

## Multiple Pathways to Graduation Strategy

**JoEllen Lynch**

*CEO, Partnership Support Office  
and Office of Multiple Pathways to  
Graduation, NYC DOE*

**Leah Hamilton** *Executive Director  
Office of Multiple Pathways to  
Graduation, NYC DOE*

November 2008



**Department of  
Education**

*Joel I. Klein, Chancellor*

# Situational Context and Project Overview

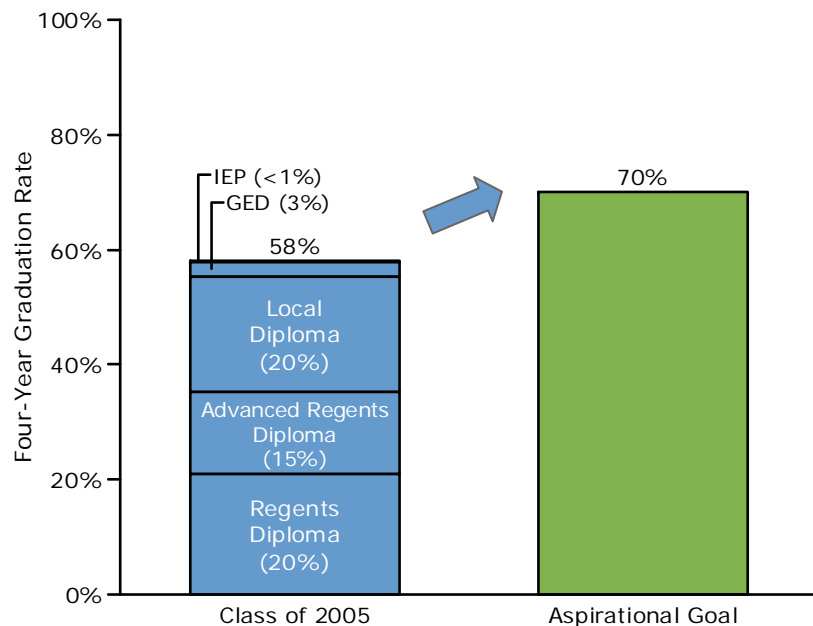
## New York City Situation Overview

- NYC's school system is the **largest district in the United States**, serving over 1.1MM students
- **NYC schools serve a diverse and disadvantaged population** - historically, student outcomes have been challenged
- NYC DOE recognizes a **need to increase focus and investment on the District's neediest students**:
  - **Approximately 70K over-age and under-credited youth are enrolled in NYC high schools** (excluding dropout population), representing over 20% of all high school enrollments
  - Students needs are driven by a **lack of social supports and significant academic deficiencies**
  - **Few demonstrated models exist and current successful options lack scale** to effectively serve this distinct segment of high school-aged youth

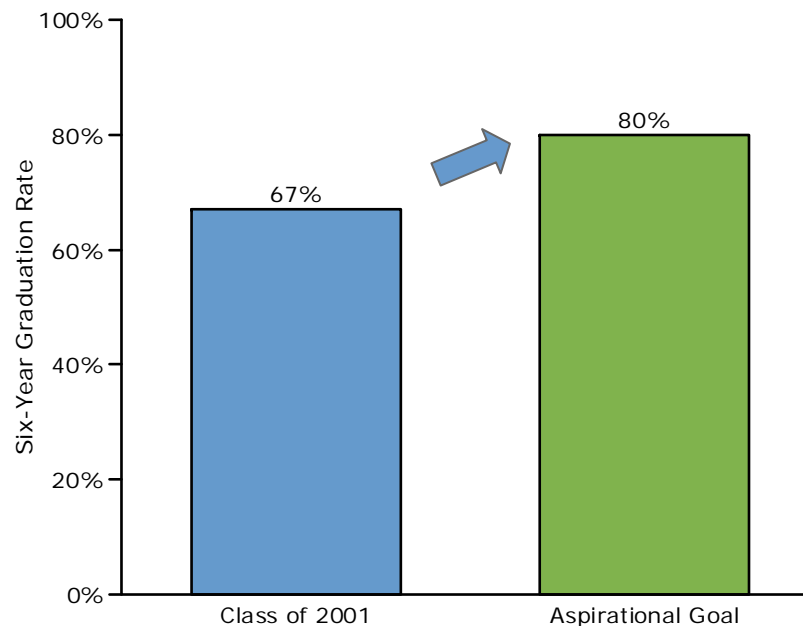
# Situational Context and Project Overview

