

# OFFICE OF MULTIPLE PATHWAYS TO GRADUATION:

Developing and strengthening schools and programs that lead to high school graduation and post-secondary opportunities for overage, under-credited youth

Presented to the New York City Commission for Economic Opportunity  
by JoEllen Lynch, Executive Director,  
Office of Multiple Pathways to Graduation

New York City  
June 22, 2006



**THE NEW YORK CITY DEPARTMENT OF EDUCATION**

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**JOEL I. KLEIN**, *Chancellor*

**MICHELE CAHILL**, *Senior Counselor to the Chancellor on Education Policy*

*High school completion is necessary for anyone who wants a fighting chance in an increasingly knowledge-based economy. And in New York City, a distressingly high percentage of students in the public schools are leaving before earning their diplomas.*

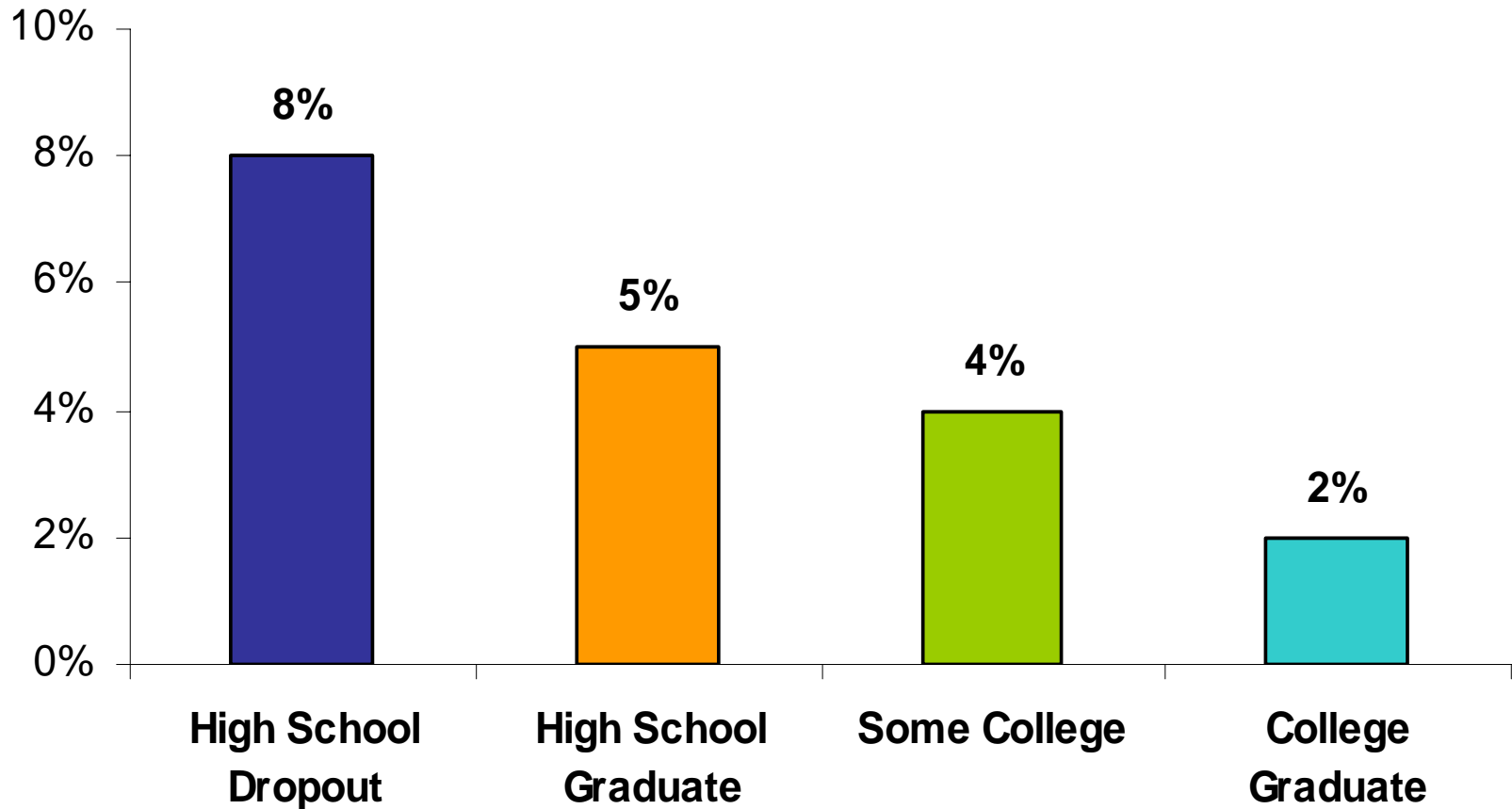
Center for an Urban Future, June 2006

*Motivation matters. Six in 10 respondents to a poll of at-risk California 9th and 10th-graders said they are not motivated to succeed in school. But more than 90% of those students said they would be more engaged if classes helped them acquire skills and knowledge relevant to future careers.*

Association for Career and Technical Education, June 2006

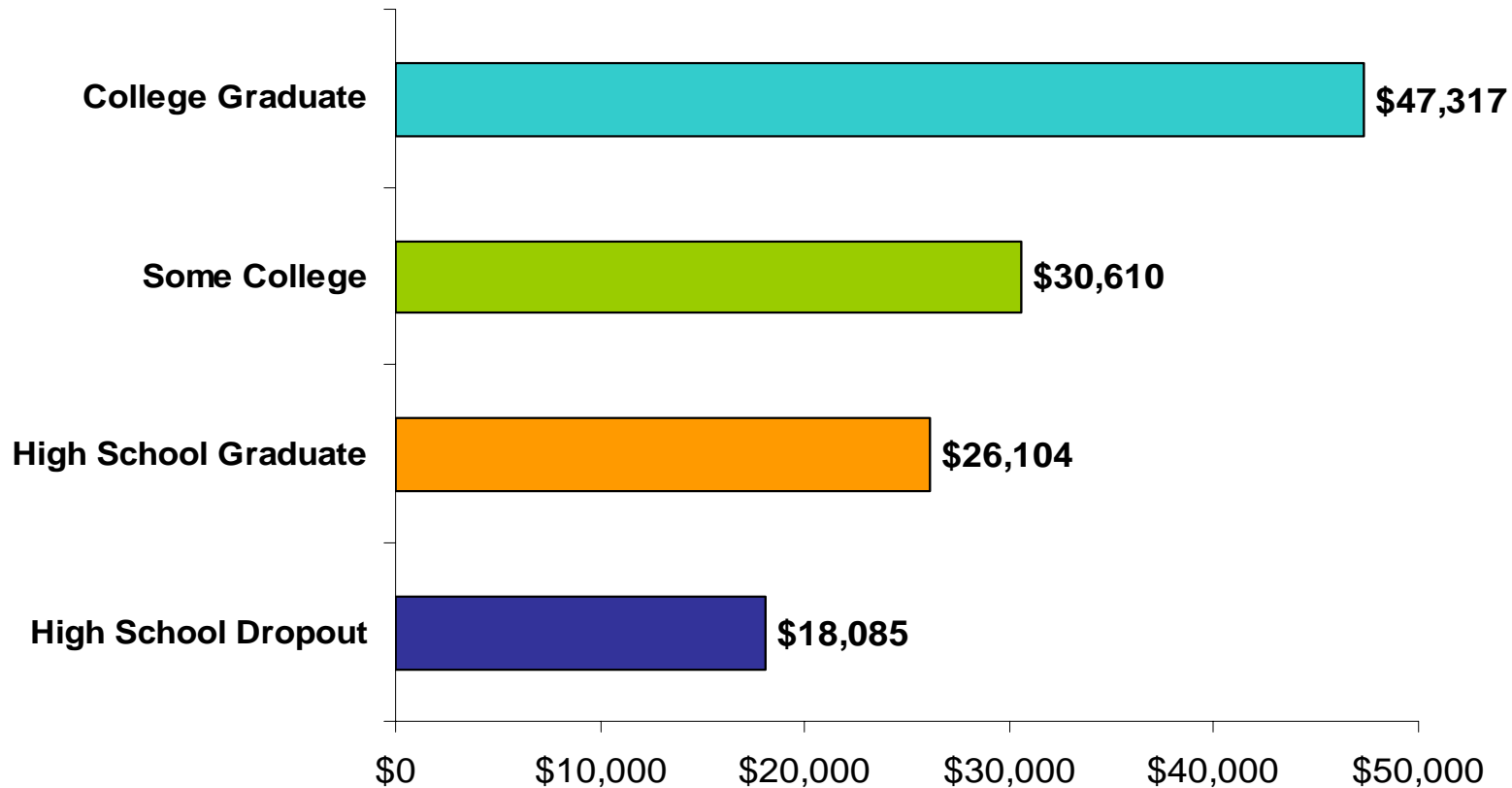
# High school dropouts are more likely to be unemployed

