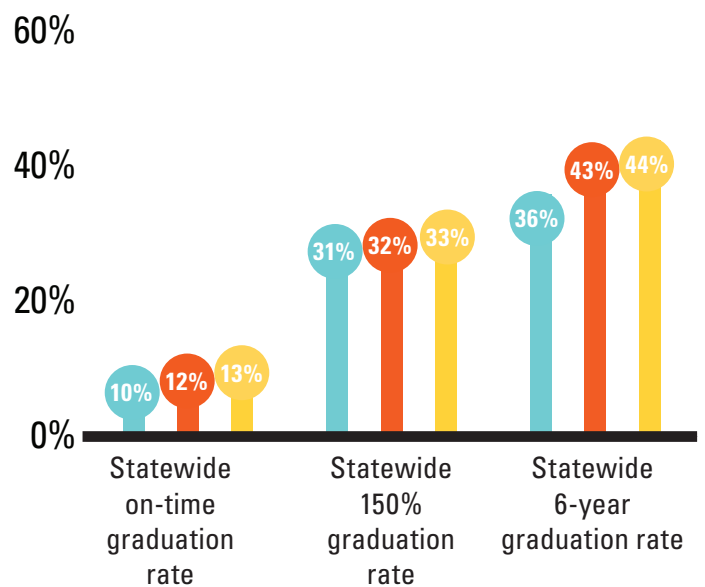
Graduation rates increased each year between the 2012, 2013, and 2014 cohorts for students who enrolled in both two- and four- year colleges.