## Secondary Reform Aims to Raise the 4-Year Graduation Rate to 70% and the 6-Year Graduation Rate to 80%

**Four-Year Graduation Rate:  
Class of 2005 Rate and Targeted Goal**



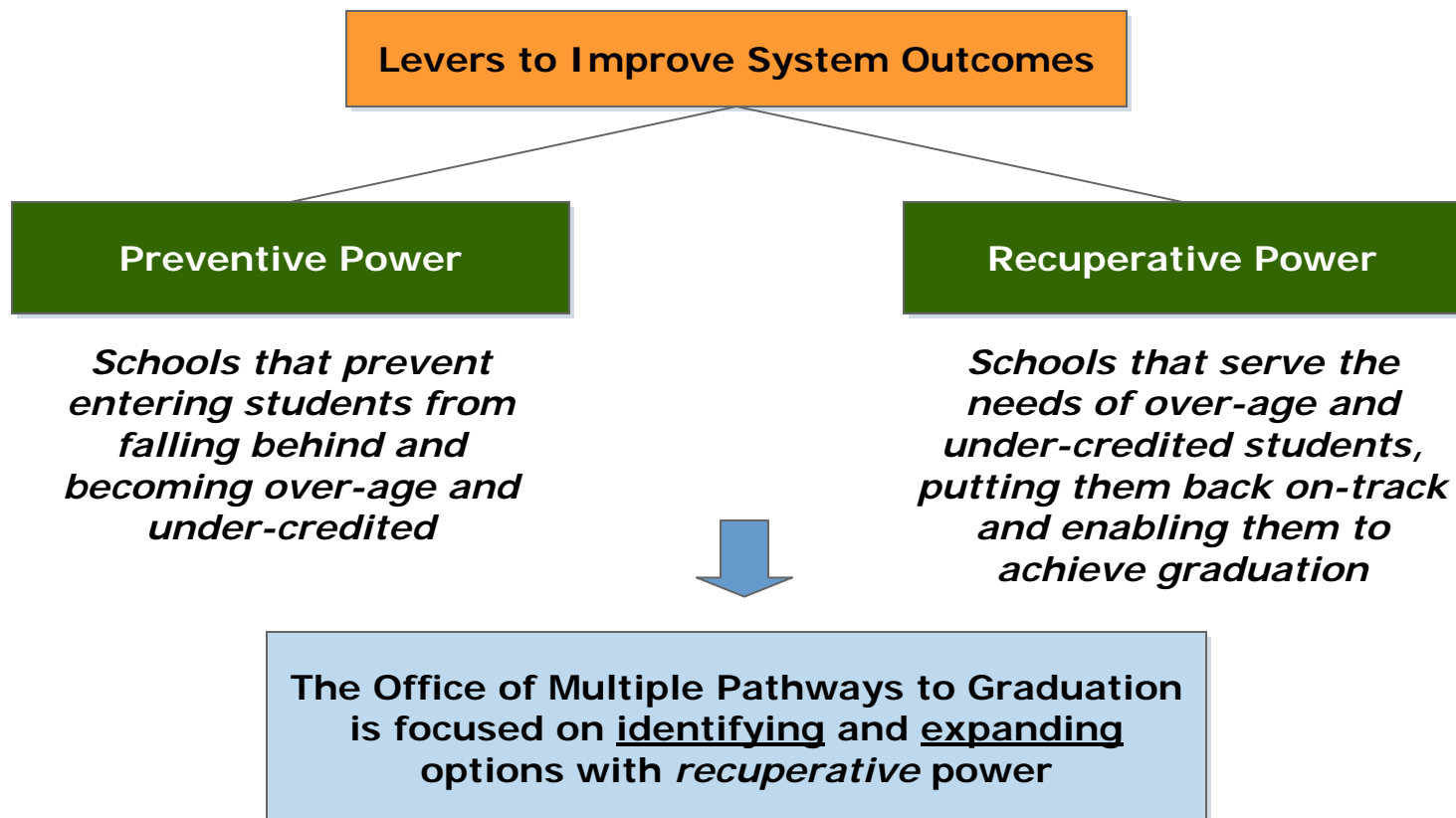
**Six-Year Graduation Rate:  
Class of 2001 Rate and Targeted Goal**



Note: Includes GED and IEP Diplomas; Beginning with the Class of 2005, the requirement for earning a Regents Diploma is scoring 65 or above on 5 Regents exams. Previously, students earning a Regents Diploma scored at 65 or above on 8 Regents exams, which, for the Class of 2005, is the requirement for an Advanced Regents Diploma; See Appendix for more detailed description of Diploma types  
Source: NYC DOE Division of Assessment and Accountability

# Identifying Effective Options

## Raising the System Graduation Rate Requires Prevention and Recuperation of Over-Age and Under-Credited Students



# Key Questions

---

## Multiple Pathways Strategic Planning

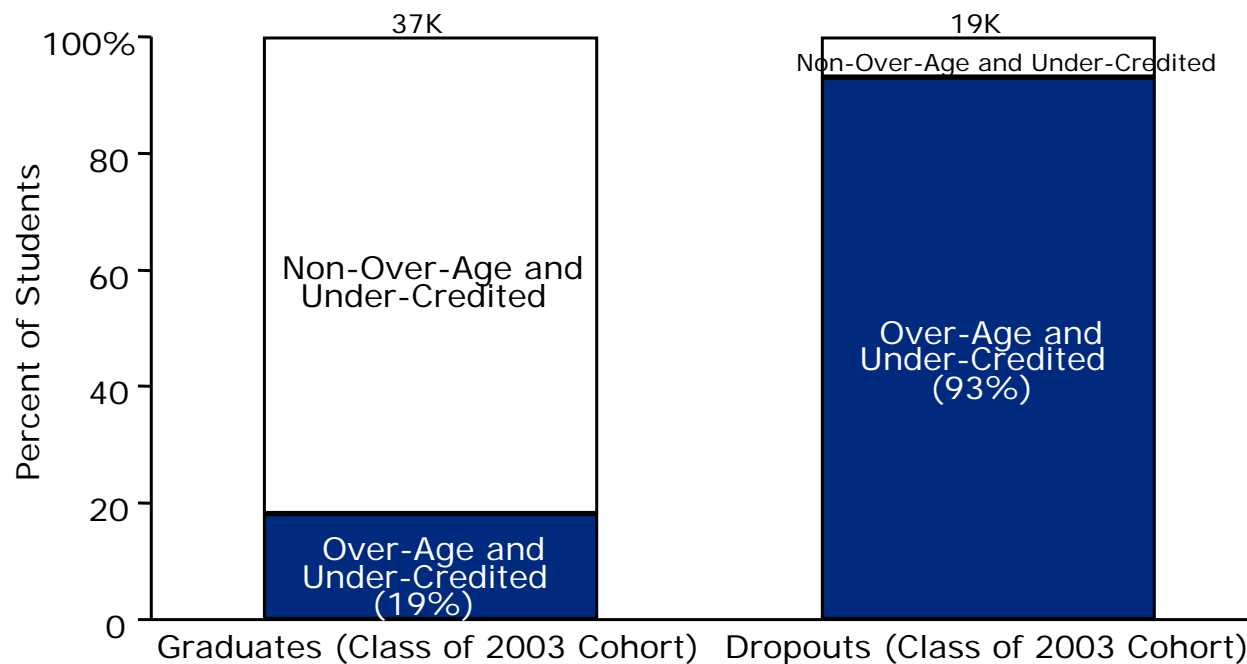
- How big is the over-age/under-credited student population? What are the core student segments (age, number of credits, demographics, etc.)?
- Who are the over-age/under-credited youth? What are their needs?
- What are the most effective options to help over-age/under-credited youth succeed?
- What are the strategic considerations to build system capacity to better serve over-age/under-credited youth? What investments are required and what is the expected potential impact?

