

MA Early College and Statewide Data

Components of State Evaluation of Designation

➤ 5 year Designation Agreements

- *What are programs planning to accomplish? How many students do they intend to serve and what are their initial goals?*

➤ Data Dashboards (programs by the numbers)

- *Who is being served and what are the outcomes on an annual basis?*

➤ Annual Reporting

- *How are programs doing in terms of program development, alignment with Designation, and individual goals?*

➤ 3rd Year Visit

- *How is program in action? What are summative outcomes showing and why? Where could a program use more support/partnership?*

➤ Redesignation Application

- *Why should program continue?*

Current MA Early College by the Numbers

Designated Early College Programs, Fall 2021:

- There are 31 Designated partnerships inclusive of 42 high schools and 22 higher education partners.
- 50% of all high schools in Gateway cities have Early College programs
- 5 out of the 7 WIOAA regions have Early College programs

Current Number of EC Students, Fall 2021:

- 4,313: Estimated number of Early College Students Fall 2021 (*Source: Self-reported by MA EC Programs, October 2021*)

More about Early College Students, Fall 2021:

Of the 3,949 MA Early College students reported in SIMS:

- Overall number of EC students enrolled in MA Early College programs increased 37% from Fall 2020 to Fall 2021 (Source: SIMS October 2020 and SIMS October 2021 collections)
- 60% of MA Early College students identified as Black (22%) or Latinx (38%)
- Over half (57%) of all Early College Students across the Commonwealth are from economically disadvantaged/low-income backgrounds*

(Fall 2022 SIMS. *New definition of economically disadvantaged/low-income background adopted by DESE, SY2021-2022)

Why we Look at Statewide Data

For the past three years, we have primarily shared out analysis of statewide data through the Early College Joint Committee

- To share out information/outcomes with external stakeholders
- To be accountable
- To inform policy making
- To Inform program design and practice

