Are Hawaii’s student ready for college and careers?

Board of Education, Student Achievement Committee - May 6, 2014
Hawaii Department of Education

- Ronn Nozoe  
  Deputy Superintendent  
  Ronn_nozoe@notes.k12.hi.us

Hawaii P-20 Partnership for Education

- Karen Lee  
  Associate VP & Executive Director  
  klee@hawaii.edu

- Justin Katahira  
  Data Use Coordinator  
  jkata@hawaii.edu

www.hawaiipublicschools.org

www.p20hawaii.org
College and Career Readiness is the Goal

**Strategic Plan**

All DOE students demonstrate they are on a path toward success in college, career and citizenship.
The Big Picture: Hawaii’s College Pipeline

1. Enter Hawaii public schools as 9th graders
2. Promoted to 10th grade the following year
3. Graduate HS on time
4. Enter college the falling fall
5. Enroll in 2-year institution
6. Enroll in 4-year institution
7. Earn a degree within 6 years
Strive HI Performance System includes college readiness

**Strive HI Index:**
Each school receives a score out of 400 points

<table>
<thead>
<tr>
<th>Strive HI Index:</th>
<th>Each school receives a score out of 400 points</th>
</tr>
</thead>
</table>

### Indicators weighted to reflect appropriately based on K-12 continuum

#### Strive HI Index:
- **Achievement (0-100 PTS)**
- **Growth (0-100 PTS)**
- **Readiness (0-100 PTS)**
- **Achievement Gap (0-100 PTS)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Math (0-40 pts)</th>
<th>Math (0-50 pts)</th>
<th>Science (0-20 pts)</th>
<th>Math (0-50 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>Reading (0-40 pts)</td>
<td>Reading (0-50 pts)</td>
<td>Chronic Absentee Rate (0-100 pts)</td>
<td>8th Grade ACT (0-100 pts)</td>
</tr>
<tr>
<td>Growth</td>
<td></td>
<td></td>
<td>11th Grade ACT (0-45 pts)</td>
<td>On-Time Graduation Rate (0-50 pts)</td>
</tr>
<tr>
<td>Readiness</td>
<td></td>
<td></td>
<td>College-Going Rate (0-5)</td>
<td></td>
</tr>
<tr>
<td>Achievement Gap</td>
<td></td>
<td></td>
<td>Current Year Gap Rate (gap rate between high needs &amp; non-high needs students) (0-50 pts)</td>
<td>Two Year Gap Reduction Rate (gap rate between high needs &amp; non-high needs students) (0-50 pts)</td>
</tr>
</tbody>
</table>

High school or other configuration with grade 12
- Achievement: 25%
- Growth: 15%
- Readiness: 50%
- Gap: 10%

Middle or Intermediate School
- Achievement: 25%
- Growth: 45%
- Readiness: 15%
- Gap: 15%

Elementary School
- Achievement: 25%
- Growth: 50%
- Readiness: 5%
- Gap: 20%
How can we use college & career readiness data?

- Classroom:
  - Focus on the bigger picture
  - Monitoring progress against goals

- School:
  - Provides feedback on:
    - College-going culture
    - Quality of learning
    - Rigor of grading and promotion
    - Relevance of learning

- Complex Area:
  - Inform policy decisions about course, graduation requirements
  - Identify schools to understand best practices
  - Identify areas for further research and data analysis

- System:
  - Identify areas for improved collaboration between K-12 and higher education
Today: Release of 2013 College and Career Readiness Indicators (CCRI) Reports

About CCRI

- Annual collaboration between DOE and UH, coordinated by Hawaii P-20 Partnerships for Education
- Nationally recognized
- College enrollment from National Student Clearinghouse, information on 98% of students in public and private institutions

Hawaii institutions include: UH, Argosy, Brigham Young University-Hawaii, Chaminade University, Heald College at Honolulu, and Hawaii Pacific University*

Today’s Focus

- State highlights
- College enrollment
- Remediation rates
- AP success & Dual enrollment participation
- Course-taking patterns
College enrollment rates remain steady

- Percent of students enrolling in college the fall after HS graduation remains steady at 54% for Class of 2013
  - Strat Plan Target 1BVI

- Typically gain additional ~10 percent when look at college enrollment 16-months after HS graduation. **Class of 2012: 63% of students enrolled in college within 16 months.**
  - Strive HI Index

Percent of high school graduates enrolling in college the following fall:

- 2011: 53%
- 2012: 54%
- 2013: 54%
Enrollment in credit-bearing courses up; remediation down

**English**

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2013</th>
<th>Fall 2012</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Level</td>
<td>22</td>
<td>23</td>
<td>31</td>
</tr>
<tr>
<td>College Credit Earned in H.S.</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Remedial/Developmental</td>
<td>34</td>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>Other/Technical</td>
<td>22</td>
<td>23</td>
<td>34</td>
</tr>
<tr>
<td>English Not Taken</td>
<td>38</td>
<td>41</td>
<td>37</td>
</tr>
</tbody>
</table>

**Math**

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2013</th>
<th>Fall 2012</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Level</td>
<td>35</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>College Credit Earned in H.S.</td>
<td>5</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Remedial/Developmental</td>
<td>36</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Other/Technical</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Math Not Taken</td>
<td>37</td>
<td>35</td>
<td>37</td>
</tr>
</tbody>
</table>

DOE graduates who enroll at UH in the fall term immediately following high school graduation
Dual Enrollment participation increasing

- Dual enrollment provides HS students opportunity to take UH classes and earn both HS credit toward graduation and college
- Number of participants growing steadily

# of students who enrolled in at least 1 UH class as a Running Start, Jump Start, or Early Admit participant

- 2011: 607
- 2012: 671
- 2013: 723
More students are taking AP exams

More students are scoring a 3 or higher (the threshold typically necessary to earn college credit for the AP course)
Despite progress, remediation rates still unacceptable

1 in 3 UH students taking remedial math or English courses

- Research shows students placed in remedial courses are far less likely to show up for class, complete courses, and graduate

- Students waste valuable savings and financial aid on remedial courses, and don’t complete degree

- Opportunity to raise rigor of teaching and learning to ensure students graduate ready for credit-bearing classes immediately
Percent distribution of UH math course enrollments in Fall 2013, by highest DOE math course taken by Class of 2013 graduation

<table>
<thead>
<tr>
<th>Highest DOE Math Course</th>
<th>2013 Grads Entered UH</th>
<th>UH Math Course Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College-level</td>
<td>College Credit Earned in H.S.</td>
</tr>
<tr>
<td>Statewide</td>
<td>4,258</td>
<td>26.7%</td>
</tr>
<tr>
<td>Higher Than Algebra 2</td>
<td>2,256</td>
<td>40.6%</td>
</tr>
<tr>
<td>(AP, Calculus, Pre-calc, Trig, Alg 3, Prob/Stats)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 2</td>
<td>1,327</td>
<td>13.3%</td>
</tr>
<tr>
<td>Lower Than Algebra 2</td>
<td>578</td>
<td>2.6%</td>
</tr>
<tr>
<td>(Geometry, Algebra I, CPPM 1/2, Modeling)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Data Not Available*</td>
<td>97</td>
<td>30.9%</td>
</tr>
</tbody>
</table>
DOE/P-20 Initiatives to increase college preparation

- On-site work with high schools with CCRI data
- Automatic college-level math placement after 2.6 GPA and C or higher in Algebra 2
- 12th grade math transition course to get high school students ready for college level math
- Accelerated remediation with innovative pedagogy at the UH community colleges
- Regular math and ELA summits between UH faculty and HIDOE teachers and specialists
- Increased dual-credit/early college options
The Big Picture: Hawaii’s College Pipeline

Enter Hawaii public schools as 9th graders

Promoted to 10th grade the following year

Graduate HS on time

82%

Enter college the falling fall

44%

Enroll in 2-year institution

21%

Enroll in 4-year institution

22%

Earn a degree within 6 years

Class of 2013
1. **Hawaii’s students are pursing a higher-education more than ever before**
   - More HS students taking steps to earn college credit through AP and dual enrollment
   - College enrollment is on the rise

2. **Too many Hawaii students are still graduating from high school without college- and career-ready skills**
   - Enrollment in credit-bearing classes is up; remediation is down
   - Despite progress, 1/3 UH students require remedial math and English

3. **Education community must collaborate to improve rigor of high school teaching and learning**
   - Course sequencing and requirements
   - Common Core implementation (including teacher prep)
   - DOE’s focus on the 6 Priority Strategies

4. **Longitudinal data can inform these efforts at all levels**
The 2013 CCRI Reports can be found here:

INSERT URL
Contacts

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