

A descriptive analysis of expanded pathways to graduation in New York State



Just in Time

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The Regional Educational Laboratory Northeast and Islands (REL-NEI) partnered with the New York State Education Department (NYSED) to examine the pathways used by students to attain a Regents diploma at the outset of a new policy expanding those pathways in June 2015. Under the new 4+1 pathways policy, students could replace one of the two required social studies Regents exams with another approved assessment in one of several subjects to earn a NYSED-recognized Regents diploma. The analysis, based in part on assessment data that are not publicly available, shows that 2.3 percent of Regents earners in the 2013 cohort, those who were in grade 9 in the fall of 2013, earned their Regents diploma by replacing one of the two social studies Regents exams with another approved assessment. These data represent a snapshot of the initial stage of implementing the expanded pathways to graduation policy during which districts did not yet have complete procedures for data reporting fully in place. The results are estimates of the use of different pathways to a Regents' diploma, and therefore the results may understate the number of students using such pathways during this time period.

Why this study?

In 2015 the New York State Department of Education (NYSED) expanded the routes available for earning a diploma by introducing the new 4+1 pathways. Beginning with the grade 9 class of 2005, New York state had required that students pass five Regents exams in four core academic subjects, one each in math, English language arts, and science, and two in social studies (U.S. history and global history) with a score of at least 65 on a scale of 100 to receive a Regents diploma (NYSED, 2005). Although 72 percent of students in the 2010 cohort graduated with a Regents diploma in 2014, gaps persisted among historically disadvantaged students. In that same year only 56 percent of Black students and 27 percent of students with disabilities earned a Regents diploma (New York State Education Department, 2017b). Historical achievement gaps such as these led NYSED to consider policies that would give students more flexibility in the ways they could earn a Regents diploma while pursuing rigorous and relevant studies in areas beyond the four core academic disciplines. This resulted in the introduction of the 4+1 pathways policy in 2015. Students can now choose from several new pathways or the previous route to the Regents diploma of passing five specific Regents exams (now known as the humanities pathway—see key terms). Under the policy, students may also earn a local diploma, subject to different criteria for passing scores, using the same pathway assessments; however, this report focuses on the pathways used by Regents diploma earners. NYSED partnered with REL-NEI to understand the characteristics of students who earned a Regents diploma by substituting a department-approved assessment in one of several different subjects for one of the social studies Regents exams and to discern which new pathways students used to earn their diplomas.

NYSED was interested in analyzing baseline data about students using the pathways in the initial years of the policy. Because the policy was introduced in July 2015, most students graduating in spring 2017 were already entering their junior year at the time the new pathway options became available. Thus, they had limited time to make explicit choices about enrolling in courses in the arts, career and technical education, and other fields that offer assessments qualifying for the new pathways. NYSED will use the findings about the characteristics of and pathways used by students who graduated with a Regents diploma to inform possible actions to increase awareness and availability of pathways, such as communicating to district administrators and staff. NYSED may also use these figures from the initial stage of implementation as a comparison point for later cohorts of students who will be able to consider enrolling in different courses in place of a second social studies subject earlier in their high school trajectories.

The study has relevance beyond New York's borders. Having been given greater flexibility for state accountability systems under the Every Student Succeeds Act, many states are incorporating multiple pathways and alternative ways of demonstrating attainment of standards into their accountability systems and graduation requirements. Connecticut, for example, now allows students to meet some graduation credit requirements using a senior demonstration project, work-based learning experiences, or virtual learning (Estes, 2017), and Mississippi offers a career and technical education diploma with status equivalent to that of the academic diploma (Coppes, 2017). As states consider strategies for reducing achievement gaps by offering multiple pathways to a diploma, this report offers initial information about a new policy in New York that combines high-stakes exams with increased flexibility in courses of study and exit assessments.

This report addresses the following questions for a cohort of students who entered grade 9 in fall 2013 and their outcomes at the end of the 2016/17 school year:

- What were the pathways used by students in the 2013 grade 9 cohort who earned a Regents diploma?
- What are the demographic characteristics of students who used one of the new pathways to earn a Regents diploma?
- What percent of each district's Regents diploma-earning graduates in 2016/17 earned their diploma through one of the new pathways?
- Among those Regents earners in 2016/17 who substituted a department-approved assessment in a new pathway for one of the two required social studies Regents exams, how many times did they attempt each of the two social studies exams on average?

Key Terms

Regents diploma: refers to any type of Regents diploma, including the previous Regents diploma known as the humanities pathway, a Regents diploma with advanced designation, and a Regents diploma earned through one of the new pathways. A Regents diploma through the humanities pathway is earned by passing five required Regents exams. A Regents diploma through one of the new pathways is earned by substituting a department-approved assessment in the new pathway subject area for one of the Regents social studies exams. Students also have the option to earn local diplomas and other commencement credentials if they do not earn a Regents diploma.

Humanities pathway: refers to the pathway designated when a student takes and passes Regents exams in the following five subjects: math, English, science, global history, and U.S. history. The humanities pathway was the only way to earn a Regents diploma before the new policy was implemented in 2015.

