College and Career Readiness Indicators (CCRI) Report

May 21, 2014
Hawai‘i P-20 Partnerships for Education
Hawaiʻi Data eXchange Partnership

- Statewide cross-agency, longitudinal data system

POTENTIAL NEW DATA SOURCES:

- Dept of Health
- Dept of Human Services
- GED
- Kamehameha Schools
- Hawaiʻi Pacific University
- Hawaiʻi Pacific Health

HCAP, KCAA
DOE
UH
DLIR

Infancy to early learning
K-12
Postsecondary
Workforce
What is Hawaiʻi DXP Data?

• Data used for research, evaluation, and audit purposes to improve the educational and workforce outcomes that benefit the citizens of Hawaiʻi
  – “Pipeline” or “cross-sector” data
  – Personally identified information only used for validating matching individuals within and across sectors
    • Limited to role-based authorized personnel
Cross-Sector Critical Policy Questions

EXAMPLE:

- What content areas of high school coursework are more likely to transition a higher proportion of students from high school to college, ready for college level work?
  - How prepared are incoming students?
  - What happens to students while they’re with us?
  - What happens to students when they leave us?
College and Career Readiness Indicators Report

• Collaboration between HIDOE and UH coordinated by Hawai‘i P-20

• Created to provide feedback on how well graduates are prepared for college and career success

• Initial report for the Class of 2008
  – Moved to 3-year trend starting with Class of 2011
CCRI Report Metrics

High School Outcomes

- Completers by diploma type
- On-time Graduation Rate
- Hawai‘i State Assessment
- Advanced Placement
- Dual Credit
- SAT (will be replaced with ACT scores for Class of 2014)
CCRI Report Metrics - continued

College Enrollment
- College Access Nationwide, Fall
- College Access Nationwide, 16 month
- College Access UH, Fall

High School to College Transition (UH), Fall
- UH Mathematics enrollment
- UH English enrollment
Why Focus on University of Hawai‘i in the CCRI

Of the DOE graduates who enrolled in college within two years of high school graduation:

• 71% of those students entered UH
  – 53% entered a UH Community College
  – 18% entered a UH 4-year campus

Postsecondary enrollment data from National Student Clearinghouse

First Postsecondary Institution (Classes of 2004-2012)

- Mainland, 25%
- Non-UH Hawaii, 4%
- UH 4-Year, 18%
- UHCC, 53%
How Policy and Practice Can Influence Outcomes

Influence of DOE Policy
(Class of 2011 to 2013 Graduation Requirements)

**English**
- 4 credits English Language Arts
  - BOE recognition diploma requires expository writing

**Mathematics**
- 3 credits mathematics
  - 4 credits for BOE recognition diploma
    - Credits must include Algebra 1, Geometry, and Algebra 2
How Can High Schools Use This Information?

- Dig a little deeper into the math and English data
- How can we use high school information to provide another perspective on college readiness?
CCRI UH English & Mathematics Course Enrollment

Statewide English Enrollment

- College Level: Fall 2013 - 41, Fall 2012 - 38, Fall 2011 - 34
- College Credit Earned in H.S.: Fall 2013 - 4, Fall 2012 - 4
- Remedial/Developmental: Fall 2013 - 31, Fall 2012 - 34
- Other/Technical: Fall 2013 - 1, Fall 2012 - 2
- English Not Taken: Fall 2013 - 23, Fall 2012 - 22

Statewide Mathematics Enrollment

- College Level: Fall 2013 - 27, Fall 2012 - 20, Fall 2011 - 32
- College Credit Earned in H.S.: Fall 2013 - 1, Fall 2012 - 1
- Remedial/Developmental: Fall 2013 - 36, Fall 2012 - 32
- Other/Technical: Fall 2013 - 5, Fall 2012 - 6
- Math Not Taken: Fall 2013 - 37, Fall 2012 - 35

DOE graduates who enroll at UH in the fall term immediately following high school graduation
Percent distribution of UH math course enrollments in Fall 2013, by highest DOE math course taken by Class of 2013 graduates

<table>
<thead>
<tr>
<th>Highest DOE Mathematics Course</th>
<th>2013 Grads Entered UH</th>
<th>UH Mathematics Course Level</th>
<th>College-level</th>
<th>College Credit Earned in H.S.</th>
<th>Remedial/Developmental</th>
<th>Other/Technical</th>
<th>Not Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide</td>
<td>4,258</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Than Algebra 2</td>
<td>2,256</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(AP, Calculus, Pre-calc, Trig, Alg 3, Prob/Stats)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 2</td>
<td>1,327</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Than Algebra 2</td>
<td>578</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Geometry, Algebra I, CPPM 1/2, Modeling)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Data Not Available*</td>
<td>97</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Majority of those missing high school course data are Charter school graduates (courses not in eSIS)
### Highest DOE Math/First Fall UH Math – UH Systemwide

Percent distribution of UH math course enrollments in first fall after high school graduation, by highest DOE math course taken.