UNEMPLOYMENT RATE (March 2006)



# ... And earn less than high school graduates

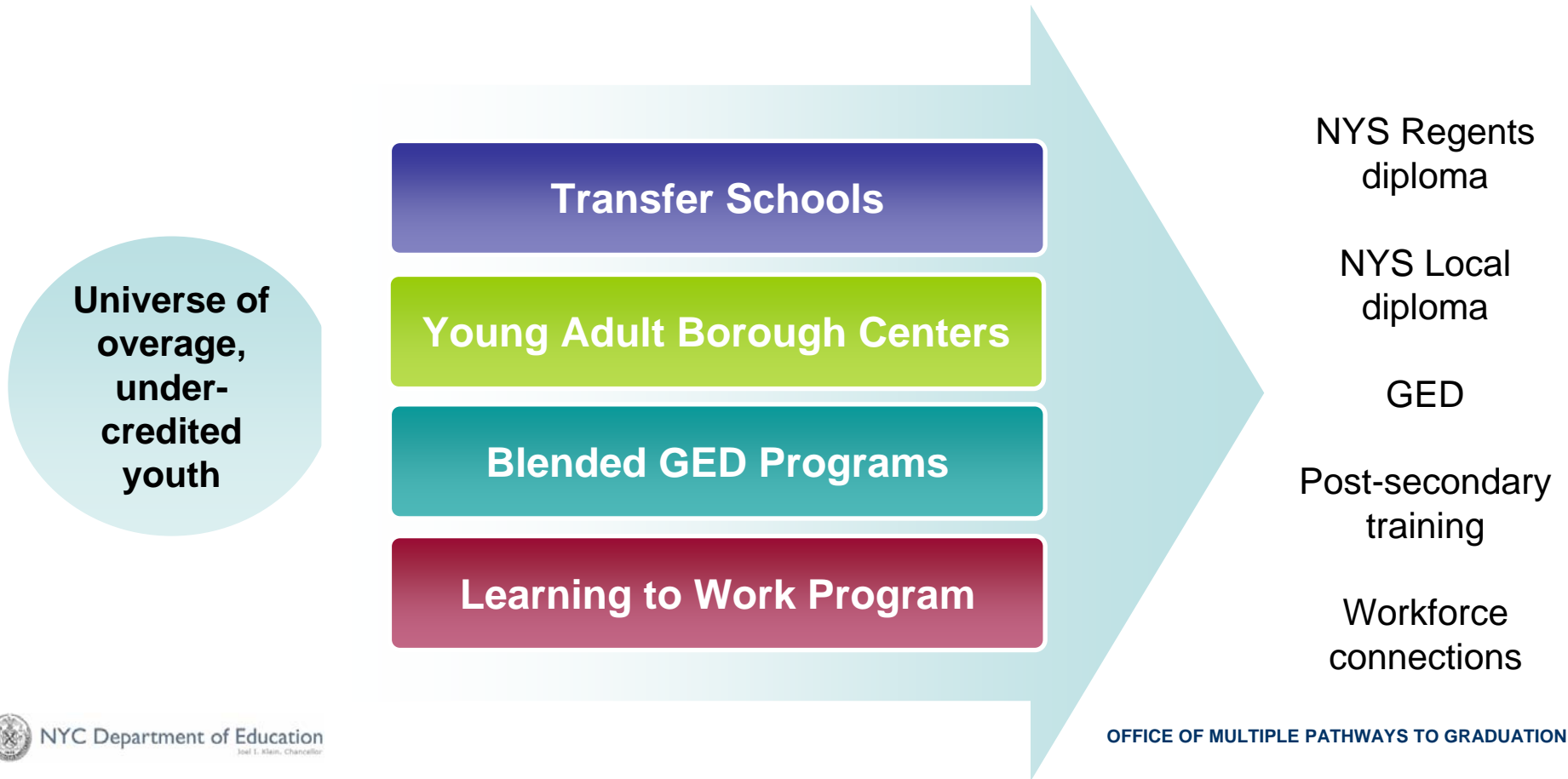
**MEDIAN EARNINGS (2004)**