# Sizing the Challenge

## Nearly All High School Dropouts in NYC Have a History of Being Over-Age and Under-Credited

- The dropout population *is* the over-age and under-credited population, just at different points in time
- By contrast, only 19% of graduates were once over-age and under-credited in high school

Graduates and Dropouts by Over-Age and Under-Credited Status, Class of 2003 Cohort

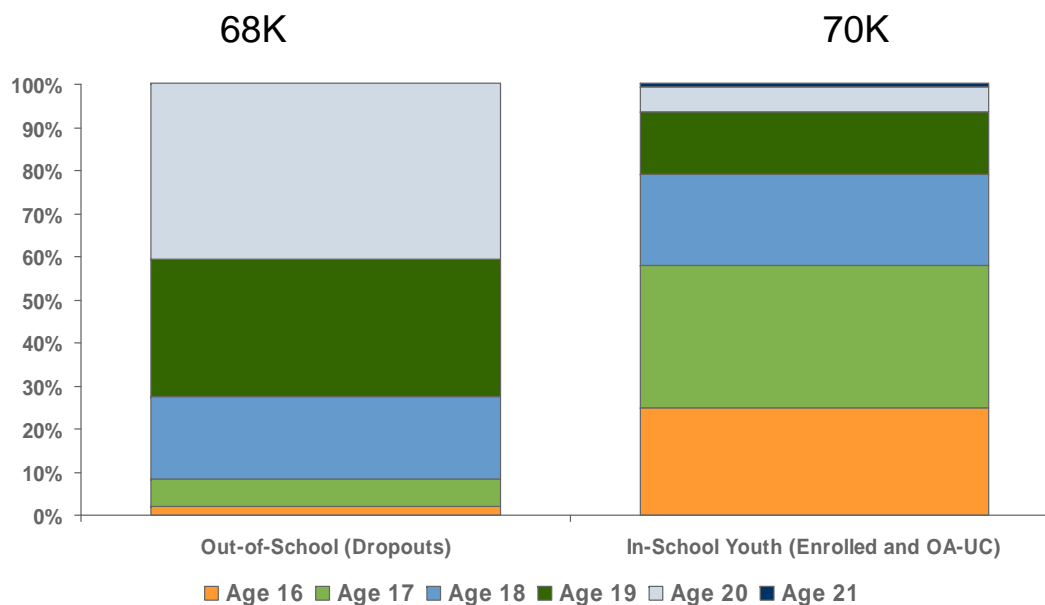


# Sizing the Challenge

## Nearly 140K NYC Youth Age 16-21 Have Dropped Out or Are Significantly Off-track for Graduation

Including in- and out-of-school youth, there are approximately 138K over-age and under-credited youth in New York City at any given point in time.

