



**College and Career Pathways: Equity And Access**  
*2015-16 Civil Rights Data Collection Analysis*

October 2018



By 2020, 65 percent of jobs will require a postsecondary credential, meaning anything from a bachelor's degree to industry-recognized credentials.

Without access to essential math and science classes in high school, many students will graduate from high school unprepared for postsecondary learning and the opportunities it offers.



## About the Data

- Analysis of 2015-16 Office of Civil Rights Data Collection, conducted every two years.
- Analysis based on pathways to college and career readiness (including access to math, science, Advanced Placement and dual enrollment courses).

## About the Analysis

- Population is schools offering grades 9, 10, 11 or 12. This is a broader definition of “high school” that gives us better insight into schools that should be offering these courses.
- All core courses except Calculus and Physics are “or higher” to capture schools that may offer courses exclusively in middle school.
- Course progression: Algebra I, Geometry, Algebra II, Advanced Math, Calculus; Biology, Chemistry, Physics.
- Incorporates Common Core of Data to include additional school characteristics.
- All data points are available by state.

## Why This Data?

- Under-reported and under-utilized data source.
- Helps to partially address “data deserts” or insufficient data sources on student course needs statewide and access gaps.
- Only national source of data on access pathways to college and career readiness.



1

Far too many students lack access to key courses that would prepare them for college and career.