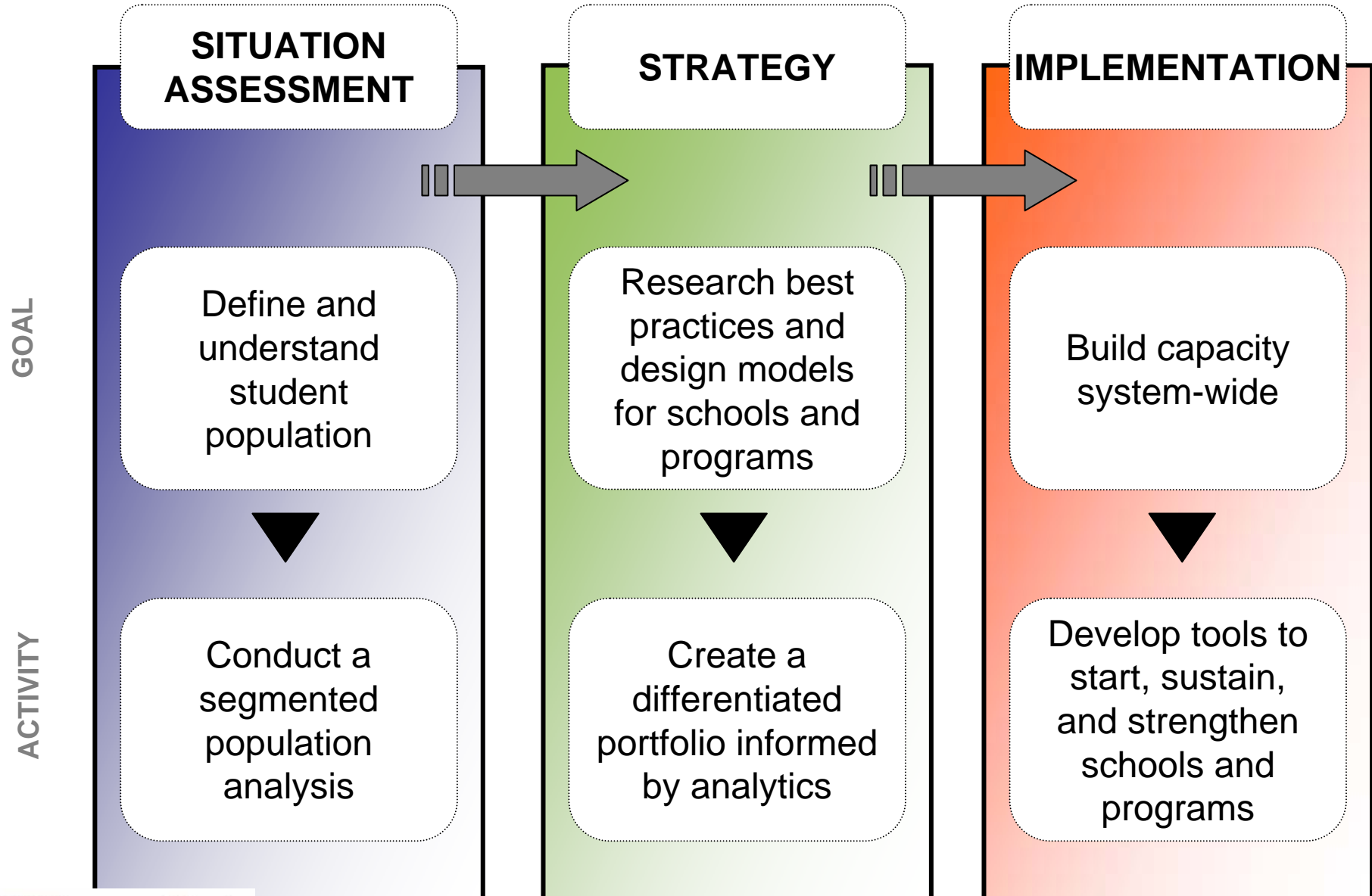
**Compared to a high school graduate, a single 18-year-old dropout earns \$260,000 less over a lifetime.**