New pathways: refers to the new pathways available through the 4+1 policy, described below, that students can use to earn a Regents diploma by substituting a department-approved assessment for one of two Regents social studies exams, either the U.S. history exam or the global history exam.

- Humanities Alternative: the pathway designated when a student substitutes an additional English or social studies assessment for either the U.S. history Regents or the global history Regents exam.
- Arts: the pathway designated when a student substitutes a department-approved assessment in the Arts.
- Career and Technical Education (CTE): the pathway designated when a student completes a department approved CTE program and substitutes a department-approved career and technical education pathway assessment.
- Career Development and Occupational Studies (CDOS): the pathway designated when a student completes career exploration activities, completes 216 hours of CTE or work-based learning, and meets the requirements of the CDOS Commencement Credential as a substitute for one social studies exam (NYSED, 2016).
- STEM, including STEM math and STEM science: the pathways designated when a student substitutes a department-approved additional Regents examination or department-approved assessment in math or science.

Source: New York State Education Department, 2017a.

How the study was conducted

The sample for the study consisted of 158,718 students who began grade 9 for the first time in fall 2013 and earned a Regents diploma by August 2017.¹ More specifically the sample included all students who earned a Regents diploma from the fall 2013 cohort who were active in the NYSED data system for the 2016/17 school year.²

NYSED provided two data files. One was a student-level data file that consisted of student characteristics and the type of diploma earned. The second file consisted of every Regents exam taken by students in the 2013 cohort and information about other assessments the students took that could be substituted for one of the social studies Regents exams.³ Researchers merged these data files and conducted descriptive analyses, including frequencies and cross-tabulations. Because the analysis was based on population data, tests of statistical significance were not conducted.

NYSED instructed districts to report a humanities pathway for graduates who met requirements for the five Regents exams in addition to other approved assessments that would have qualified for one of the new pathways. However, some districts reported such students as having used a new pathway. Researchers used assessment data to identify these students for whom districts reported a new pathway, but who had passed the five Regents exams required for a humanities pathway. These students were categorized as humanities pathway

¹ This study used data from the 2016/17 school year because NYSED believed that the data from the first year of the 4+1 pathways policy were not reliable, since districts were still learning the required data reporting processes. Through the process of conducting this study, NYSED uncovered ongoing difficulties with consistent implementation of data reporting guidelines.

² Among the 205,954 students in the 2013 grade 9 cohort (a figure which excludes those who transferred out of NY public schools), 77.1% earned a Regents diploma (the 158,718 students who comprise the sample for this study), 5.8% earned a local diploma or IEP commencement credential, and 17.1% were either still enrolled or had dropped out.

³ Because available assessment data do not include scores or passing status for some non-Regents assessments, and do not include the outcomes of Regents appeals, REL-NEI researchers could not confirm which five assessments were used to meet the diploma requirements.

graduates for this study.⁴ In all other respects, this study used the pathway reported by districts to identify which pathway students selected. Thus, the number of students reported with a new pathway in this study differs from publicly reported NYSED data.

What the analysis shows about the pathways used to earn a Regents Diploma

In the first full year of 4+1 implementation, 2.3 percent of Regents earners in the 2013 cohort earned a Regents diploma through a new pathway.

Approximately 2 percent of all Regents earners in the 2013 cohort (3,659 students) used a new pathway to earn their Regents diploma (table 1). Because of the recategorization of students who qualified for a humanities pathway, the count of students who earned a new Regents diploma differs from public NYSED data, such as that reported in a 2018 report by the Education Trust (Tangorra, 2018) showing that 9,992 students used a new pathway.

A higher percentage of student groups with historically lower graduation rates earned a Regents diploma through the new pathways compared to other student groups.

There were some differences in the use of the new pathways by race/ethnicity (table 1). A higher percentage of American Indian/Alaskan Native (3.7 percent), Black (4.0 percent), and Hispanic (3.6 percent) students earned a Regents diploma through a new pathway compared with White (1.6 percent) and Asian/Pacific Islander (1.2 percent) students. Similarly, a higher percentage of economically disadvantaged students (3.4 percent) earned a Regents diploma through a new pathway compared with non-economically disadvantaged students (1.4 percent).

⁴ Two students did not have Regents assessment data available and were not eligible for recategorization. Among the remaining sample, 5,233 Regents diploma earners were recategorized from a new pathway to a humanities pathway based on their Regents scores on the five required exams for the humanities pathway.