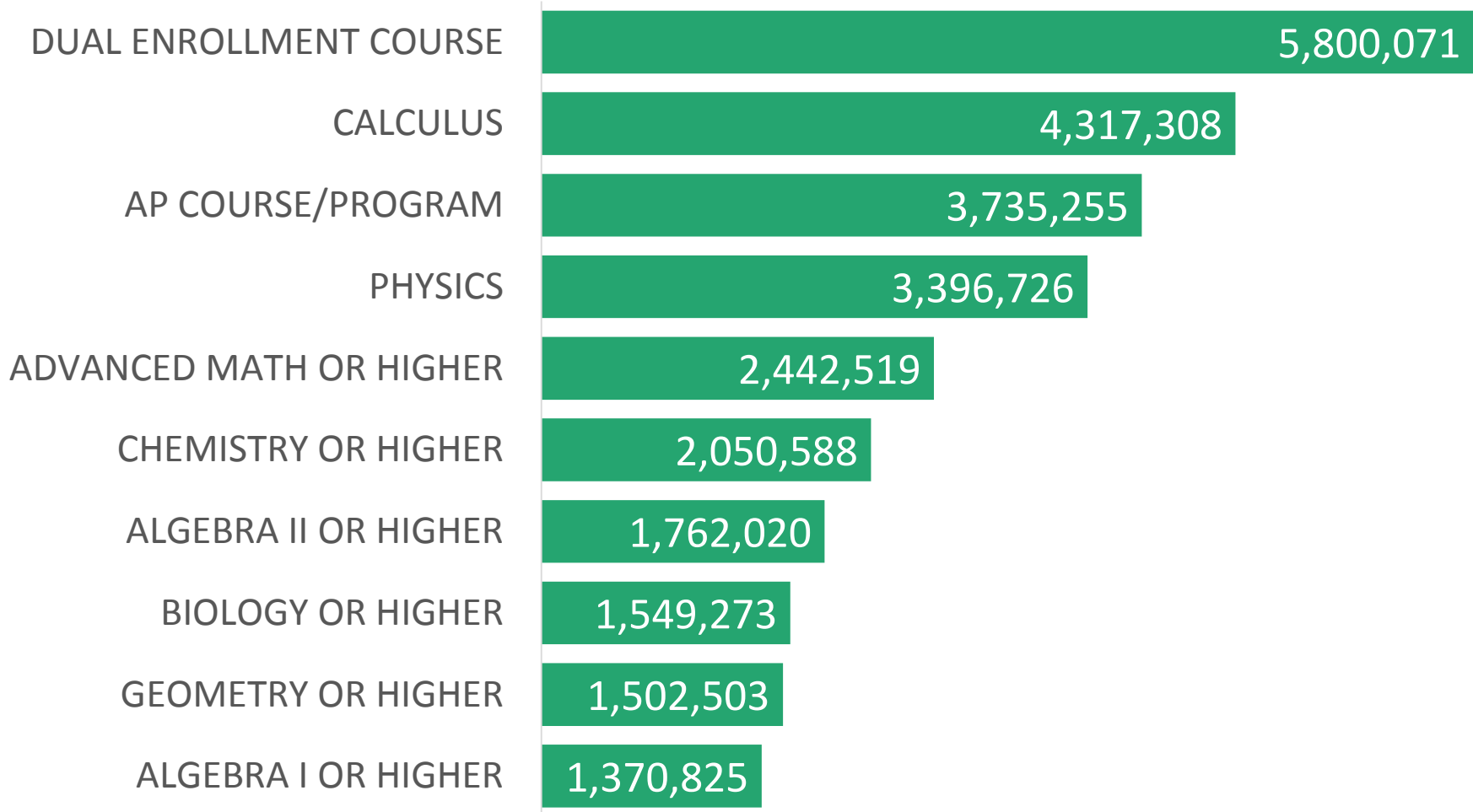
2

Lack of access is inequitable: it is worse for schools with high populations of minority students and schools with high populations of low-income students.

# Finding 1: Many Students Lack Access to Key Courses That Would Prepare Them for College and Career



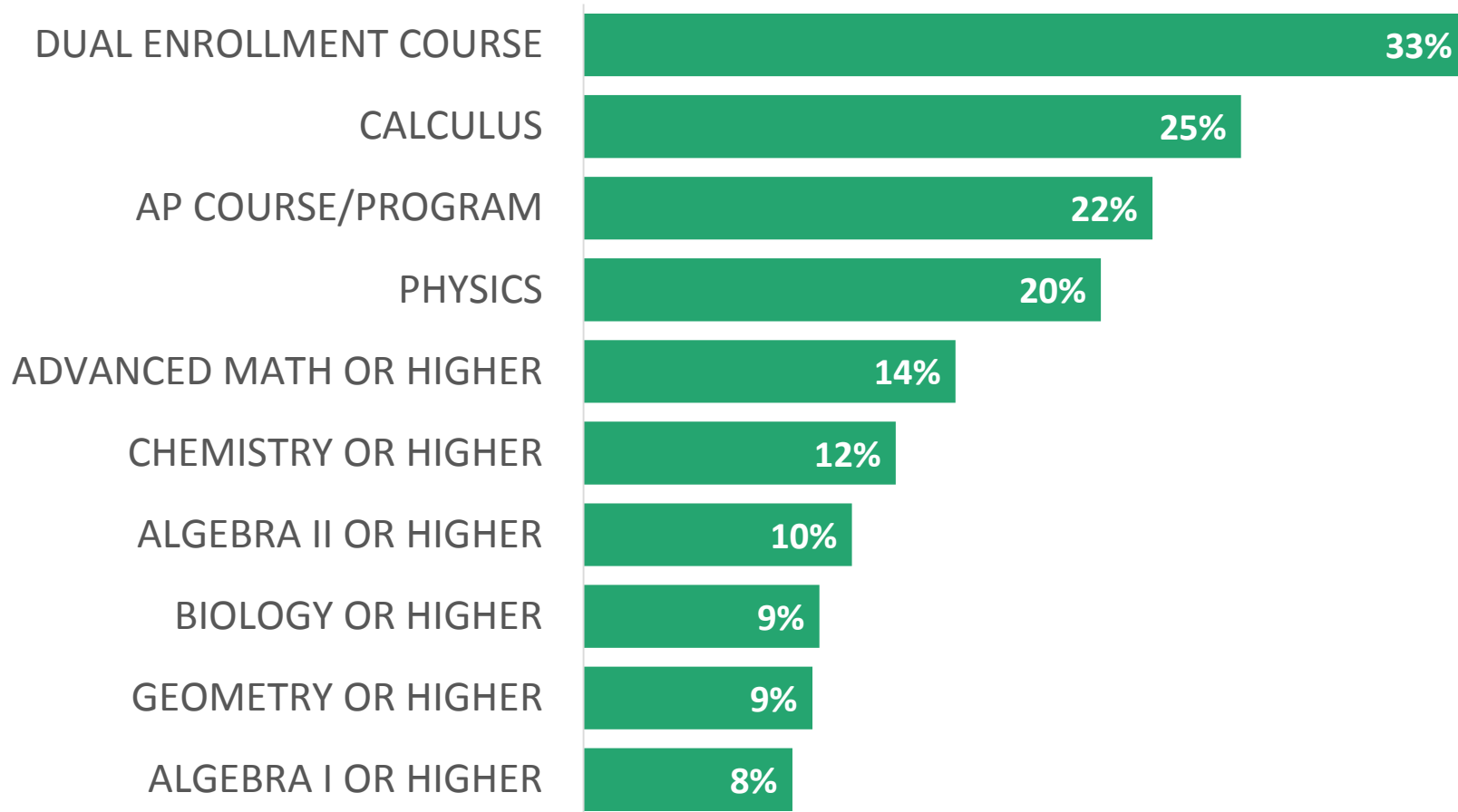
National number of **students** with no access to courses