Example: Early College FAFSA sheet

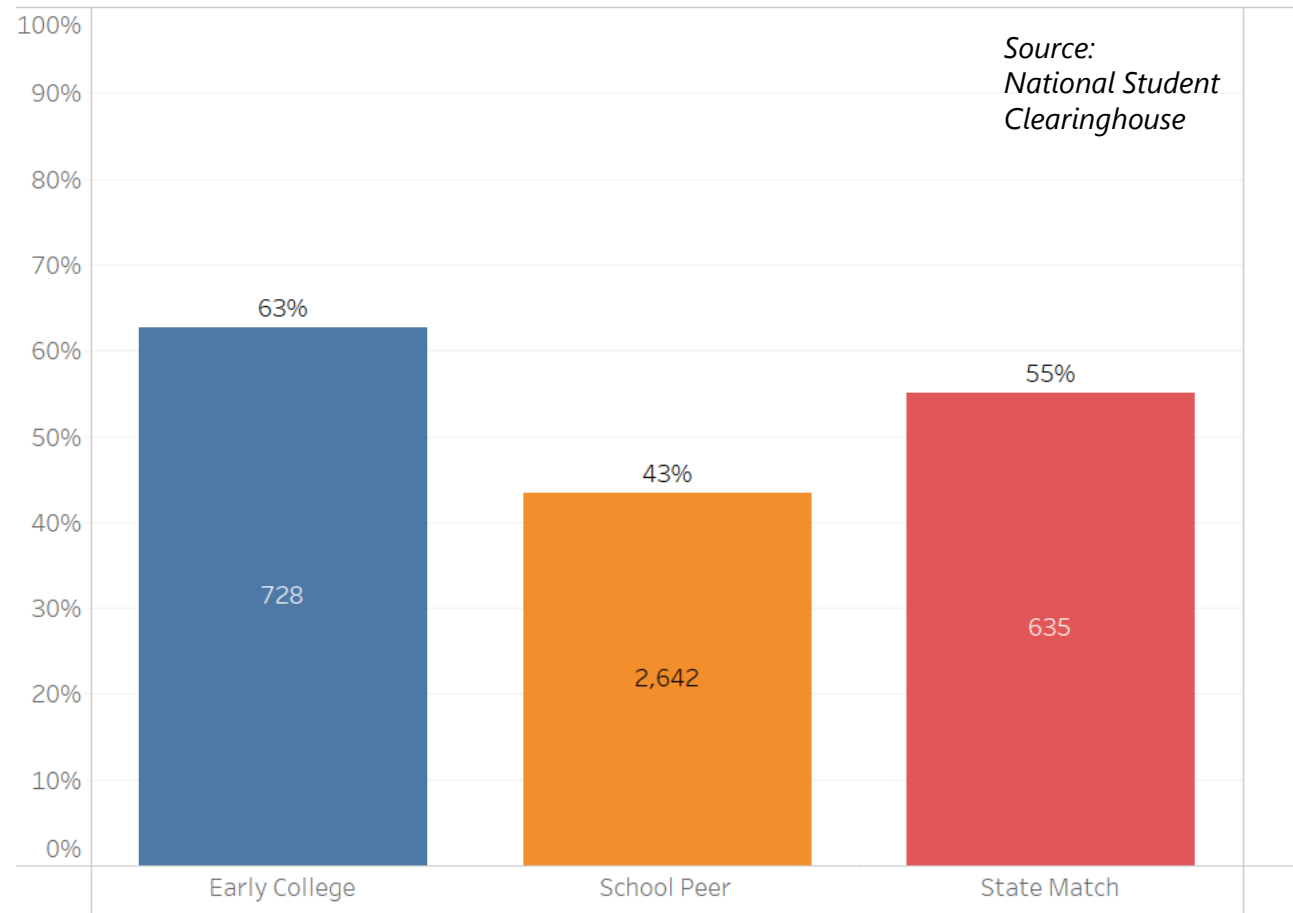
MA EC Indicators and Outcomes

- General enrollment and retention rates of participating students disaggregated by subgroup
- Percentage of students who persist in program and course completion during high school career
- Percentage of students that participate in MyCAP on an annual basis
- Percentage of students who participate who participate in Early College career and college activities
- Percentage of 12th grade students completing FAFSA application and MassCore requirements
- **Percentage of participating students who gain postsecondary credits per grade level and percentage of 12th grade students that attain a minimum of 12 credits**
- High school graduation rate of participating students
- **Percentage of Early College graduates who enroll in a 2- or 4-year institution within 6 months of high school graduation**
- Percentage of Early College graduates who attend college full-time and where they attend
- Percentage of Early College credits that are transferred and applied to college degrees
- Percentage of high school graduates who persist in college on an annual basis
- **Percentage of participating students by sub-group who earn an associate or bachelor's degree**