2012 cohort 2013 cohort 2014 cohort

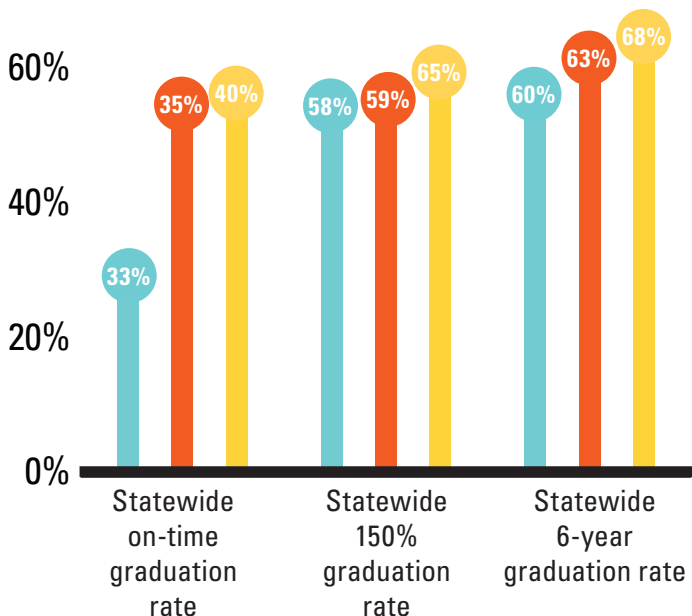
ALL INSTITUTIONS



2- YEAR INSTITUTIONS



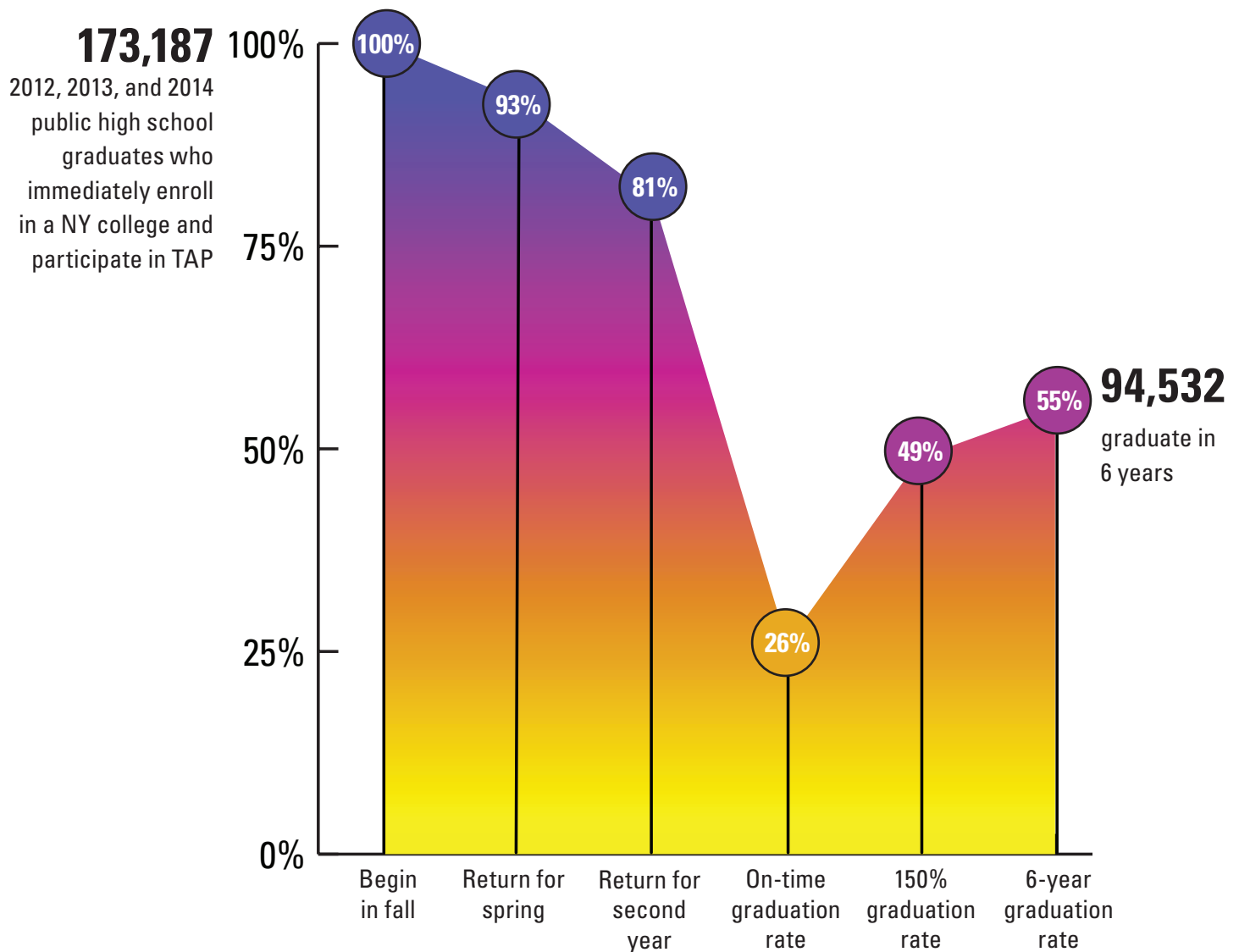
4-YEAR INSTITUTIONS



On-time and 150% graduation rates are calculated based on the type of degree earned. For associate degrees, on-time is defined as within 2 years and 150% is defined as within 3 years. For bachelor's degrees, on-time is defined as within 4 years and 150% is defined as within 6 years. See data note for more information.