# Finding 1: Many Students Lack Access to Key Courses That Would Prepare Them for College and Career



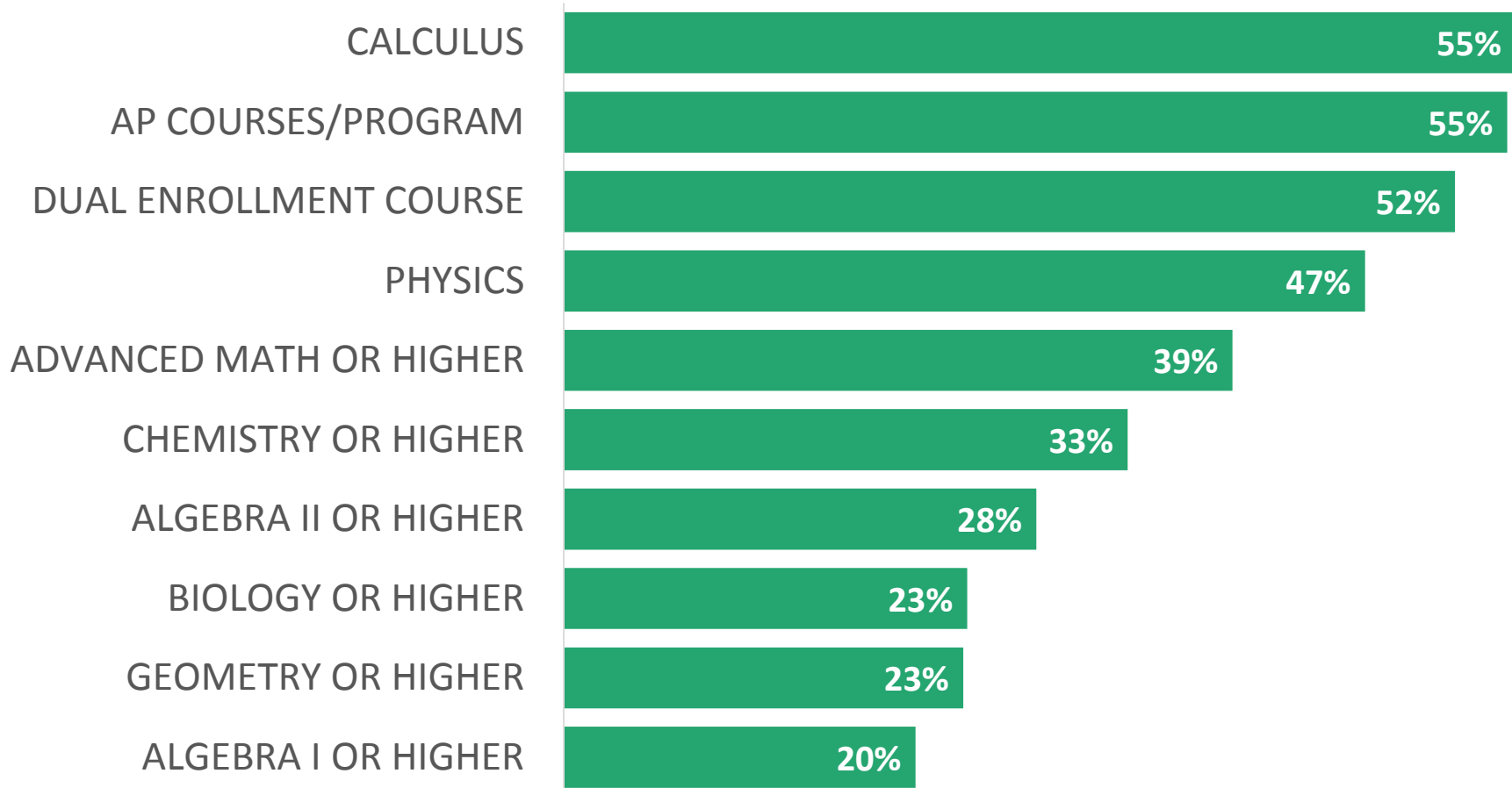
National percentage of **students** with no access to courses