Table 1. Use of pathways among students who earned a Regents diploma, 2013 cohort

Characteristics of students	N	Percent of students		
		Humanities pathway	New pathways	Total
All students	158,718	97.7	2.3	100
American Indian or Alaskan Native students	761	96.3	3.7	100
Asian or Hawaiian Native/Pacific Islander students ^a	16,288	98.8	1.2	100
Black students	23,965	96.0	4.0	100
Hispanic students	31,407	96.4	3.6	100
Students of two or more races	2,139	98.0	2.0	100
White students	84,158	98.4	1.6	100
Students with disabilities	10,663	94.9	5.1	100
Students without disabilities	148,055	97.9	2.1	100
Economically disadvantaged students	70,496	96.6	3.4	100
Non-economically disadvantaged students	88,222	98.6	1.4	100
English learner students	2,097	95.0	5.0	100
Non-English learner students	156,621	97.7	2.3	100

Note: This table is based on the student pathway designation reported to the New York State Education Department by districts. Excludes students for whom districts reported no pathway and who did not pass the required five Regents exams for a humanities pathway and students whose assessment data included records from before 2011. Students whom districts designated as having new pathways, but whose assessment records showed they passed each of the five Regents exams, were recoded as humanities pathway.

^a NYSED reports “Asian and Pacific Islander” as a single category.

Source: Author’s analysis of New York State Education Department, 2013 cohort as of November 2017.

Among the 3,659 students who earned a Regents diploma through a new pathway,⁵ the majority (85.8 percent) did so through the science, technology, engineering, and mathematics (STEM) pathway.

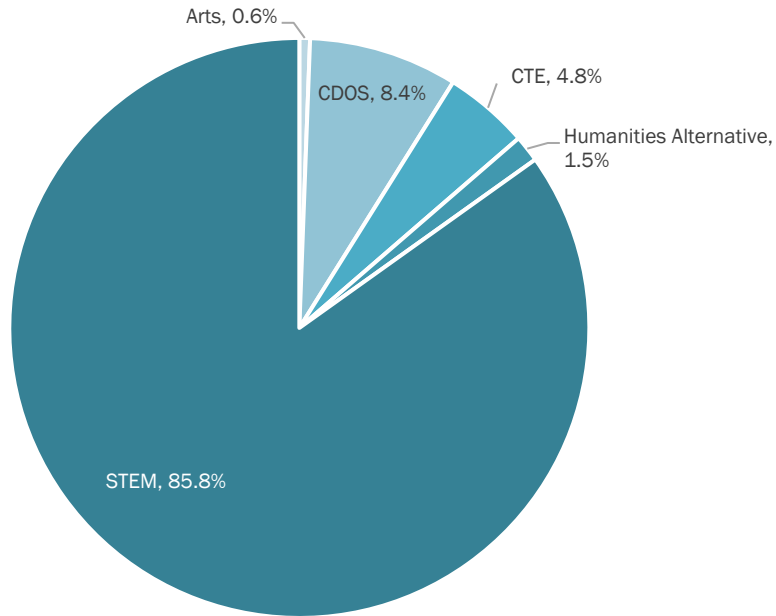
The STEM pathway was the most commonly used pathway among students who earned a Regents diploma through a new pathway (figure 1). Asian or Hawaiian Native/Pacific Islander and Hispanic students used the STEM pathway to earn a Regents diploma at a higher rate than students of other racial/ethnic subgroups (table 2). The Career Development and Occupational Studies (CDOS) pathway was the second-most common type (8.4 percent).⁶ The remaining pathways (Arts, Humanities Alternative, and CTE) each accounted for less than 5 percent of Regents earners using a new pathway (figure 1). A higher proportion of White students earned their Regents diploma through the Career and Technical Education (CTE) pathway (9.3 percent) compared with Black students (2.4 percent) and Hispanic or Latino students (2.0 percent). Black students used the CDOS pathway at the highest rate of any racial/ethnic group (11.5 percent, compared with 8.4

⁵ As noted above, the public NYSED data includes 5,233 students who were coded by their districts as having used a new pathway to earn a Regents diploma, but whose Regents exam records demonstrate that they met the requirements of the humanities pathway. Because the researchers for this RELNEI study had access to the restricted-use assessment data on exam records, these students were recoded as having earned a Regents diploma through the humanities pathway.

⁶ Although the Career and Technical Education (CTE) pathway requires CTE coursework and passing of an approved CTE assessment, the Career Development and Occupational Studies (CDOS) pathway provides the option for students to demonstrate that they have the knowledge and skills for entry-level employment, for example, by completing a Career Plan and work-based learning experiences.

percent overall; table 2). Of the 102 English learner students with Regents degrees earned through a new pathway, none used the CTE pathway. Students with disabilities used the CTE pathway at a rate higher than average (10.1 percent).

Figure 1. Pathways used by students earning a Regents diploma through a new pathway, for the 2013 cohort



Note: N = 3,659.

CDOS is the Career Development and Occupational Studies pathway; CTE is the Career and Technical Education Career pathway; STEM is the Science, Technology, Engineering, and Math pathway.

Source: Authors' analysis of New York State Education Department (NYSED) Fall 2013 cohort as of November 2017.