FINDING 2:

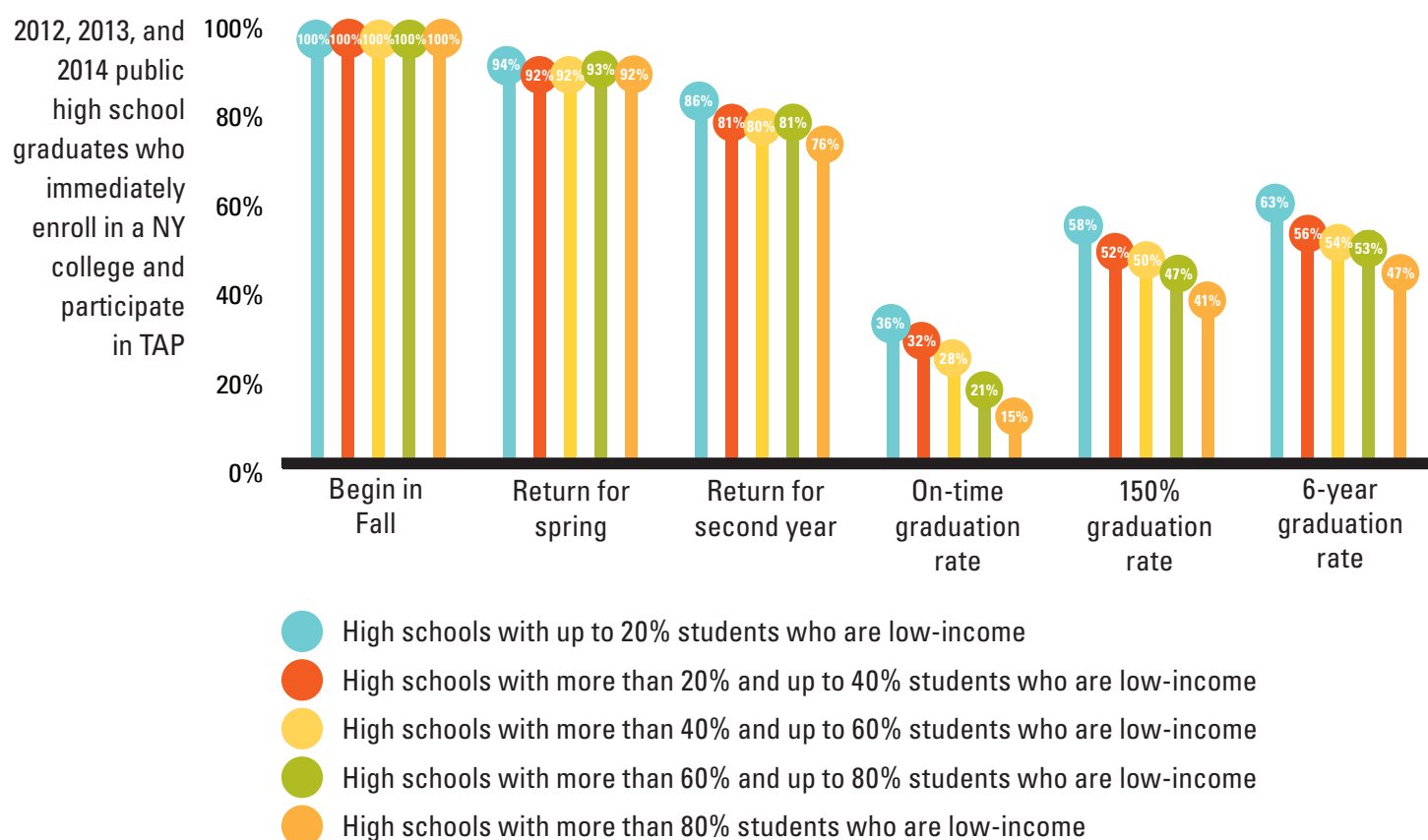
Among 2012, 2013, and 2014 high school graduates who participated in TAP, 26% completed a postsecondary degree on time and 55% completed a degree within six years.