# Finding 1: Many Students Lack Access to Key Courses That Would Prepare Them for College and Career



National percentage of **schools** with no access to courses

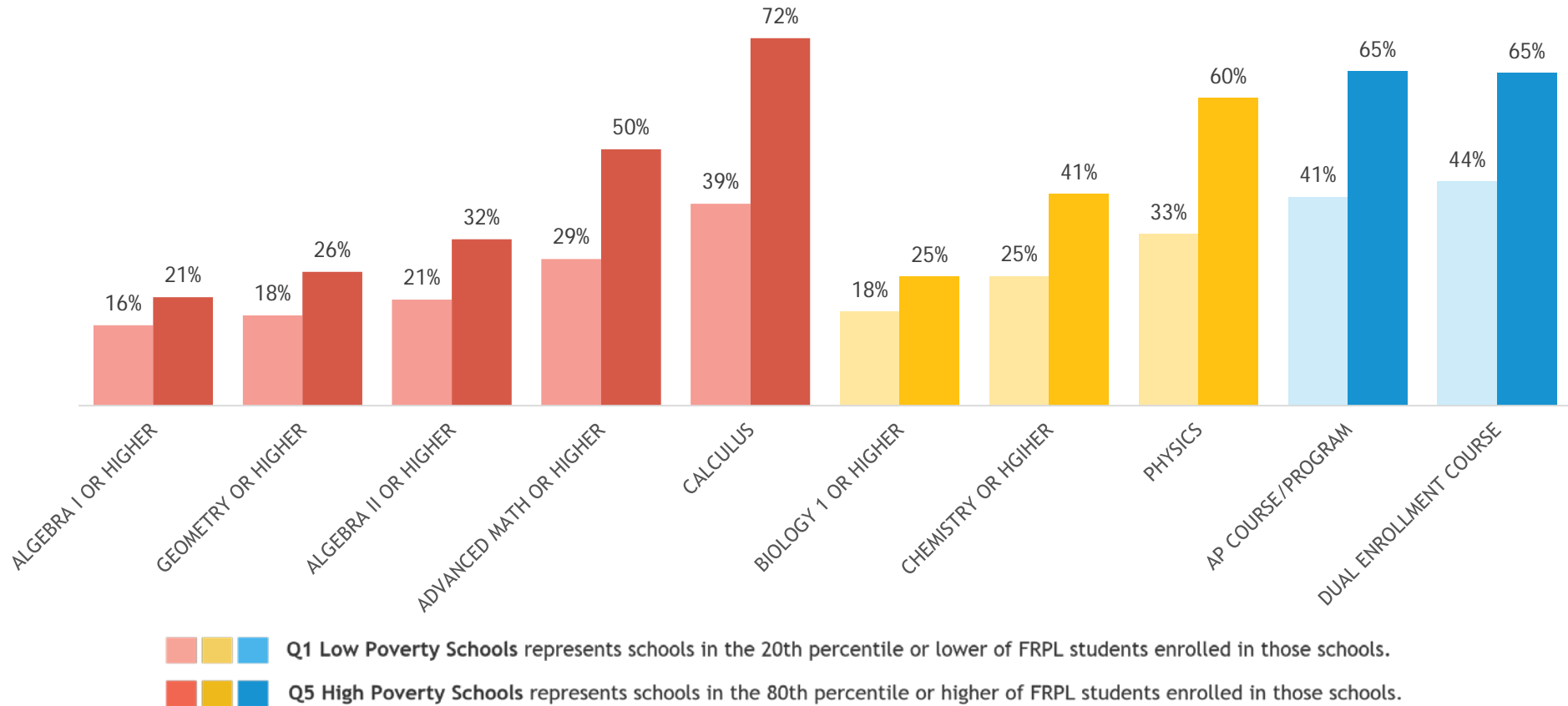


# Finding 2: Lack of Access Is Inequitable



*It is worse for schools with high populations of low-income students.*

Schools Without Access  
Based on Student Poverty  
*Comparing Lowest and Highest Quintiles*