*In- and Out-of-School Over-Age and Under-Credited Youth, by Age on June 2005*

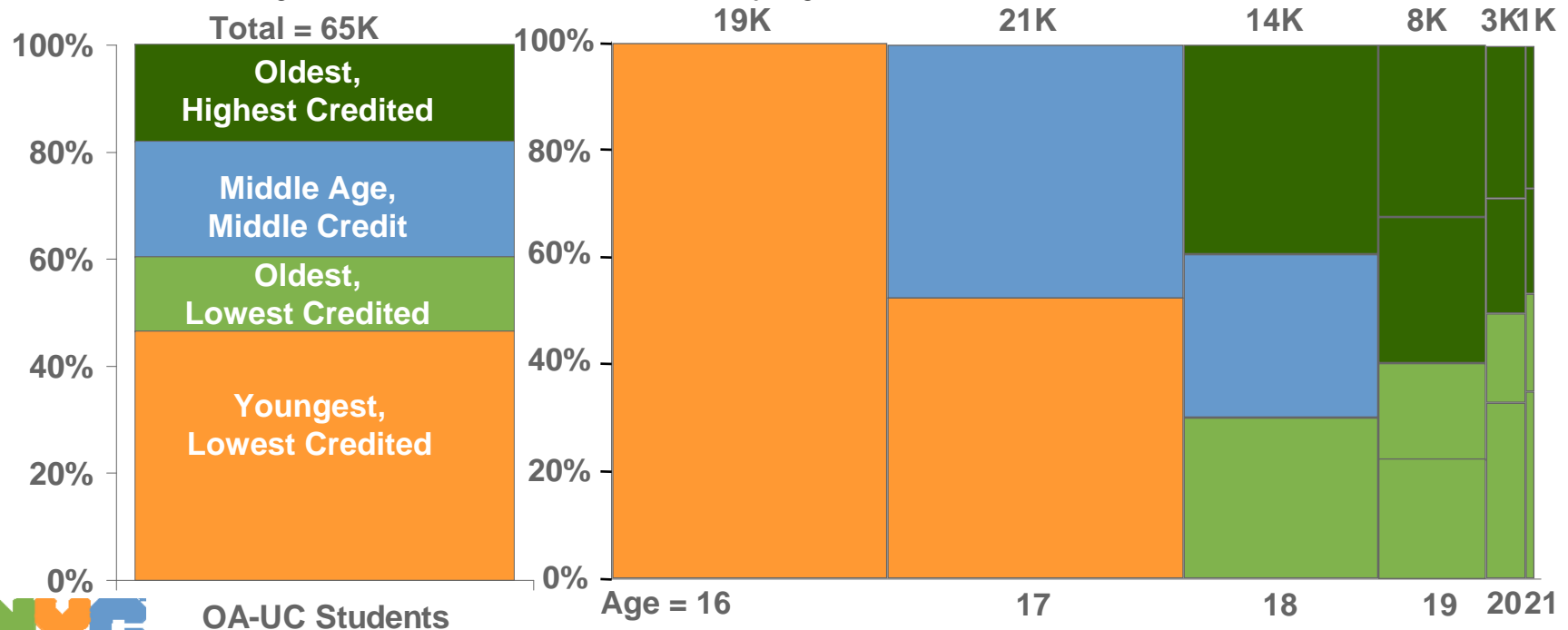


# Sizing the Challenge

## Majority of OA-UC Students Have Completed Less than One-Quarter of Credits Required for Graduation

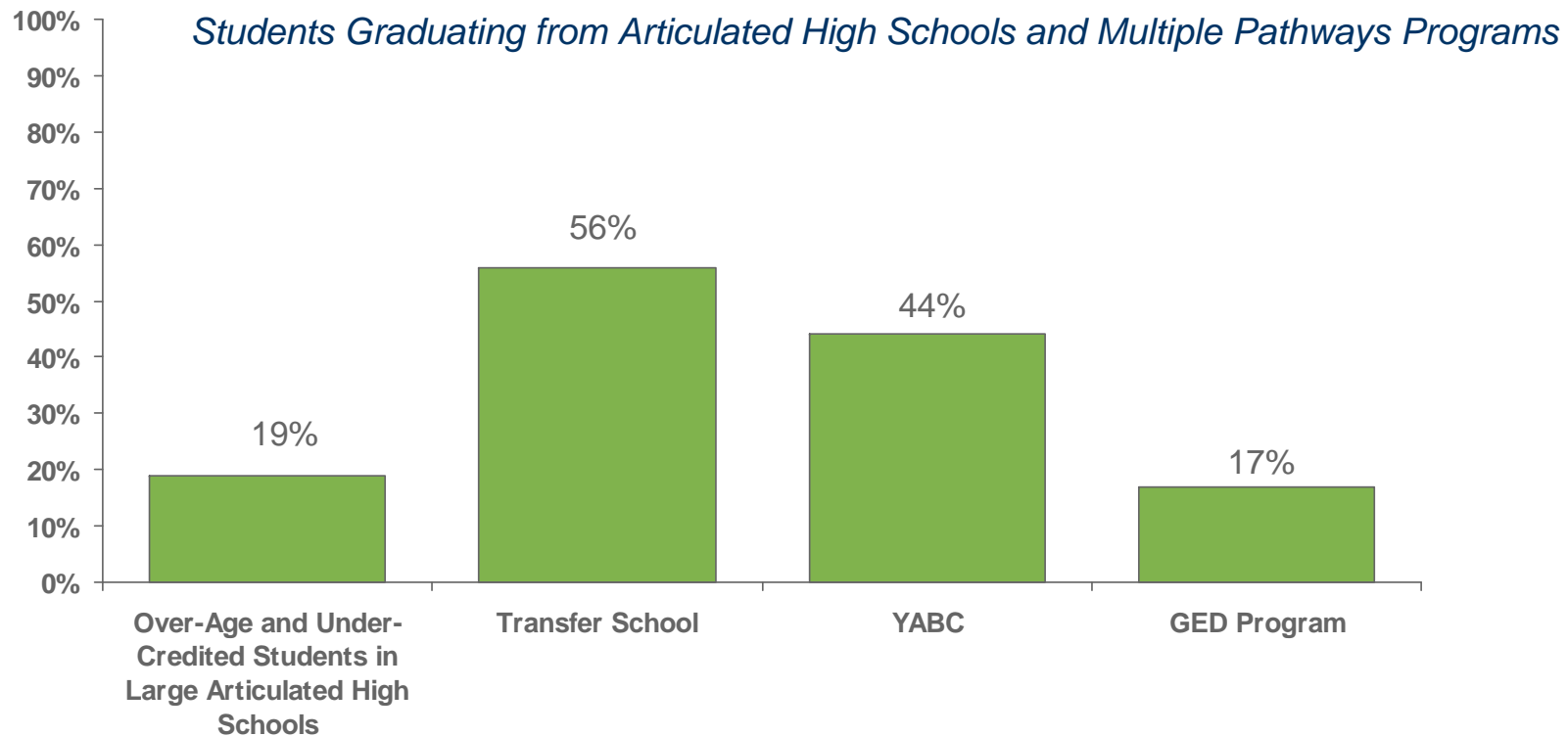
- 57% of over-age and under-credited students have fewer than 11 credits.
  - > Nearly 7,000 enrolled students are at least 18 years old with fewer than 11 credits (11% of all over-age/under-credited students).

Over-Age and Under-Credited Students by Age and Credit Attainment, June 2005



# Identifying Effective Options

## Though Articulated HS Have Limited Recuperative Power, MP Programs Demonstrate Relative Success with OA-UC Students



Note: Articulated High School data is based on students who were over-age and under-credited in June 2001; Multiple Pathways graduation rate is the Class of 2003 cohort;