Table 2. Use of new pathways among students who earned a Regents diploma, 2013 cohort

Characteristics of students	N	Percent of students					Total
		Arts	Career and Technical Education	Career Development and Occupational Studies	Humanities Alternative	Science, Technology, Engineering, and Mathematics	
All students	3,659	0.6	4.8	8.4	1.5	84.8	100
American Indian or Alaskan Native students	28	b	b	b	b	78.6	100
Asian or Hawaiian Native/Pacific Islander students ^a	197	b	b	b	b	94.9	100
Black students	963	0.9	2.4	11.5	1.1	84.0	100
Hispanic students	1,109	b	2.0	6.6	b	90.2	100
Students of two or more races	43	b	b	b	b	86.0	100
White students	1,319	0.4	9.3	8.9	2.0	79.4	100
Female students	1,996	0.7	3.4	8.7	1.6	85.7	100
Male students	1,663	0.5	6.5	7.9	1.4	83.7	100
Students with disabilities	536	b	10.1	10.8	b	77.6	100
Students without disabilities	3,123	0.6	3.9	7.9	1.6	86.0	100
Economically disadvantaged students	2,386	0.7	4.2	9.1	1.0	85.1	100
Non-economically disadvantaged students	1,273	0.4	6.0	7.0	2.4	84.2	100
English learner students	102	b	b	5.9	4.9	88.2	100
Non-English learner students	3,557	0.6	4.9	8.4	1.4	84.7	100

Note: This table is based on the student pathway designation reported to the New York State Education Department by districts.

^a NYSED reports “Asian and Pacific Islander” as a single category.

^b Small cell size not reported to protect student confidentiality.

Source: Author’s analysis of New York State Education Department, 2013 cohort as of November 2017.

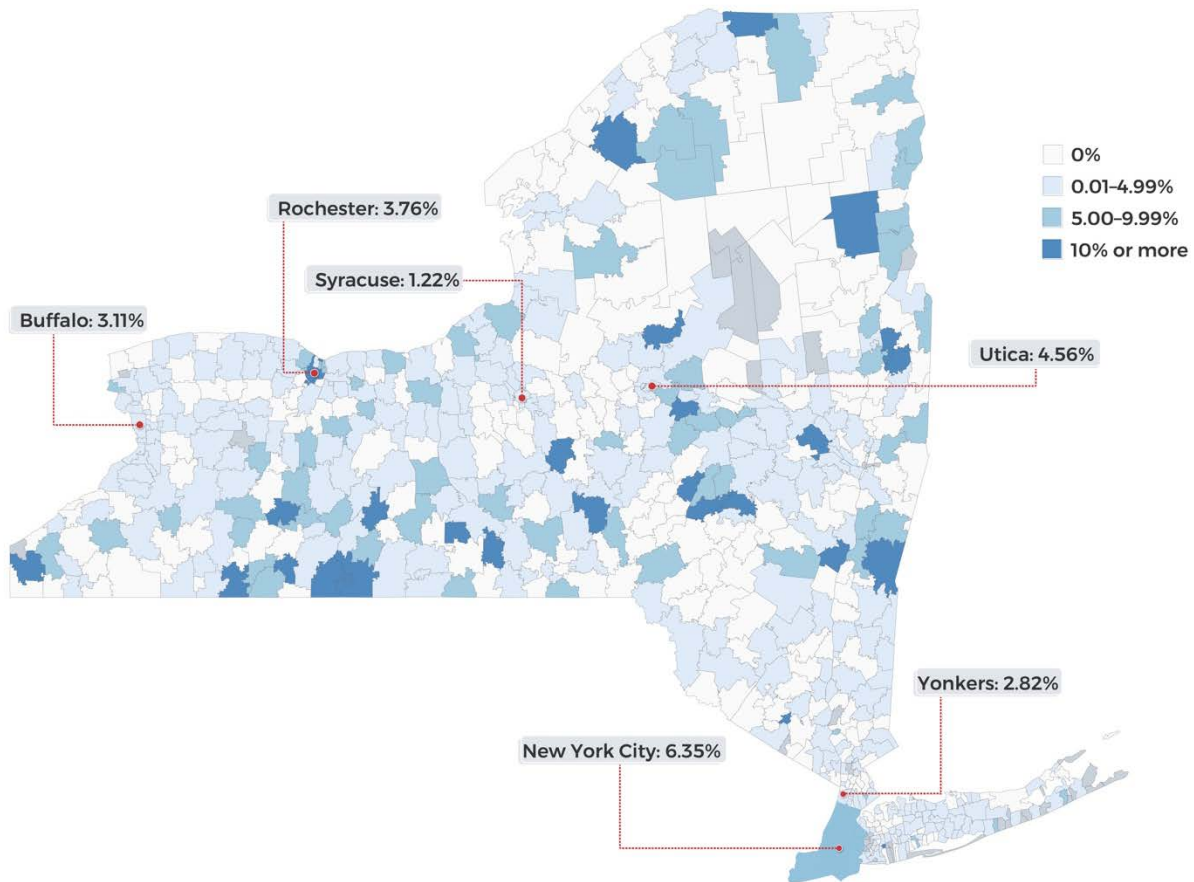
What the analysis shows about the pathways used to earn a Regents diploma across districts

To understand the geographic distribution of students who earned a Regents diploma using a new pathway, researchers examined the pathways for each district’s Regents diploma-earning graduates in 2016/17. This percentage is calculated by dividing the number of Regents earners in each district who used a new pathway by the total number of students in each district who earned a Regents diploma using any pathway.