College Enrollment Data/EC Cohort 2020

EC students attend college at higher rate than school and matched peers

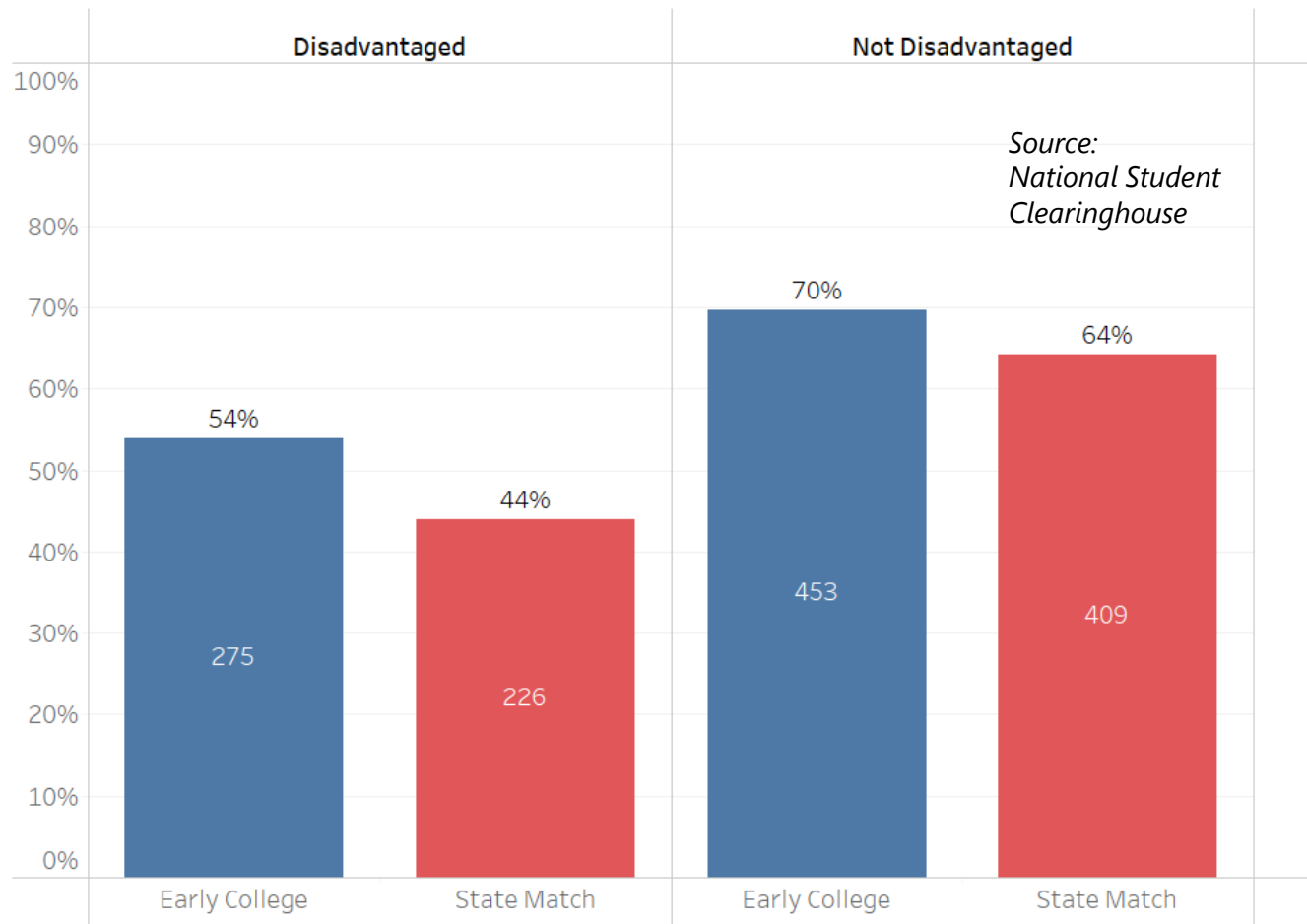
2020 College Enrollment Within 6 Months of Graduating High School:



College Enrollment Data/EC Cohort 2020

EC made a bigger difference for economically disadvantaged students

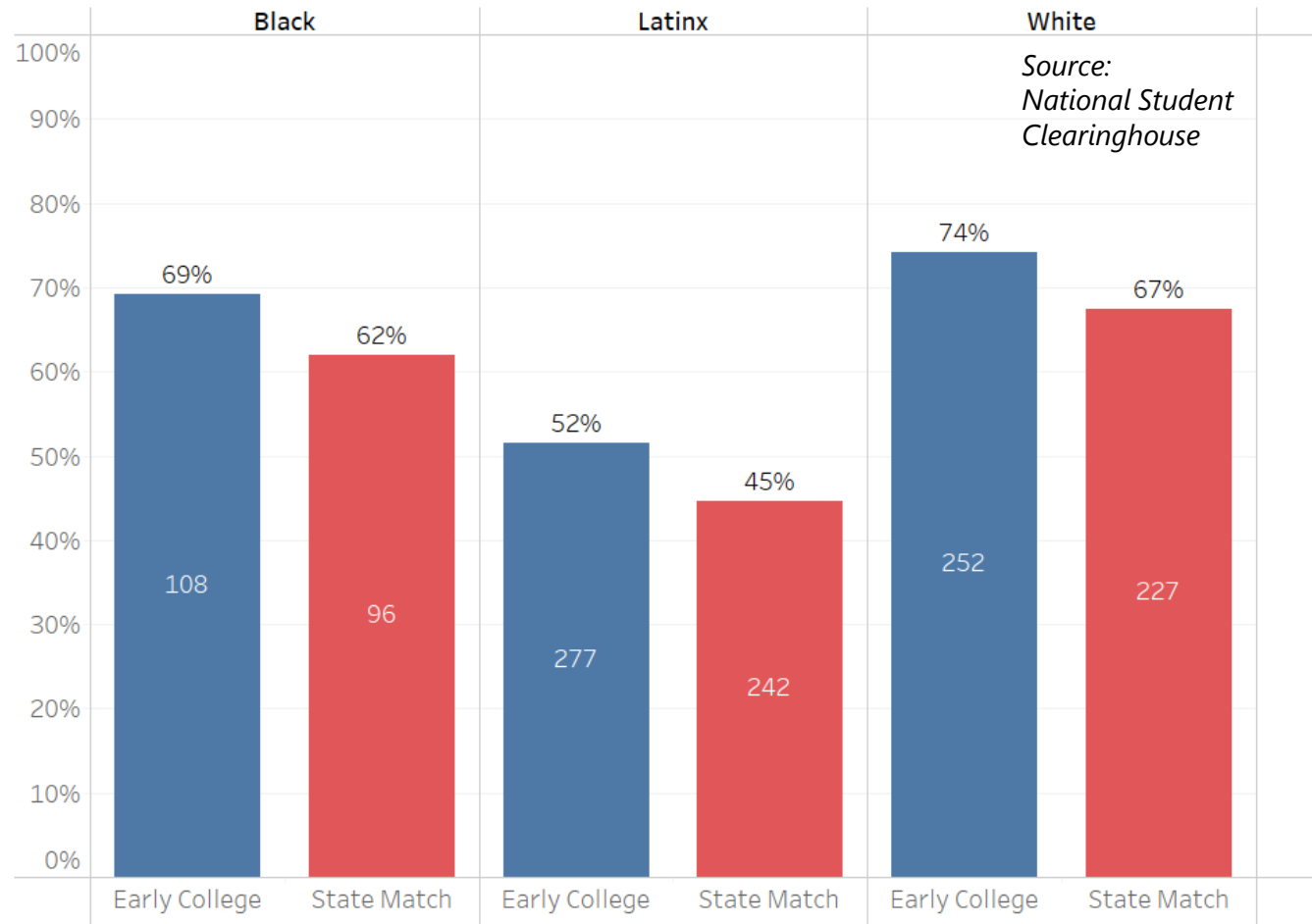
2020 College Enrollment Within 6 Months of Graduating H.S. by Economic Status:



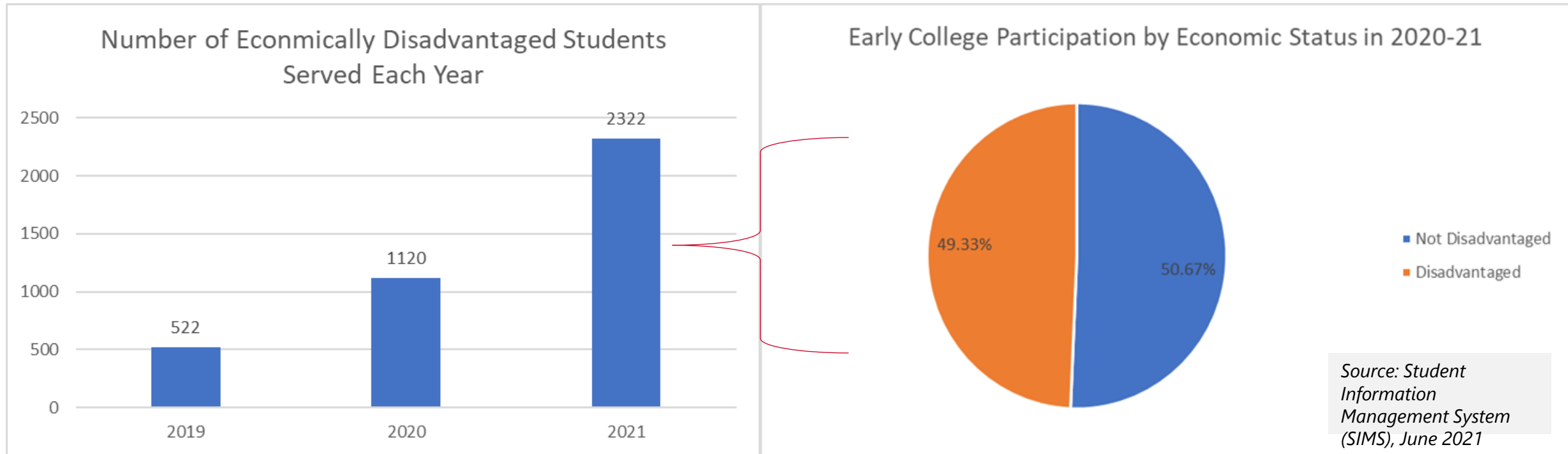
College Enrollment Data/EC Cohort 2020

The positive difference in college enrollment remains across racial groups

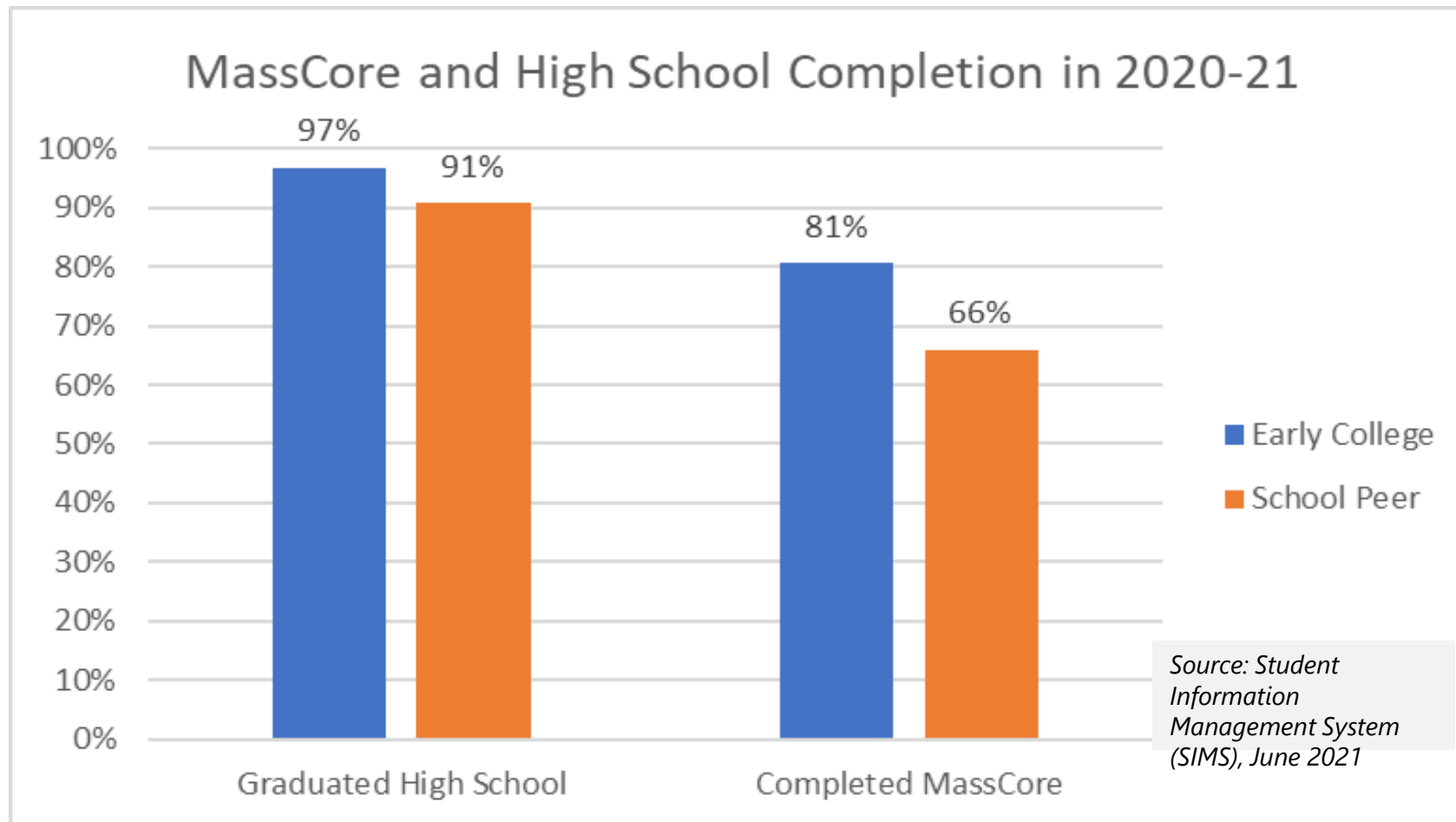
2020 College Enrollment Within 6 Months of Graduating H.S. by Race:



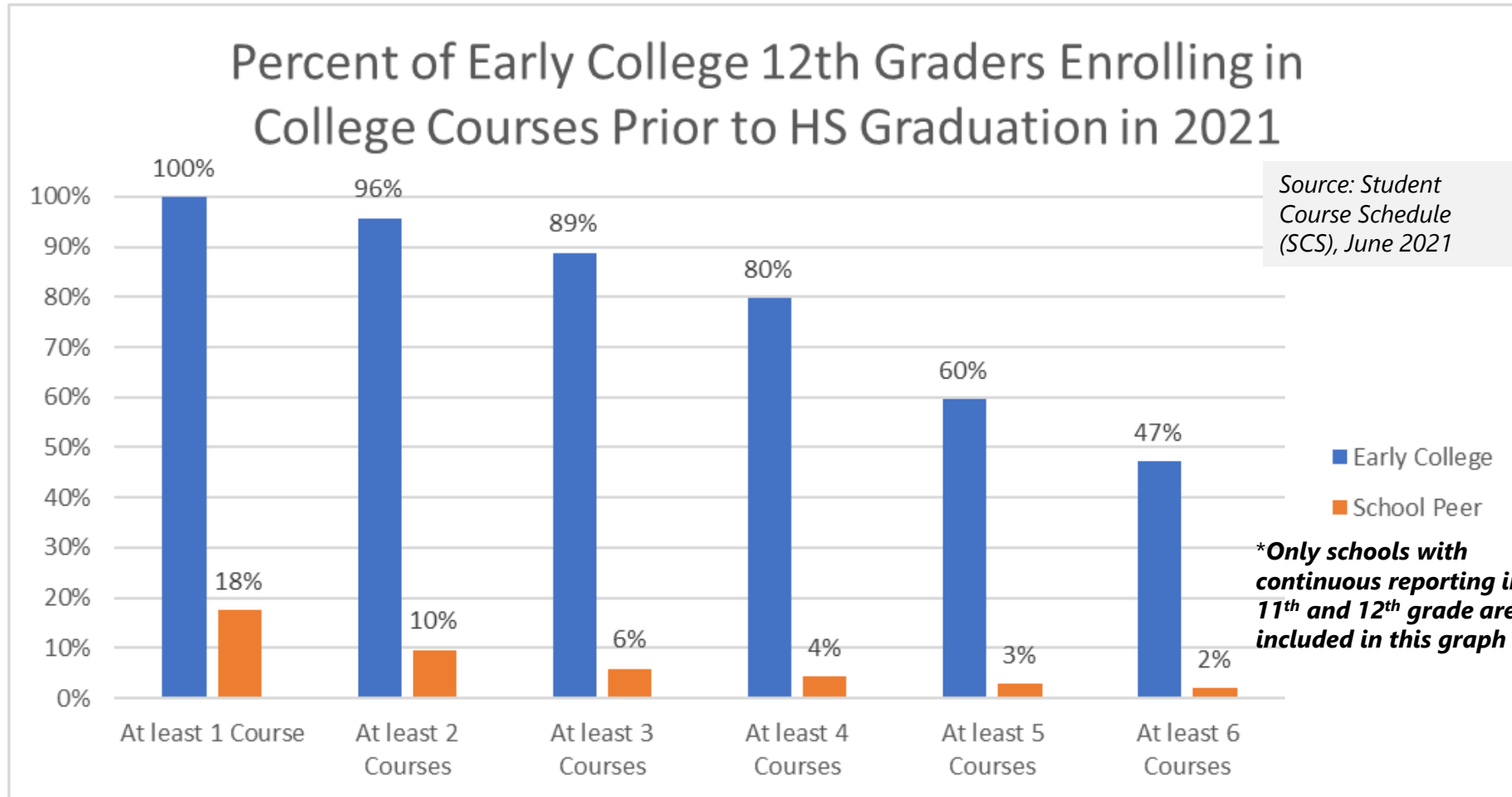
The number of economically disadvantaged students enrolled in MA Early College has doubled from year to year.