# MULTIPLE PATHWAYS PORTFOLIO

## School and Program Descriptions

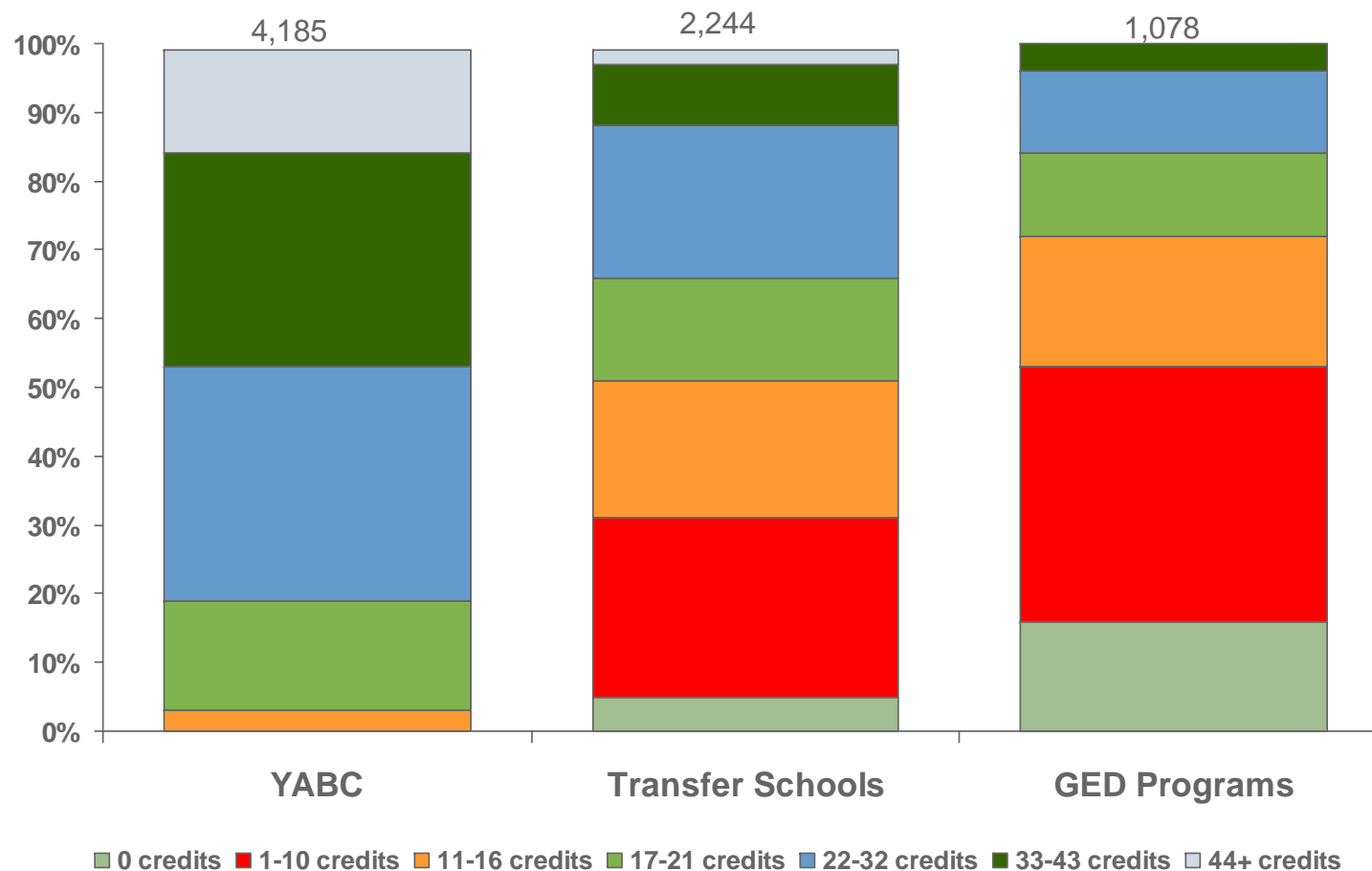
Program Name	Description
<b>YABC</b>	21 Young Adult Borough Centers are highly-supportive credit recovery programs for students who are 17½ or older and have at least 17 credits. With a non-traditional block schedule, the instructional model of YABCs allows students to concentrate only on the credit portfolio they need for graduation. Community-based organizations (CBOs) provide academic and wrap-around services.
<b>TRANSFER SCHOOL</b>	22 Transfer Schools are small, academically-rigorous, diploma-granting high schools for students that have been enrolled in a NYC public high school for at least one year and are far from promoting on grade level in their current high school. Transfer Schools include the essential elements of small schools. CBOs provide academic and wrap-around services.
<b>GED</b>	10 The LTW GED program empowers students to take ownership of their learning through engaging courses that integrate content area, foundation skills, workplace competencies, and contemporary themes. CBOs provide academic and wrap-around services.
<b>LEARNING TO WORK</b>	53 Spanning across the entire initiative, LTW assists over-age and under-credited* (OA-UC) students in making workforce connections through employability skills training, subsidized internship placement, and job development.

**10,830 Seats & 4,685 Internships**

\*Over-age and under-credited students are those who are, by definition, two or more years off-track.

# Learning to Work Enrollment Comparison

## Credit Accumulation at Admission in 2007-08



# Learning to Work Enrollment Comparison

## Demographic Characteristics at Admission for 2007-08

Characteristics		YABCs	Transfer Schools	GED
Mean Age At Admission		18.0	17.1	18.2
Gender	<i>Male</i>	52%	46%	58%
	<i>Female</i>	48%	55%	42%
Ethnicity	<i>Native American</i>	0%	0%	0%
	<i>Asian</i>	5%	3%	7%
	<i>Hispanic</i>	46%	41%	39%
	<i>African American</i>	42%	50%	46%
	<i>Caucasian</i>	6%	5%	8%
	<i>Unknown</i>	1%	0%	0%
Free Reduced Price Meal Eligibility (FRM)*		80%	75%	73%
Special Education*		12%	12%	18%
English Language Learner (ELL)*		15%	5%	9%
Other than English Language Exposure (OTELE)*	<i>Spanish</i>	37%	29%	29%
	<i>Other</i>	7%	6%	9%

\*From 1999-2000 to 2007-2008

Analysis: Metis Associates  
Source: ATS Data

# Support for Transfer Schools

---

## Transfer School Institute 2008-09

- Monthly intermediary network meetings to foster the success of these critical partners in providing rigorous academic models tied to post-secondary opportunities and work
- Transfer School leadership pipeline creation, launch support, and capacity building
- Capacity-building of partners, teams, and OMPG to launch and support Transfer Schools
- Development of tools for Transfer School leaders and teachers
- Support for new partnership development and best practice replication
- Professional development

# Transfer School Institute

---

## Professional Development 2008-09

- **Literacy/Learning Strategies Across the Curriculum** is a professional learning series designed to support Transfer School teachers in improving the reading, writing, and higher-order thinking skills of students in English Language Arts, Social Studies, Science, and Math.
- **Establishing an Advisory Program** engages participants in direct experiences that create a clear understanding of the activities that are essential for building effective advisory programs and the skill sets needed to become effective advisors.
- **America's Choice Ramp-Up to Advanced Literacy** is a comprehensive year-long literacy program that targets high school students reading two or more years below grade level.
- **America's Choice Math Navigator** is an intervention program that provides additional time and focused instruction to students struggling with mathematics.
- **Introductory Sessions** for Understanding by Design, Classroom Inc., and Read 180 programs.

# Instructional Practices

## Framework for Effective Instruction\*

### The research behind the model:

- The Workshop Model
- Understanding by Design
- Conferencing
- Literacy Strategies
- Higher-Order Thinking Skills
- Sheltered Instruction
- Collaborative Learning
- Differentiation
- Metacognition
- Participatory Action Research (for teachers)

### The unified model of teaching and learning

- I. Lesson Preparation
- II. Mini-Lesson
- III. Practice and Application
- IV. Assessment and Reflection
- V. Teacher Reflection

# YABC System Support

## CBO Partner Capacity Building

---

### Site-Specific Facilitation:

Facilitation coaches from technical assistance providers work with the Assistant Principal (AP) and the CBO Program Director at each YABC program. Together, they develop structures for good communication, problem solving, and effective youth development practices. Facilitators work with sites to develop specific operational goals, establish concrete student outcomes, and outline realistic next steps to achieve those goals.

### Monthly Network Meetings:

Network meetings bring together representatives from across the OMPG programs to exchange best practices, address operational issues, and build professional communities.