Sixty-two percent of districts graduated at least one student who earned a Regents diploma using a new pathway.

The percentage of students who earned a Regents diploma using a new pathway in individual districts ranged from zero to nearly 30. Thirty-eight percent of all districts had no students who earned Regents diploma using a new pathway; 16 percent of districts had 5 percent or more of their Regents-earning graduates achieve a Regents diploma using a new pathway (figure 2).

Figure 2. Percentage of Regents diploma earners who used a new pathway by district, 2013 cohort



Note. N = 638 districts. The labeled districts are the Big Five and the combined districts of New York City, the districts with the largest enrollments in the state. Areas shown in grey do not have 4+1 diploma data because, for example, the districts do not serve high school students. Charter districts are not shown. See appendix B for pathway graduation rates for each district, including charter districts and disaggregated New York City geographic area districts.

Source: Authors' analysis of New York State Education Department (NYSED) data, Fall 2013 cohort as of November 2017.

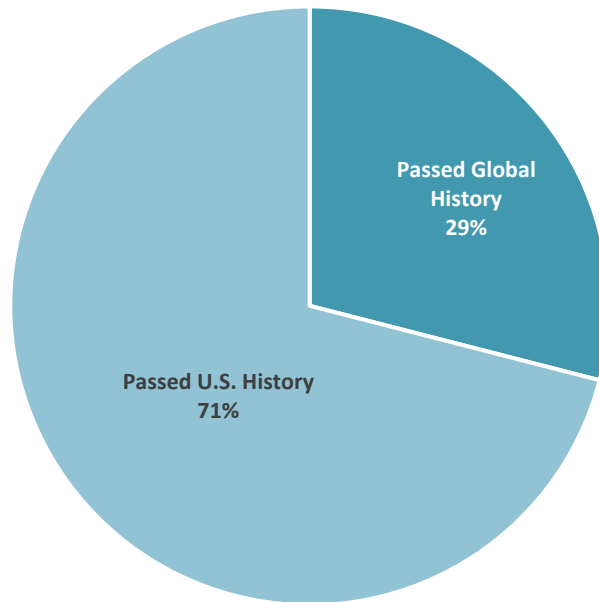
What the analysis shows about social studies exams used by students who earned a Regents diploma through a new pathway

To earn a Regents diploma through a new pathway, students are required to pass one of two approved social studies exams: U.S. history or global history. This section describes the percentage of students earning a Regents diploma through a new pathway who passed each of the two social studies exams to fulfill the social studies requirement. Researchers also examined the number of times students attempted each of the two social studies exams.

The majority of students (71.0 percent) who used a new pathway to earn a Regents diploma passed the U.S. history exam to fulfill the social studies exam requirement.

Among the 2.3 percent of students who used a new pathway to earn a Regents diploma,⁷ a majority (71 percent) of them did so by passing the U.S. history Regents exam and substituting a department-approved assessment in a new pathway for global history (figure 3).

Figure 3. Percentage of students passing U.S. history Regents versus global history Regents among students who earned a Regents diploma using a new pathway, 2013 cohort



Note: N = 3,164 students. Available data do not include the results of appeals by students scoring below the passing score of 65 on a Regents exam. As a result, this figure is limited to students with a new pathway designation who scored 65 or higher on the first social studies exam, and either did not attempt or scored below 65 on the second social studies exam. Two students who were missing all Regents assessment data were also excluded.

Source: Author's analysis of New York State Education Department, 2013 cohort as of November 2017.

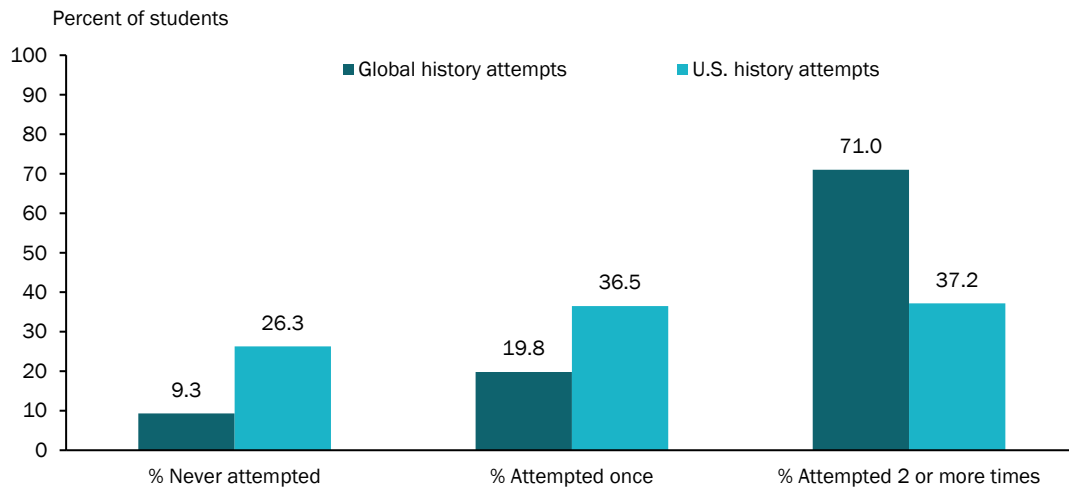
Among students who used a new pathway to earn a Regents diploma and substituted a department-approved exam in a new pathway for global history, most (90.8 percent) made one or more unsuccessful attempts to pass the global history exam as well.