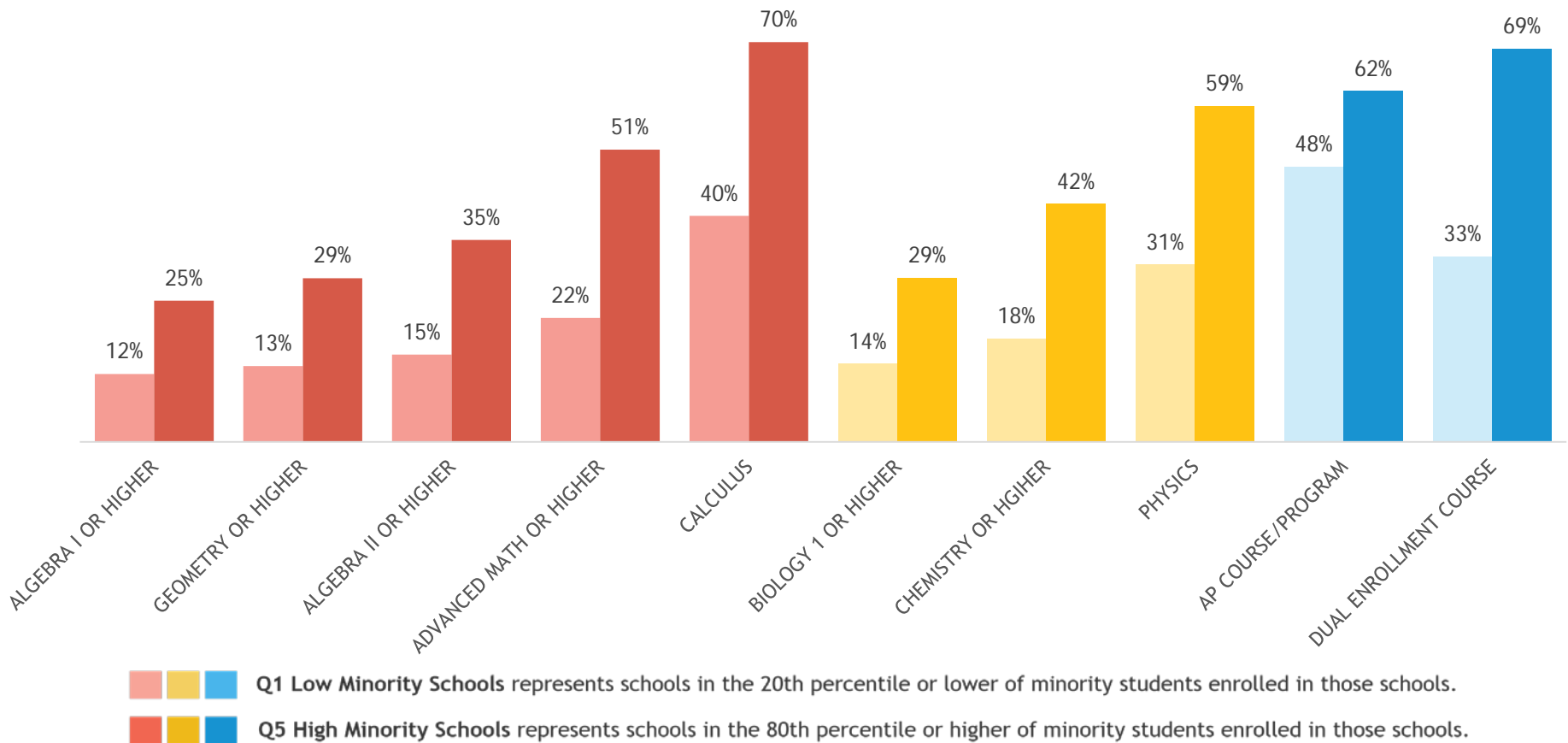


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**Schools Without Access  
Based on Student Minority**  
*Comparing Lowest and Highest Quintiles*





## How to Overcome Gaps in Access



### 1. Evaluate

Conduct a statewide audit of course offerings and access.



### 2. Communicate

Inform families of college and career course options and availability.



### 3. Improve

Identify policy solutions to improve access for students.



**This is an ongoing cycle, not a checklist.**

States should continually evaluate their course offerings and effectiveness, communicate course availability to families and the public and use feedback from evaluations and outreach to improve access for students.