- A monthly YABC Leadership Network brings together the AP and the Program Director of each YABC for a meeting facilitated by a technical assistance provider. These meetings allow site administrators to magnify their own resources and knowledge by collectively building upon resources and knowledge from other sites across the city.
- A second network convenes the Learning to Work practitioners responsible for the internship programs. They work to develop and implement an effective program of work readiness seminars and workshops, to build stronger internship development skills, and to foster career goals through the internship program.

### Stand-Alone Workshops:

Specific, targeted workshops on youth development theory and other specific topics are available to staff members from all YABCs. The goal is to support the development of high quality staff with a strong understanding of practice and theory. These off-site targeted workshops include effective post-secondary advisement, college and career exploration, Primary Person models, student engagement, development of collaborative partnerships, and more.

# LTW Program Components

(provided by CBO partners)

**CAREER  
PREPARATION**



Vocational/Work Readiness  
Workshops  
Career Exploration and Planning

**WORKFORCE  
CONNECTIONS**



Internship Placements  
Job Placements

**ACADEMIC  
SUPPORT**



Tutoring and Attendance Outreach  
Post-Secondary Training,  
Exploration and Advisement

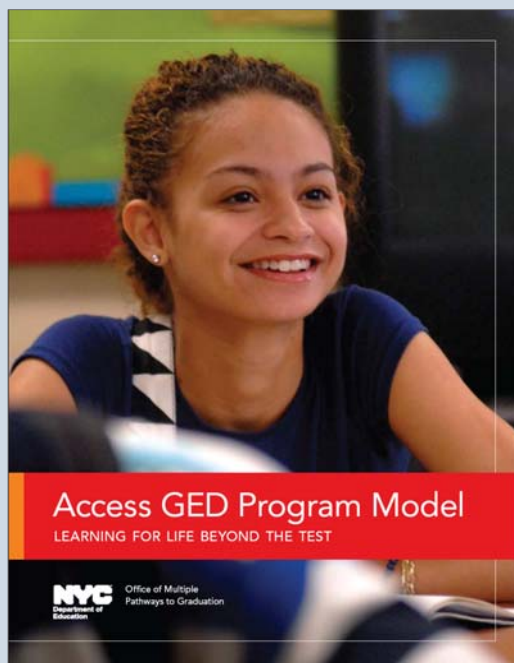
**SUPPORT  
SERVICES**



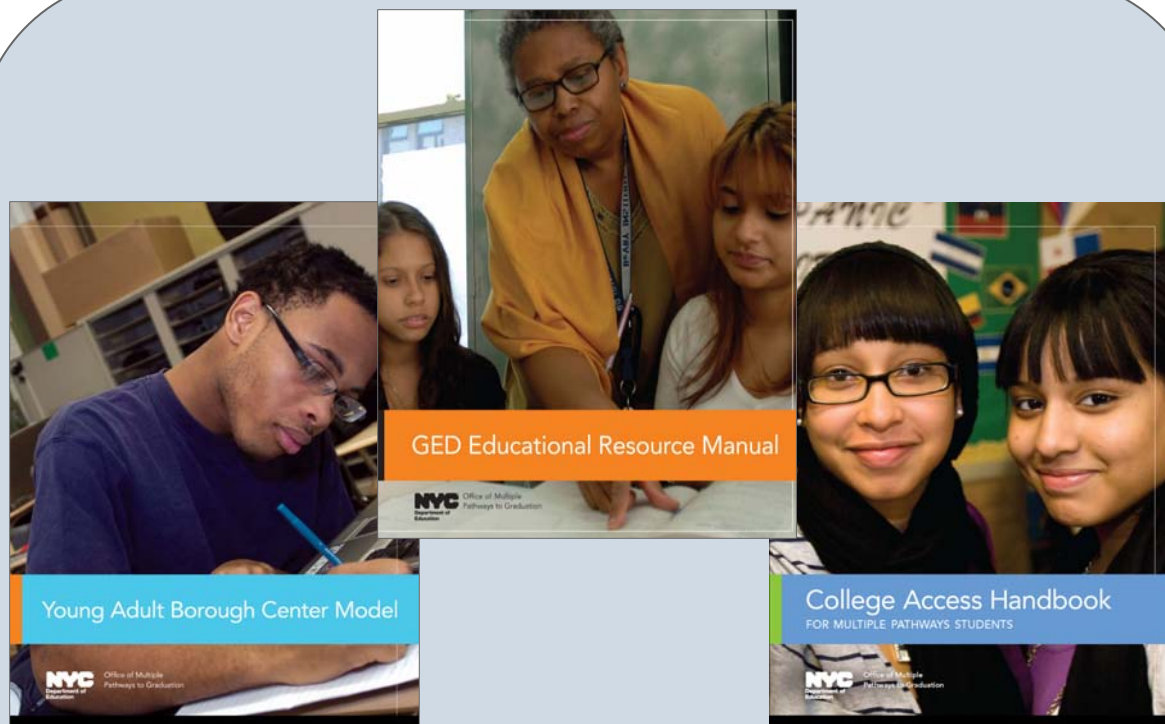
Individual and Group Counseling  
Referral to Services

# System Support for Expansion

## OMPG Model Development



Since the fall of 2006, OMPG has designed and implemented three full-time Access GED programs. This year, OMPG completed the codification of this model.