Among the 2,247 students who passed the U.S. history Regents exam to earn a Regents diploma through a new pathway, 71.0 percent attempted the global history exam at least twice without passing, 19.8 percent made one unsuccessful attempt at the global history exam, and 9.3 percent never attempted the global history exam. By contrast, among the 917 students who passed the global history exam to earn a Regents diploma using a new pathway, 37.2 percent took the U.S. history exam two or more times (known as attempts) without

⁷ Regents exam data were missing for two students.

passing, 36.5 percent made a single unsuccessful attempt at the U.S. history exam, and 26.3 percent never attempted the U.S. history exam (figure 4).

Figure 4. Number of unsuccessful attempts on the second social studies exam made by students who earned Regents diploma using a new pathway, 2013 cohort



Note: Available data do not include the results of appeals for students scoring below 65 on a Regents exam. As a result this figure is limited to students who scored 65 or higher on the first social studies exam and who either did not attempt or scored below 65 on the second social studies exam. Global history N = 2,247; U.S. history N= 917. Excludes two students with Regents diplomas earned through new pathways for whom no exam information was available.

Source: Author's analysis of New York State Education Department, 2013 cohort as of November 2017.

Students who passed global history needed more attempts to pass (54.9 percent did so on the first try) compared with students passing U.S. history as their social studies exam (75.4 percent passed on the first try) (see appendix tables A2 and A3).

Study implications

The descriptive findings from this study should be considered preliminary baseline information because the 4+1 pathways policy was still new for the period of the study and the study examined data from only one cohort. In addition, the number of students in particular subgroups is small and should be interpreted with caution. Nonetheless the findings provide insights into policies about pathways to high school graduation and raise further questions that NYSED may want to investigate.

Although 2.3 percent of all students who earned a Regents diploma did so using a new pathway, a higher percentage of black and Hispanic students and economically disadvantaged students used these pathways compared with White and Asian/Pacific Islander students as well as with non-economically disadvantaged students. Additional data gathered over several cohorts may provide a clearer picture of whether and how the availability of these new pathways may help narrow the persistent gaps among historically disadvantaged students in New York.

The finding that a higher proportion of students who used the U.S. history exam to earn their Regents diploma through a new pathway compared with those who used the global history exam may bear further analysis. While a larger percentage of students using the new pathways passed the U.S. history exam (71 percent) than the global history exam (21 percent), a smaller percent never attempted the global history exam (9.3 percent) than never attempted the U.S. history (26.3 percent). The finding that a higher proportion of students used the U.S. history exam (71 percent) than the global history exam (21 percent) to earn a Regents diploma through a new pathway may relate to the timing of social studies course offerings. Among the smaller number of students using global history for the new pathway social studies requirement, 26.3 percent never attempted the US History exam. In contrast, only 9.3 percent of students who passed the U.S. history exam never attempted the global history exam. Because students in New York typically take global history before taking U.S. history, students who did not pass the global history Regents exam on the first try may have had more time for additional attempts. Among students who passed global history early in their high school trajectories, some may have chosen not to take U.S. history. NYSED may want to examine further how the sequence of course offerings in social studies and other subjects factors into students' completion of new pathways.

With introduction of the 4+1 policy in 2015, students in the study's cohort had only two years to avail themselves of the expanded 4+1 pathways policy because it was implemented two years after they started high school. This finding suggests that it will be important for NYSED to track successive cohorts of students to see whether any trends emerge suggesting that more students are substituting another pathway exam for one of the Regents social studies exams to earn a Regents diploma. This analysis should be performed using data from future cohorts of students who have had the opportunity to make pathway decisions starting in grade 9. In such a follow-up study, it might be informative to revisit the proportion of districts in which students use the CTE and Arts pathways in relation to the availability of associated coursework in these areas. Furthermore, to the extent that districts do offer such pathways, the state may want to consider providing additional information to advisors so that they can better inform students about their full range of pathway options.

Given that 38 percent of districts had no students who earned a Regents diploma using a new pathway, NYSED may want to consider implementing targeted outreach to district administrators and high school counselors to help them communicate the availability of the pathways to students and families. Districts may also want to consider providing additional outreach to schools, parents, and students, or requiring training for counselors and school leaders about which assessments qualify a student for a new pathway so that they communicate accurate information about pathways to their students and report pathway attainment accurately to the state—particularly as NYSED begins to offer a new biliteracy pathway in 2018.