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FINDING 3:

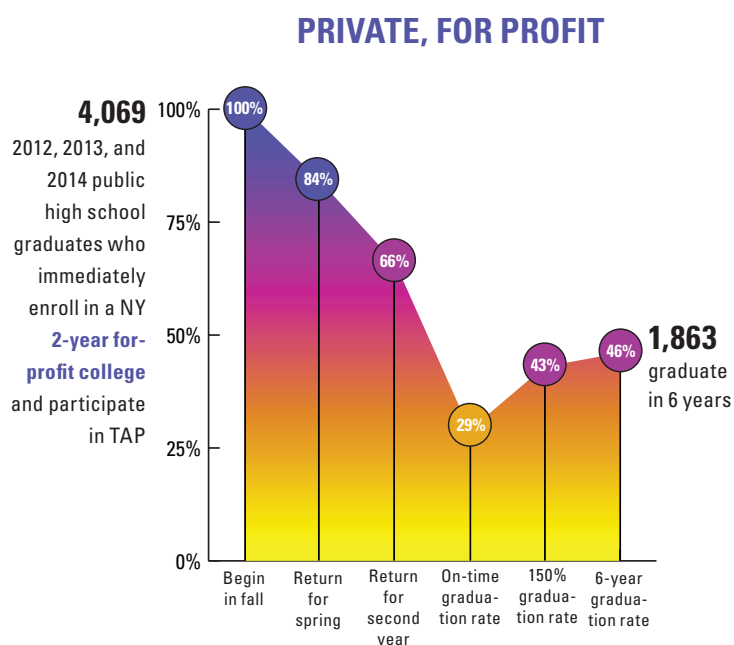
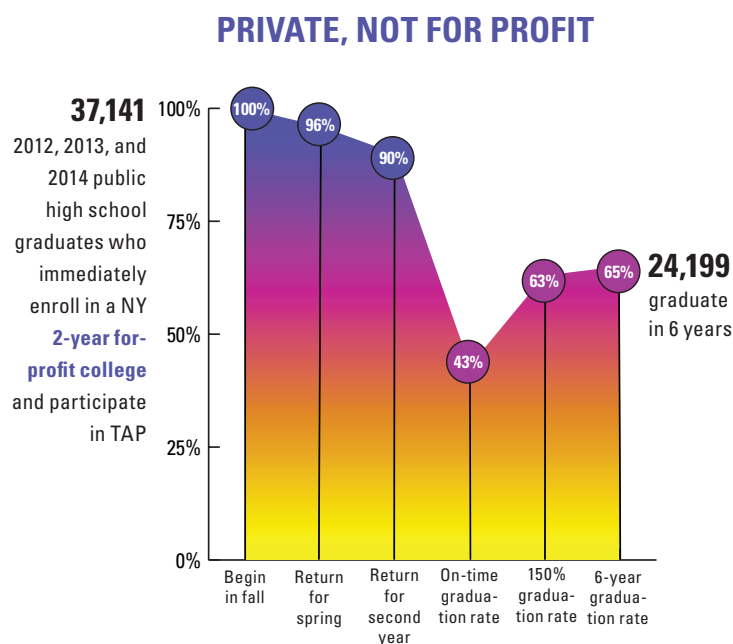
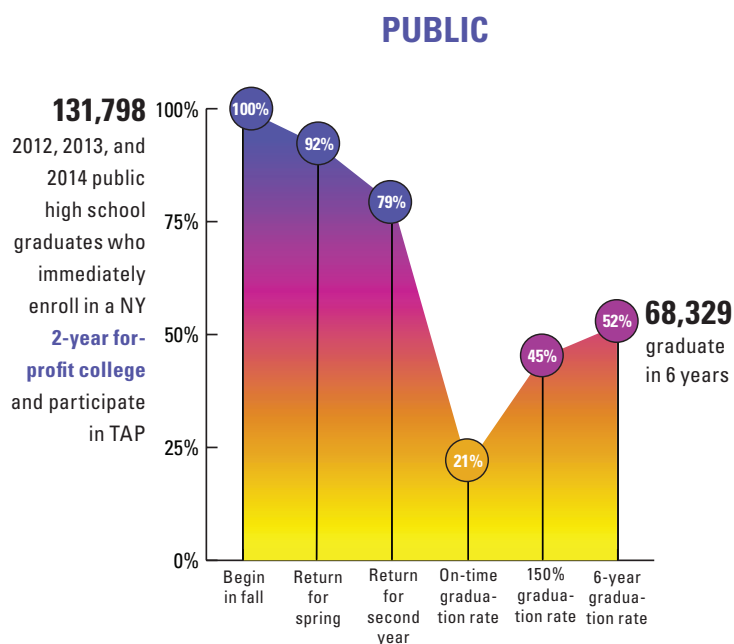
High schools that served larger shares of students from low-income backgrounds had lower on-time and eventual college completion rates than high schools that served smaller shares of students from low-income backgrounds.