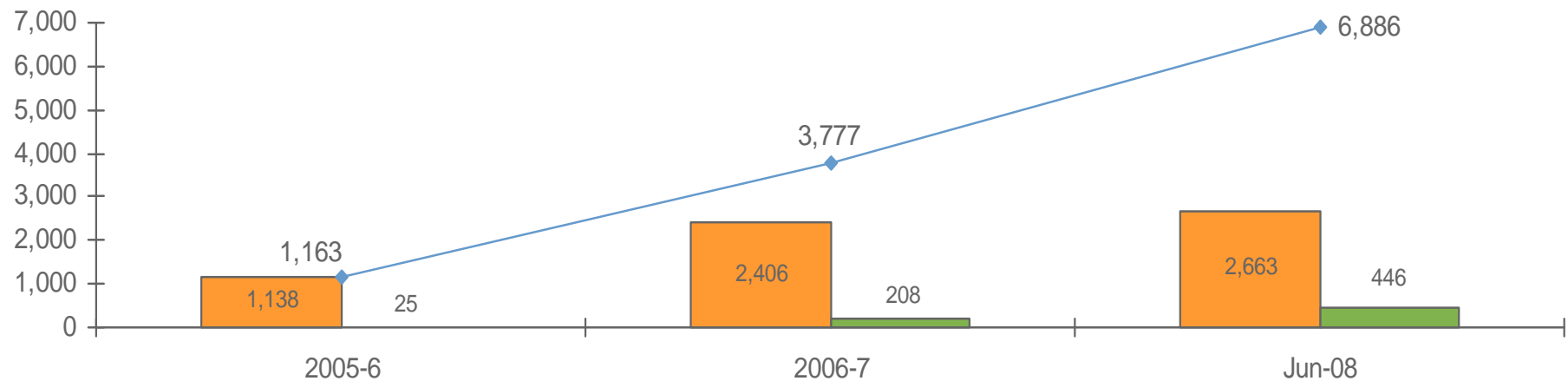


In addition to the Access GED Model, OMPG continues to codify other program models and identify promising practices for re-engaging over-age, under-credited youth. These resources will all be disseminated via the Knowledge Management Platform in ARIS.

# Learning To Work Outcomes – Graduates

Almost 7,000 students have graduated from Learning to Work (LTW) programs since the start of the initiative in September 2005.

Graduates By Year, September 2005 - August 2008

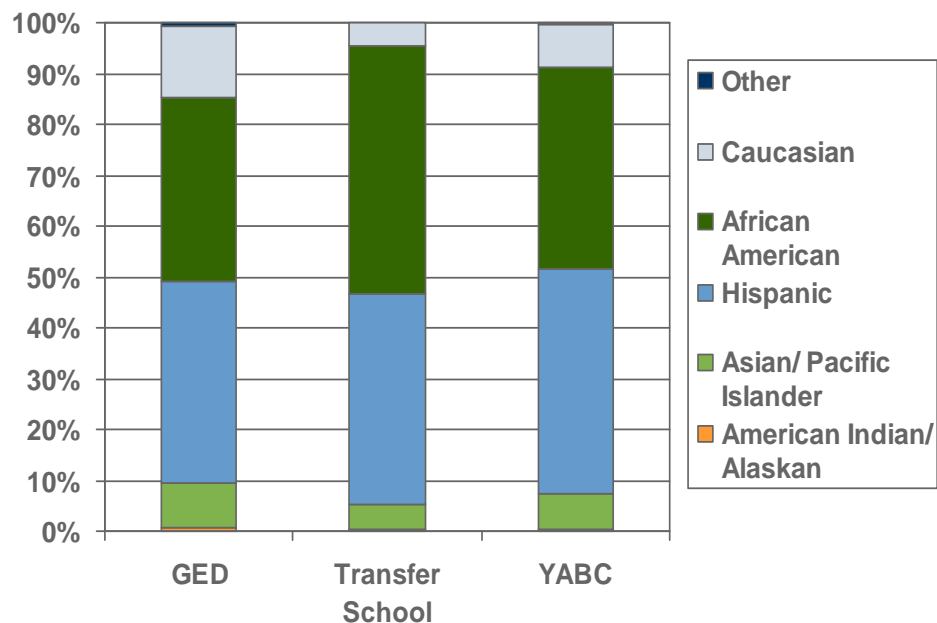


Source Data: ATS

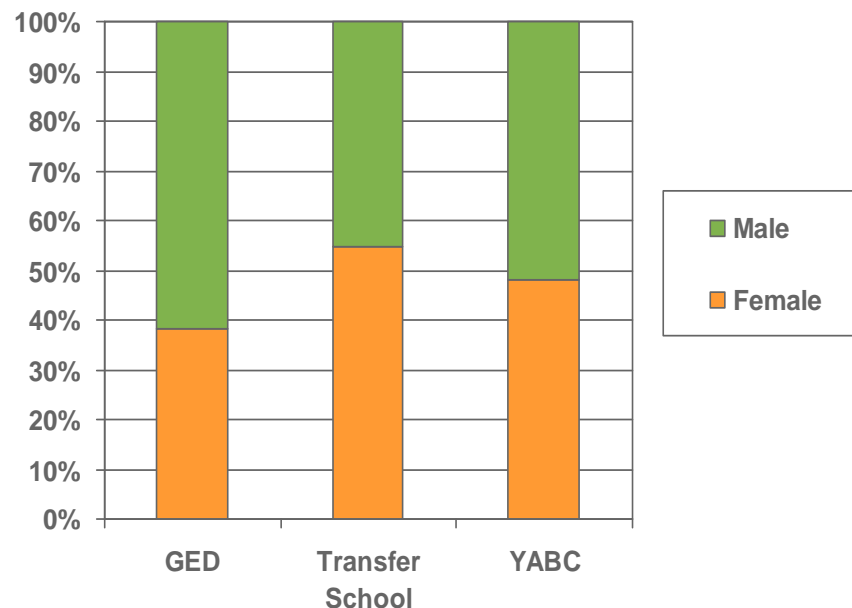
■ Diploma ■ GED ◆ Cumulative Graduates Since Program Launch