Because Black students used the CDOS pathway at higher rates than they did the CTE pathway, the state may want to collect more information from districts to understand why there are differences in the use of these two career-focused pathways. The figures suggest that some Black students are using the CDOS as an avenue for Regents diploma completion, although it is not possible to know whether these students would otherwise have completed the Regents humanities pathway, a local diploma, or no credential.

Finally, NYSED might be interested in a similar study of students who earn a local diploma. Students earning a local diploma may also do so through the new pathways. Such a study would provide NYSED with information about graduation outcomes for the group of students who satisfy the requirements for a local diploma, but not the NYSED-designated Regents diploma.

Limitations

Because this study is descriptive and based on one year of data, causal inferences about the impact of the expanded 4+1 pathways policy cannot be made. For example, it is not possible to discern whether a student who used a new pathway would have graduated if these new pathways had not been available. Additionally, it is important to note that the expanded 4+1 pathways policy was instituted in 2015, when students in the 2013 cohort were in grade 11, potentially resulting in different uses of the new pathways than would have been seen if the option had been available earlier in these students' high school careers. Future cohorts who are aware of the option in grade 9 will have more time to make choices about taking pathway courses and assessments.

Several limitations also arise from the data. When the number of students earning a Regents diploma through a new pathway is disaggregated by subgroup, the numbers in some subgroups are small, and small differences or changes can lead to large differences in percentages. Thus, results for subgroups must be interpreted with caution. In addition, some students had incomplete exam records, limiting analysis of their use of assessments to meet the requirements for a new pathway. The data set had some inconsistent coding of student pathways earned that, without substantial data cleaning, could lead to misreporting of pathways used to earn a Regents diploma. Researchers recoded 1.6 percent of Regents diploma earners in the cohort for the purpose of this study. For example, 2,347 students passed all five Regents exams required for the humanities pathway but were coded by their district as receiving a new pathway. This coding contradicts NYSED guidance that any student passing all five of the exams required for the humanities pathway be coded as having received the humanities pathway. Researchers cleaned the data to address this inconsistency by recoding those students who passed all five Regents as having earned a humanities pathway. In addition, 112 students were coded by districts as earning a Regents diploma through the Languages Other than English pathway, which was not yet recognized at the time; these students were also recoded as having earned a humanities pathway for this study. The analysis could be strengthened with additional cohort data from multiple years to help researchers further understand the frequency with which students used and passed various department-approved assessments in each of the new pathways.

Appendix A

Table A1 shows the pathways earned by all students who earned a Regents diploma from the 2013 cohort. It also disaggregates the pathways by student subgroup. The text in the main body of the report focused on those students who earned a Regents diploma through a new pathway.

Table A1. Pathways used by students who earned Regents diploma, 2013 cohort

Characteristics of students	N	Percent of students					Total	
		Hum-anities	Arts	Career and Technical Education	Career Development and Occupational Studies	Humanities Alternative		Science, Technology, Engineering, and Mathematics
All students	158,718	97.7	0.01	0.1	0.2	0.03	2.0	100
American Indian or Alaskan Native students	761	96.3	b	b	b	b	2.9	100
Asian or Hawaiian Native/Pacific Islander students ^a	16,288	98.8	b	b	b	b	1.2	100
Black students	23,965	96.0	0.04	0.1	0.5	0.1	3.4	100
Hispanic students	31,407	96.4	b	0.1	0.2	0.03	3.2	100
Students of two or more races	2,139	98.0	b	b	b	b	1.8	100
White students	84,158	98.4	0.01	0.2	0.1	0.03	1.2	100
Female students	80,821	97.5	0.02	0.08	0.2	0.04	2.1	100
Male students	77,897	97.9	0.01	0.1	0.2	0.03	1.8	100
Students with disabilities	10,663	94.9	b	0.5	0.5	0.1	3.9	100
Students without disabilities	148,055	97.9	0.01	0.1	0.2	0.03	1.8	100
Economically disadvantaged students	70,496	96.6	0.02	0.1	0.3	0.03	2.9	100
Non-economically disadvantaged students	88,222	98.6	0.01	0.1	0.1	0.04	1.2	100
English learner students	2,097	95.0	b	b	0.3	0.2	4.3	100
Non-English learner students	156,621	97.7	0.01	0.1	0.2	0.03	1.9	100

Note: This table is based on the student pathway designation reported to the New York State Education Department by districts. Excludes students for whom districts reported no pathway and who did not pass the required five Regents exams for a humanities pathway and students whose assessment data included records from before 2011. Students whom districts designated as having new pathways, but whose assessment records showed they passed each of the five Regents exams, were recoded as humanities pathway.

^a NYSED reports “Asian and Pacific Islander” as a single category.

^b Small cell size not reported to protect student confidentiality.