On-time and 150% graduation rates are calculated based on the type of degree earned. For associate degrees, on-time is defined as within 2 years and 150% is defined as within 3 years. For bachelor's degrees, on-time is defined as within 4 years and 150% is defined as within 6 years. See data note for more information.

FINDING 4:

On-time and eventual college completion rates were lower at private, for-profit colleges than at public or independent colleges.



On-time and 150% graduation rates are calculated based on the type of degree earned. For associate degrees, on-time is defined as within 2 years and 150% is defined as within 3 years. For bachelor's degrees, on-time is defined as within 4 years and 150% is defined as within 6 years. See data note for more information.

Higher education attainment will be particularly crucial as New York continues its economic recovery from the ongoing pandemic.

RECOMMENDATIONS

1

Provide clear criteria on what it means for students to be college and career ready. State leaders should provide guidance to schools and school districts on how they can determine and track whether their students are ready for postsecondary success and collect any additional data if necessary. Schools and school districts should work to identify students' needs and direct resources to support them. This includes ensuring all students have access to advanced coursework, academic and nonacademic student support, high-quality educators, and college counseling.

2

Invest in a statewide early childhood-to-workforce data system. A state level longitudinal data system will help stakeholders better understand how well the education system is serving students. Such a system will also help policymakers understand where more resources are needed and provide them with intention and precision. A state longitudinal data system should include "to and through" data for each high school disaggregated for race, learning abilities, multilingual status, and income levels. Data should be publicly available online to help inform parents' and families' decisions about their child's education.

3

Encourage and support schools and school districts in using "to and through" data to improve alignment with the expectations of colleges and universities. School districts should leverage "to and through" data to deploy supports to schools that have the most academic needs and to spread promising practices. Data-driven action by school districts can help ensure all student groups achieve true preparedness for postsecondary success.

4

Expand access to advanced coursework for middle and high school students. New York adopted a strong College, Career & Civic Readiness Index as part of its criteria for the quality of school performance. An upgrade to this criteria could involve NYSED support for schools and school districts to achieve equitable access to advanced coursework, dual enrollment, early college, and other opportunities for acceleration.

5

Commit to a statewide postsecondary attainment goal. Governor Hochul's 2023 executive budget includes a goal that two-thirds of New Yorkers will earn a postsecondary degree or credential by 2030 and includes significant investments in resources to support students on their path to postsecondary completion. It is crucial that policymakers prioritize these investments to help ensure New York is meeting this goal.

ACKNOWLEDGEMENTS

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

DATA METHODOLOGY

Unless otherwise noted, all data findings in this report are based on unpublished anonymized student-level data for 2012–13, 2013–14, and 2014–15 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 AND CALCULATIONS

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 title of degree/credential earned.

School- and district-level data on the share of students who are low-income in 2011–12, 2012–13, and 2013–14 are from New York State Education Department’s (NYSED) publicly available Enrollment Data Archive.

School-level data on total graduates for the 2011–12, 2012–13, and 2013–14 schoolyears are from NYSED’s publicly available Report Card Databases. District- and statewide-level data reflect the aggregate sum of all schools in the district/state.

School-level geolocation data are from New York State GIS data files. There were four schools whose geolocation

data was not found in the data file; for those schools, the geolocation data of its school district was used in its place.