<table>
<thead>
<tr>
<th>Highest DOE Mathematics Course</th>
<th>Graduates 2011-2013</th>
<th>UH Mathematics Course Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>College-level/College Credit</td>
</tr>
<tr>
<td>Statewide</td>
<td>13,051</td>
<td>24.7%</td>
</tr>
<tr>
<td>Calculus/AP Calculus/AP Statistics</td>
<td>1,466 (11%)</td>
<td>58.4%</td>
</tr>
<tr>
<td>Precalculus/Analytic Geometry</td>
<td>2,427 (19%)</td>
<td>41.7%</td>
</tr>
<tr>
<td>Algebra 3/Trigonometry</td>
<td>1,449 (11%)</td>
<td>34.5%</td>
</tr>
<tr>
<td>Probability/Statistics</td>
<td>1,029 (8%)</td>
<td>12.3%</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>4,421 (34%)</td>
<td>13.6%</td>
</tr>
<tr>
<td>Geometry</td>
<td>1,478 (11%)</td>
<td>2.0%</td>
</tr>
<tr>
<td>Algebra 1 or Lower</td>
<td>440 (3%)</td>
<td>2.7%</td>
</tr>
<tr>
<td>Math Data Not Available</td>
<td>341 (3%)</td>
<td>23.2%</td>
</tr>
</tbody>
</table>
### Highest DOE Math/First Fall UH Math – UHCC

Percent distribution of UH math course enrollments in first fall after high school graduation, by highest DOE math course taken.

<table>
<thead>
<tr>
<th>Highest DOE Mathematics Course</th>
<th>Graduates 2011-2013 Entered UHCC</th>
<th>College-level/College Credit</th>
<th>Developmental</th>
<th>Remedial</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statewide</strong></td>
<td>9,189</td>
<td>14.3%</td>
<td>24.7%</td>
<td>21.9%</td>
</tr>
<tr>
<td>Calculus/AP Calculus/AP Statistics</td>
<td>431 (5%)</td>
<td>41.5%</td>
<td>14.2%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Precalculus/Analytic Geometry</td>
<td>1,233 (13%)</td>
<td>35.0%</td>
<td>27.7%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Algebra 3/Trigonometry</td>
<td>834 (9%)</td>
<td>26.5%</td>
<td>25.9%</td>
<td>13.2%</td>
</tr>
<tr>
<td>Probability/Statistics</td>
<td>834 (9%)</td>
<td>7.3%</td>
<td>27.7%</td>
<td>28.8%</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>3,722 (40%)</td>
<td>9.6%</td>
<td>29.6%</td>
<td>22.1%</td>
</tr>
<tr>
<td>Geometry</td>
<td>1,447 (16%)</td>
<td>1.5%</td>
<td>15.4%</td>
<td>37.3%</td>
</tr>
<tr>
<td>Algebra 1 or Lower</td>
<td>433 (5%)</td>
<td>2.1%</td>
<td>12.2%</td>
<td>34.4%</td>
</tr>
<tr>
<td>Math Data Not Available</td>
<td>255 (3%)</td>
<td>14.5%</td>
<td>18.4%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>
ACT Math Score Distribution

SY2012-13 11th graders

Valid N: 9,833
Mean: 18.16
Standard Deviation: 4.07
Range: 6-36

Ready for college math*
22 and above: 1,976 (20.1%)

*50% chance of earning a B or higher grade or 75% chance of earning a C or higher grade in College Algebra course
## SY2012-13 Math Course and ACT Math Score

Percent distribution of ACT Math scores by level of DOE math course

<table>
<thead>
<tr>
<th>SY2012-13 11th graders DOE Math Course Taken</th>
<th>Students with ACT Math scores</th>
<th>ACT Math Score Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9,833</td>
<td>&lt;= 14</td>
<td>11.7%</td>
</tr>
<tr>
<td>Calculus/AP Calculus/AP Statistics</td>
<td>200 (2%)</td>
<td>3.0%</td>
<td>17.0%</td>
</tr>
<tr>
<td>Precalculus/Analytic Geometry</td>
<td>1,500 (15%)</td>
<td>0.7%</td>
<td>17.3%</td>
</tr>
<tr>
<td>Algebra 3/Trigonometry</td>
<td>395 (4%)</td>
<td>1.0%</td>
<td>20.5%</td>
</tr>
<tr>
<td>Probability/Statistics</td>
<td>183 (2%)</td>
<td>23.0%</td>
<td>53.0%</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>4,299 (44%)</td>
<td>8.1%</td>
<td>53.0%</td>
</tr>
<tr>
<td>Geometry</td>
<td>2,079 (21%)</td>
<td>20.9%</td>
<td>63.9%</td>
</tr>
<tr>
<td>Algebra 1 or Lower</td>
<td>739 (8%)</td>
<td>33.0%</td>
<td>60.6%</td>
</tr>
<tr>
<td>No Math Course Taken</td>
<td>438 (4%)</td>
<td>13.9%</td>
<td>49.3%</td>
</tr>
</tbody>
</table>
How Can UH Use This Information?

• UHCC Pilot Placement Project
  – KAU, MAU, WIN, HON participating
  – DOE Class of 2014 seniors admitted for Fall 2014
  – Introductory college-level mathematics placement:
    • Algebra 2 grade of C or better & cumulative GPA 2.6 or higher
    • Minimum SAT Math 510 or ACT Math 22
  – ENG 100 placement:
    • Last ELA grade of B or better & cumulative GPA 3.0 or higher (KAU only)
    • Minimum SAT Critical Reading 510 or ACT English 22
Any Questions?

THANK YOU