Source: Author’s analysis of New York State Education Department, 2013 cohort as of November 2017.

Tables A2 and A3 present the attempt status of students by subgroup who earned a Regents diploma through a new pathway for each of the two Regents social studies exams.

Table A2. Social studies Regents exam outcomes among students who earned a Regents diploma by passing a U.S. history exam and substituting a department-approved assessment in a new pathway for the global history exam, 2013 cohort

Characteristics of students	Total students passing U.S. history	U.S. history exam attempts (Students who ultimately passed)		Global history exam attempts (Students who passed U.S. history but did not pass global history)		
		Percent passing exam on first try	Percent passing exam on 2 nd or later try	Percent never attempted	Percent attempted once	Percent attempted 2 or more times
All students	2,247	75.4	24.6	9.3	19.8	71.0
American Indian/Alaskan Native students	19	89.5	10.5	^b	^b	78.9
Asian or Hawaiian Native/Pacific Islander students ^a	94	75.5	24.5	21.3	21.3	57.4
Black students	536	70.1	29.9	8.2	15.5	76.3
Hispanic students	687	70.9	29.1	12.1	21.5	66.4
Students of two or more races	24	87.5	12.5	^b	^b	70.8
White students	887	81.4	18.6	6.6	20.8	72.5
Female students	1,190	73.8	26.2	9.9	17.5	72.5
Male students	1,057	77.2	22.8	8.6	22.2	69.2
Students with disabilities	373	79.1	20.9	2.9	31.6	65.4
Students without disabilities	1,874	74.7	25.3	10.6	17.4	72.1
Economically disadvantaged students	1,462	72.5	27.5	9.9	20.0	70.1
Non-economically disadvantaged students	785	80.9	19.1	8.2	19.4	72.5
English learner students	70	67.1	32.9	32.9	11.4	55.7
Non-English learner students	2,177	75.7	24.3	8.5	20.0	71.4

Note: Available data do not include the results of appeals for students who scored below 65 on a Regents exam. As a result this table is limited to students who scored 65 or higher on the U.S. history exam and who either did not attempt or scored below 65 on the global history exam. Excludes two students with Regents diplomas with new pathways for whom no exam information was available.

^a NYSED reports “Asian and Pacific Islander” as a single category.

^b Small cell size not reported to protect student confidentiality.

Source: Author’s analysis of New York State Education Department, 2013 cohort as of November 2017.

Table A3. Social studies Regents exam outcomes among students who earned a Regents diploma by passing a global history exam and substituting a department-approved assessment in a new pathway for the U.S. history exam, 2013 cohort

Characteristics of students	Total students passing global history	Global history exam attempts (Students who ultimately passed)		U.S. history exam attempts (Students who did not pass)		
		Percent passing exam on first try	Percent passing exam on 2 nd or later try	Percent never attempted	Percent attempted once	Percent attempted 2 or more times
All students	917	54.9	45.1	26.3	36.5	37.2
American Indian/Alaskan Native students	7	b	b	b	b	b
Asian or Native Hawaiian/Pacific Islander students ^a	62	54.8	45.2	22.6	41.9	35.5
Black students	270	58.9	41.1	30.0	30.7	39.3
Hispanic students	333	58.9	41.1	28.2	35.1	36.6
Students of two or more races	14	50.0	50.0	b	50.0	b
White students	231	46.3	53.7	21.6	41.1	37.2
Female students	500	54.8	45.2	25.2	37.6	37.2
Male students	417	54.9	45.1	27.6	35.3	37.2
Students with disabilities	96	55.2	44.8	15.6	42.7	41.7
Students without disabilities	821	54.8	45.2	27.5	35.8	36.7
Economically disadvantaged students	643	54.0	46.0	26.3	34.8	38.9
Non-economically disadvantaged students	274	56.9	43.1	26.3	40.5	33.2
English learner students	28	35.7	64.3	b	b	57.1
Non-English learner students	889	55.5	44.5	27.0	36.4	36.6

Note: Available data do not include the results of appeals for students scoring below 65 on a Regents exam. As a result this table is limited to students who scored 65 or higher on the global history exam and who either did not attempt or scored below 65 on the U.S. history exam. Excludes two students with Regents diplomas with new pathways for whom no exam information was available.

^a NYSED reports “Asian and Pacific Islander” as a single category.

^b Small cell size not reported to protect student confidentiality.

Source: Author’s analysis of New York State Education Department, 2013 cohort as of November 2017.

Notes

January 2019

This report was prepared for the Institute of Education Sciences (IES) under Contract ED-IES-17-C-0008 by Regional Educational Laboratory Northeast and Islands, administered by Education Development Center. The content of the publication does not necessarily reflect the views or policies of IES or of the U.S. Department of Education; nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

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Lacireno-Paquet, N., Shields, K. A., Agnew, L., & Gallo, A. (2019). *A descriptive analysis of expanded pathways to graduation in New York State*. Waltham, MA: Regional Educational Laboratory Northeast and Islands at Education Development Center.

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