# Demographic Breakdown of Graduates

## Cumulative Graduates by Ethnicity

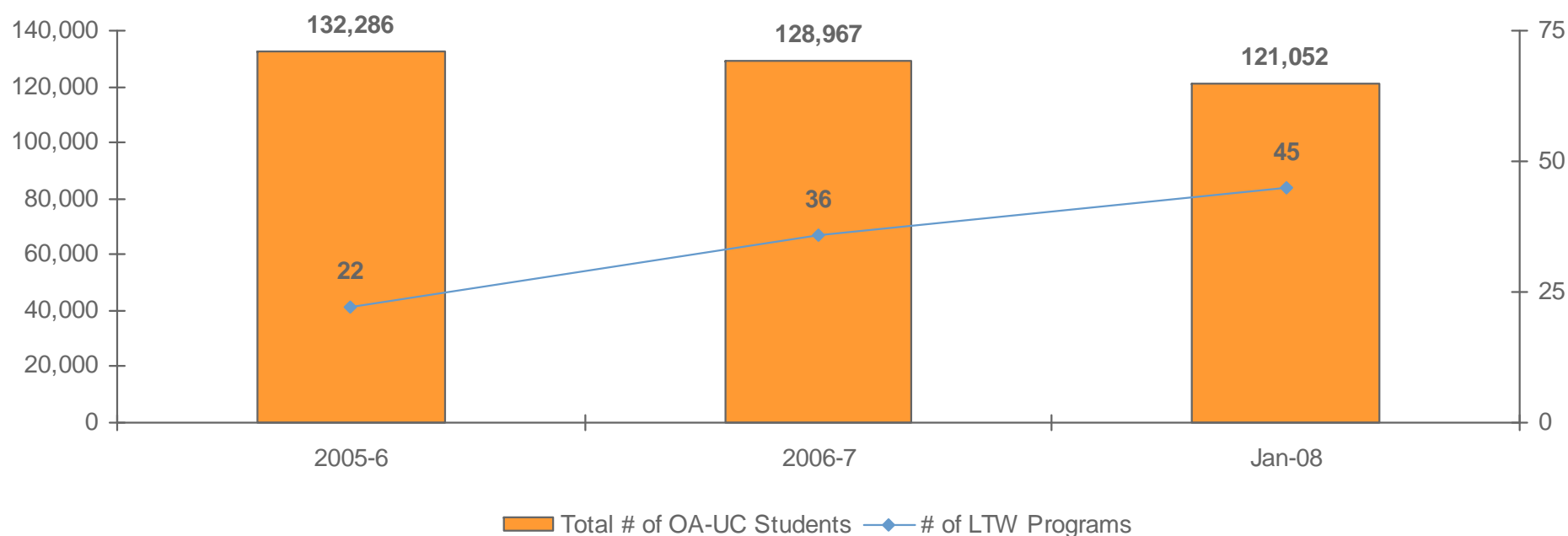


## Cumulative Graduates by Gender



# The Over-Age and Under-Credited Population

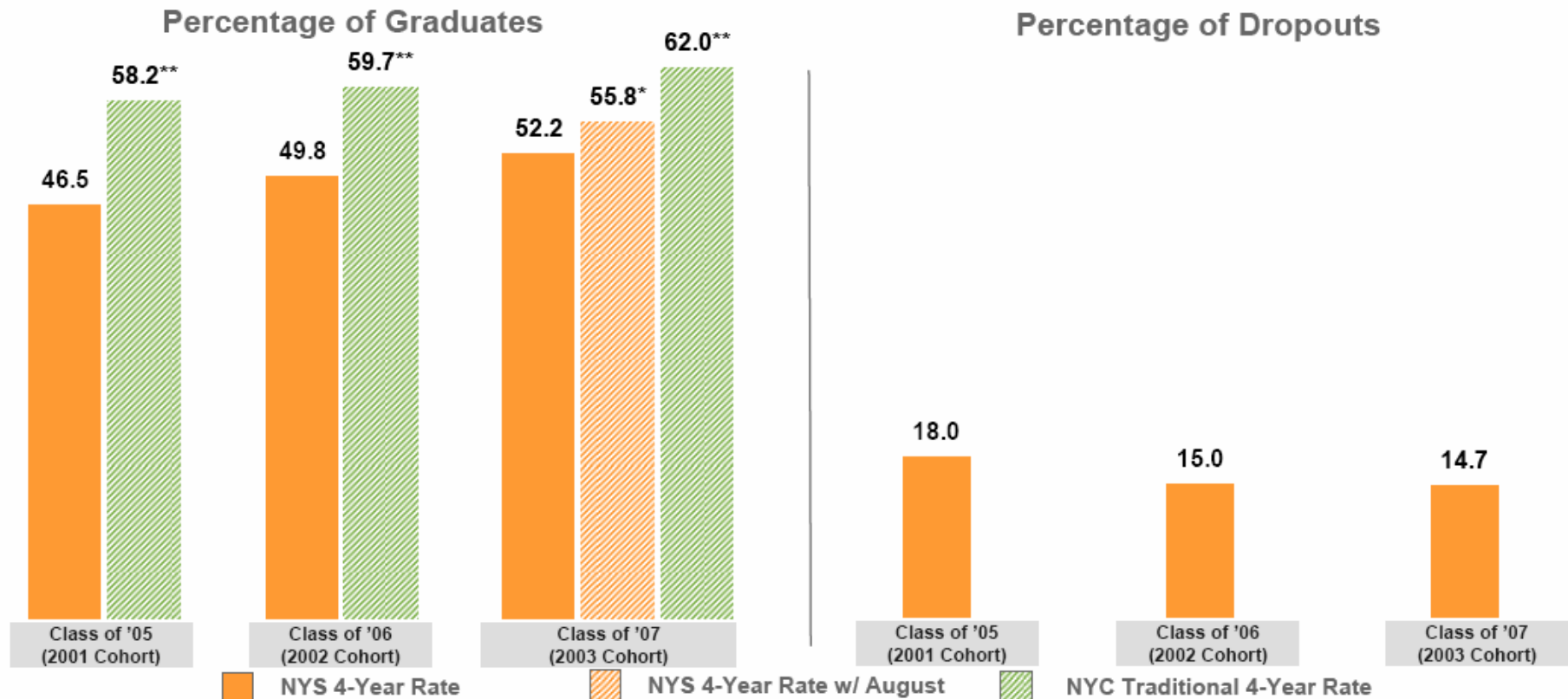
The total number of over-age and under-credited (OA-UC) students in New York City is decreasing. However, the challenge still remains large.



Source Data: ATS

Note: OA-UC figures reflect new research conducted by OMPG. The number of LTW programs represent programs under the LTW Initiative that may or may not include the LTW internship component.

# FOUR YEAR GRADUATION RATE RISES AS DROPOUT RATE FALLS



The percentage of students graduating from NYC schools climbed 2.4 points between 2006 and 2007. It rose 5.7 points between 2005 and 2007. The dropout rate decreased by 0.3 points between 2006 and 2007 and by 3.3 points between 2005 and 2007.

*Note: The NYS calculation, used since 2005, includes Local and Regents Diplomas and all disabled students. It does not include GEDs or IEPs. \*In 2007, NYS included August graduates in its calculations for the first time. \*\*NYC traditional calculation includes Local and Regents Diplomas, GEDs, IEP diplomas, and August graduates. It does not include disabled students in self-contained classrooms or District 75 students.*