The CRDC and ExcelinEd's analysis does not:

- include if students are access courses online,
- include non-core courses,
- reflect the current school year (2017-18), or
- reflect the quality of the course.

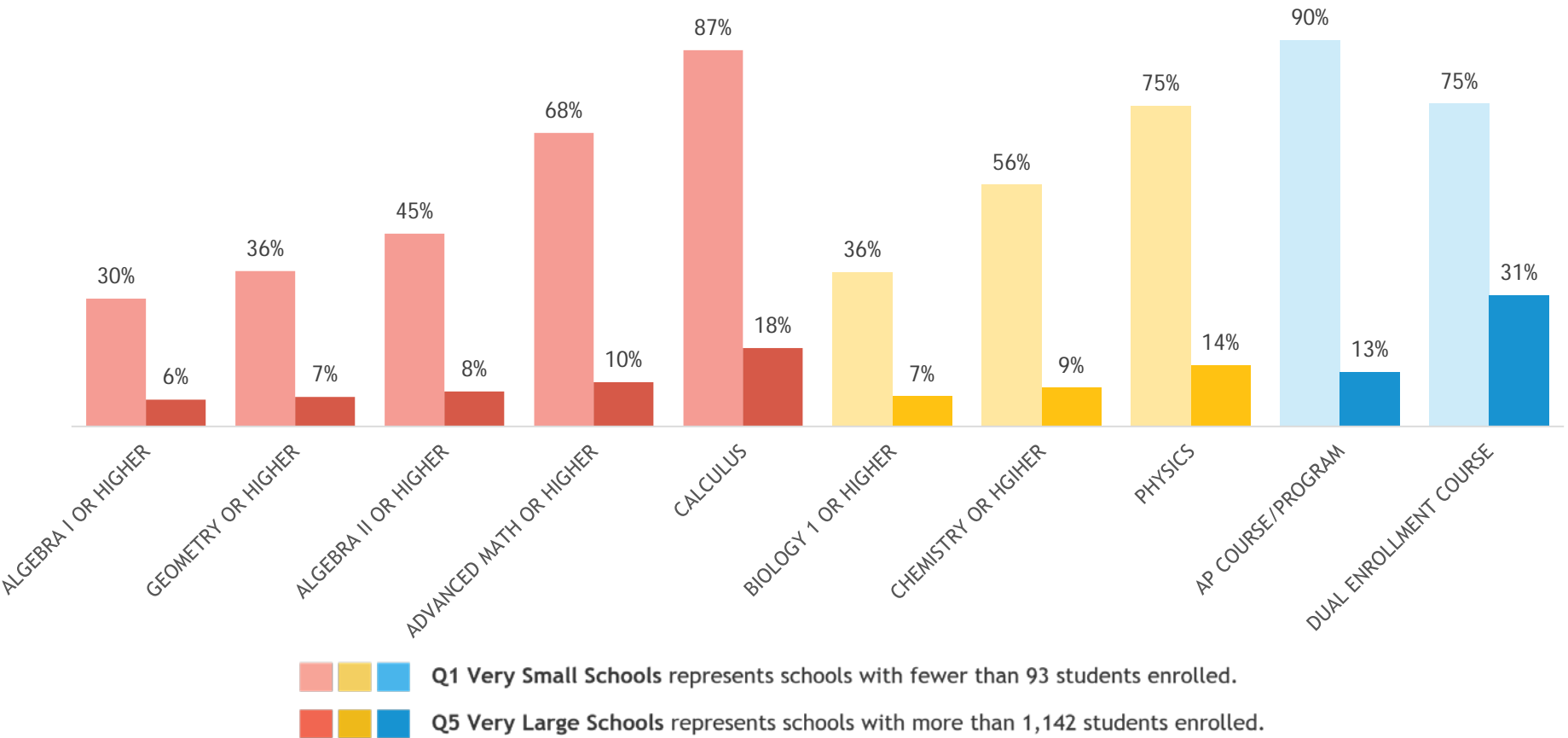
ExcelinEd did not independently verify the information from the 29,716 public schools reflected in this analysis.