In 2020-2021, MA EC 12th graders were more likely to graduate high school and be more college and career ready than peers.



In the 2021 cohort, most MA EC 12th graders enrolled in at least 4 college courses by graduation.*



Possible EC Comparison Groups

Statewide Averages- for measures such as Mass Core completion, FAFSA completion, Overall college going rates by sub-groups...

School Demographics and School Peers- for measures such as % of high need students and other sub-groups, MyCAP completion rates, MCAS performance measures, earning of college credits, Mass Core and FAFSA completion rates, college going rates.....

EC State Match 2- (similar measures as used with school peers but consisting of a robust non-Early College student match based on demographic profiles)

Game-Changers: Benchmarking Success

How do we know programs are making a difference for students?

- Individual programs set goals and use them to benchmark progress
- Statewide measures- what are the minimum requirements to uphold/renew a statewide Designation?
- Measures by types of school
 - Ex. Schools serving majority of students with high needs/underrepresented students which are focusing on raising college going rates for school population/majority of students
 - Ex. Schools who do not serve a majority of high needs/underrepresented students but are focusing on raising college going rates of sub-groups of students in relation to school population/other groups of students

Break out session

- What are the minimum requirements you would expect to see to uphold/renew a statewide Designation ?

Data

Quantitative Data-Visualized through Data Dashboards and Annual Reports

- Designation and Grant Applications/Reports
- Statewide Data Collections
- Manual Trackers
- Institutional Data

Qualitative Data- Visualized through reporting

- Designation and Grant Applications/Reports
- Annual Reports
- 3rd year EC site visit report

Early College Evaluation Process

Actions	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Application and Program Designation Applications open in the summer; conferred by ECJC in Spring; program expected to enroll students in fall.	Y					
Initial 5-year Designation Agreement		Y				
Student Enrollment in SIMS (October, March, and June), course enrollment in SCS		Y	Y	Y	Y	Y
Annual Report – Qualitative (End of June) Update designation summaries (amendments?) and have programs answer questions, submit artifacts		Y	Y	Y	Y	Y
Summary Performance Dashboards (updated as data becomes available)		Y	Y	Y	Y	Y
Site Visit and Focus Groups (Staggered throughout year 3)				Y		
Mid-Designation Site Visit Report The Early College Team produces a report documenting the site visit; strengths and opportunities for improvement are identified. If there are findings of concern, the designee would need to address in the Application for Continued Designation.				Y		
Application for Continued Designation (September?) Designees submit for review by ECJC. Areas of needed improvement may result in conditions on Continued Designation and require a 1-year corrective plan.						Y
Continued Designation Awarded (Spring) Renewal of designation for an additional 5 years?						Y

HEIRS data for credit info

Early College Qualitative Review Process

AIR

- Participated in EC Designation Review process
- Conducted Stakeholder Meetings
- Aligning with other DESE review processes
- Developing Rubric for Qualitative Review
- Planning 8 Check in reviews for Spring

Looking Ahead: Summer 2022

- First round of 3rd year site visits will have been conducted
- Second formal round of annual reports will be underway
- Initial range of state benchmarks to be established by ECJC