Calculating estimated 2012, 2013, and 2014 college outcomes:

In our analysis, “high school graduates” are 2011–2012, 2012–13, and 2013–14 first-time TAP recipients aged 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 enroll later than fall, 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. High school graduates who were not able to be matched to a New York high school because of data limitations 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, 2013, or 2014, 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, 2013, or 2014, and returned the following fall.

“On-time graduation rate” is defined depending on the type of degree(s) earned, as follows: within two years of initial

enrollment for associate degrees and within four years of initial enrollment for bachelor's degrees. Degrees other than associate and bachelor's degrees are not included in this data set. A student earning multiple degrees is counted as an on-time graduate if any of their associate or bachelor's degrees meet the on-time definition.

"150% graduation rate" is defined depending on the type of degree(s) earned, as follows: within three years of initial enrollment for associate degrees/certifications and within six years of initial enrollment for bachelor's degrees. Degrees other than associate degrees and bachelor's degrees are not included in this data set. A student who graduated on-time is counted in the 150% graduation rate. A student earning multiple degrees is counted in the 150% graduation rate if any of their associate or bachelor's degrees meet the 150% definition.

"Graduate in six years" is based on completion of an associate degree or a bachelor's degree within six academic years of initial enrollment.

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, 2012-13, or 2013-14 school year according to the NYSED's Public School Enrollment Data Archive 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 2011-12 analysis, the total public school universe was 1,197 schools with at least one student enrolled in Grade 12 that were found in the NYSED Public School Enrollment Data Archive. Of those 1,197 schools, 993 (83%) were also found in our data set and included in our analysis. The following schools were excluded from the analysis:

- 98 schools that are no longer open;
- 13 Special Act schools; and
- 1 District 75 school.

Additionally, our initial universe was 68,618 first-time TAP recipients aged 19 or younger as of July 1, 2012, who

reported either never attending college or attending some college and who enrolled in a higher education institution in the fall. Of those 68,618 TAP recipients, 56,952 (83%) were successfully matched to a New York State public high school based on their NCES school code/name and were included in our analysis.

For the 2012-13 analysis, the total public school universe was 1,242 schools with at least one student enrolled in Grade 12 that were found in the NYSED Public School Enrollment Data Archive. Of those 1,242 schools, 1,119 (90%) were also found in our data set and included in our analysis. The following schools were excluded from the analysis:

- 88 schools that are no longer open;
- 4 Special Act schools; and
- 2 schools who were missing data on total graduates as reported by NYSED.

Additionally, our initial universe was 68,717 first-time TAP recipients age 19 or younger as of July 1, 2013, who reported either never attending college or attending some college and who enrolled in a higher education institution in the fall. Of those 68,717 TAP recipients, 58,535 (85%) were successfully matched to a New York State public high school based on their NCES school code/name and were included in our analysis.

For the 2013-14 analysis, the total public school universe was 1,257 schools with at least one student enrolled in Grade 12 that were found in the NYSED Public School Enrollment Data Archive. Of those 1,257 schools, 1,202 (96%) were also found in our data set and included in our analysis. The following schools were excluded from the analysis:

- 43 schools that are no longer open;
- 4 Special Act schools; and
- 23 schools whose schools who were missing graduation data and/or income data as reported by NYSED.

Additionally, our initial universe was 68,350 first-time TAP recipients age 19 or younger as of July 1, 2014, who reported either never attending college or attending some

college and who enrolled in a higher education institution in the fall. Of those 68,350 TAP recipients, 57,700 (84%) were successfully matched to a New York State public high school based on their NCES school code/name and were included in our analysis.

Finally, some schools failed to meet the n-size threshold of at least 10 graduates enrolling in a higher education

institution. Those schools were excluded from the data tool, but still included in district and statewide aggregates.

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



The Education Trust—New York

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