## Other Interesting Findings

# Small Schools Struggle to Provide Access



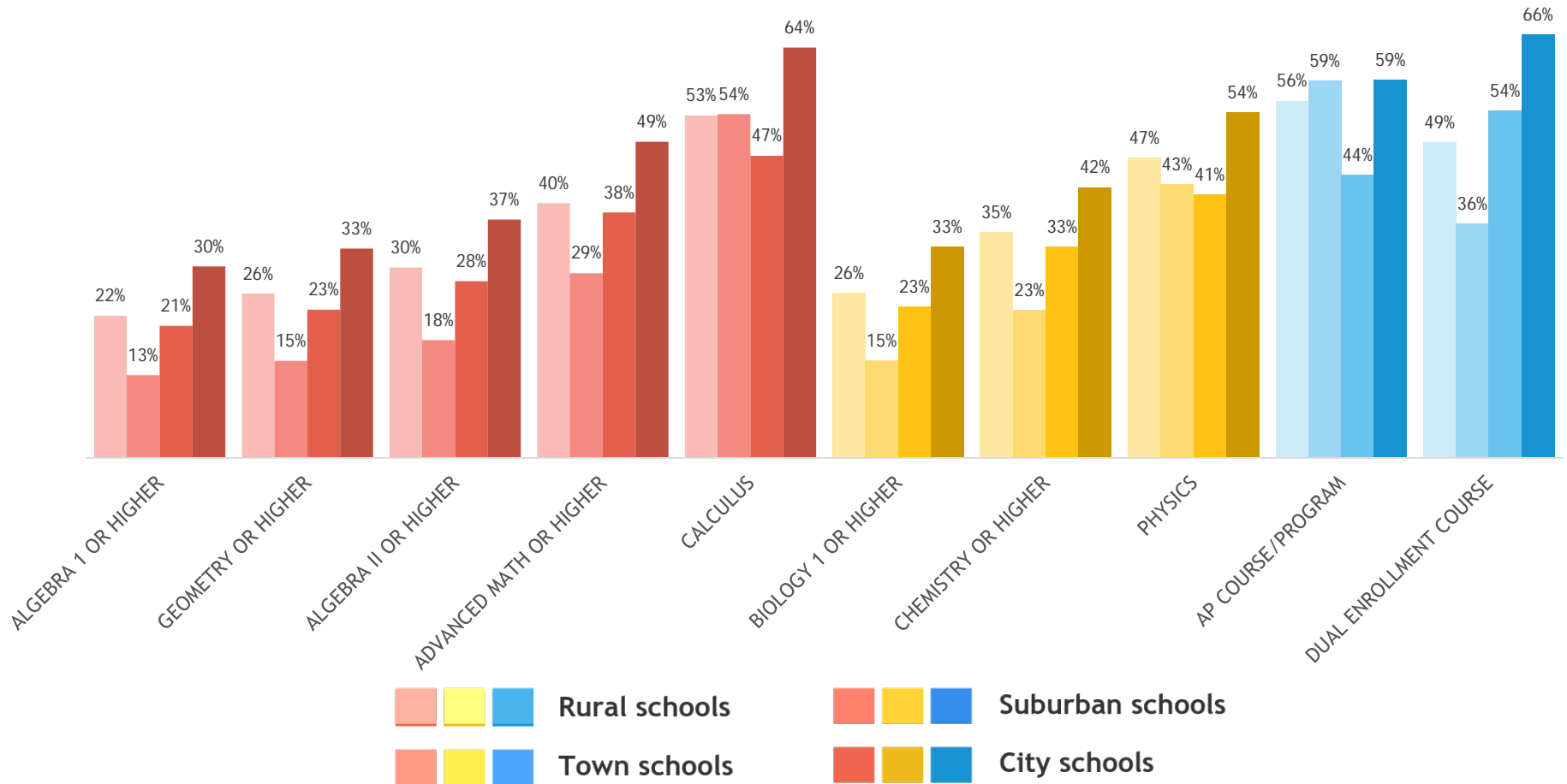
Percent of Schools Without Access  
Based on Student Enrollment  
*Comparing Lowest and Highest Quintiles*



# It's Not Just a Rural Problem



## Percent of Schools Without Access Based on Locale





Thank You!

For additional information and questions, contact:

**Erin Lockett**, Senior Policy Analyst, Innovation

[ErinL@ExcelinEd.org](mailto:ErinL@ExcelinEd.org)

Foundation for Excellence in Education

P.O. Box 10691

Tallahassee, FL 32302

850.391.4090

[Info@ExcelinEd.org](mailto:Info@ExcelinEd.org)

[www.ExcelinEd.org](http://www.ExcelinEd.org)