# Office of Multiple Pathways to Graduation

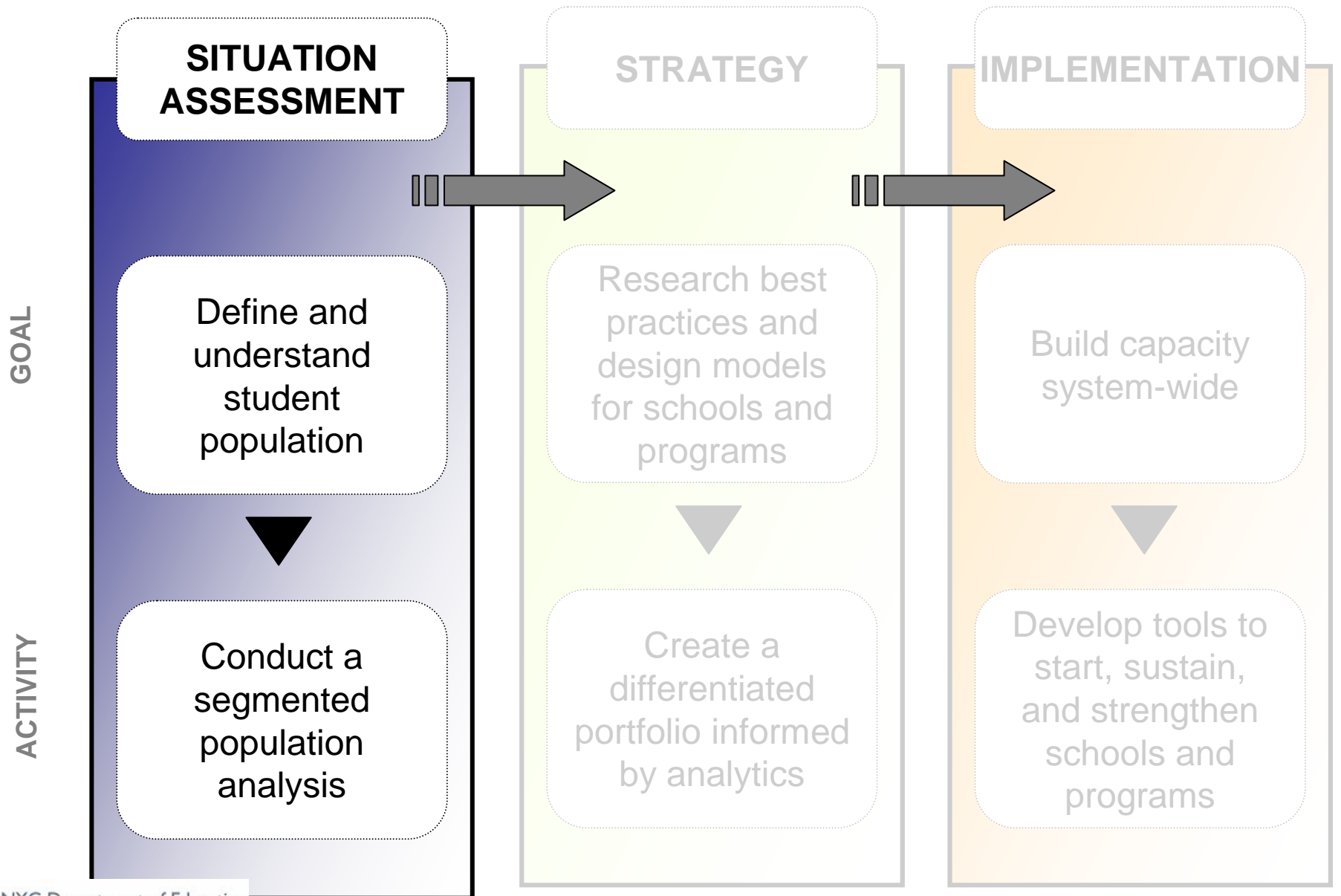
MISSION: To create a differentiated portfolio of educational options integrated with secondary reform that will provide systemic opportunities to improve student high school graduation rates and the long-term plans of overage and under-credited youth — or ***multiple pathways to graduation***:



# Office of Multiple Pathways to Graduation Methodology



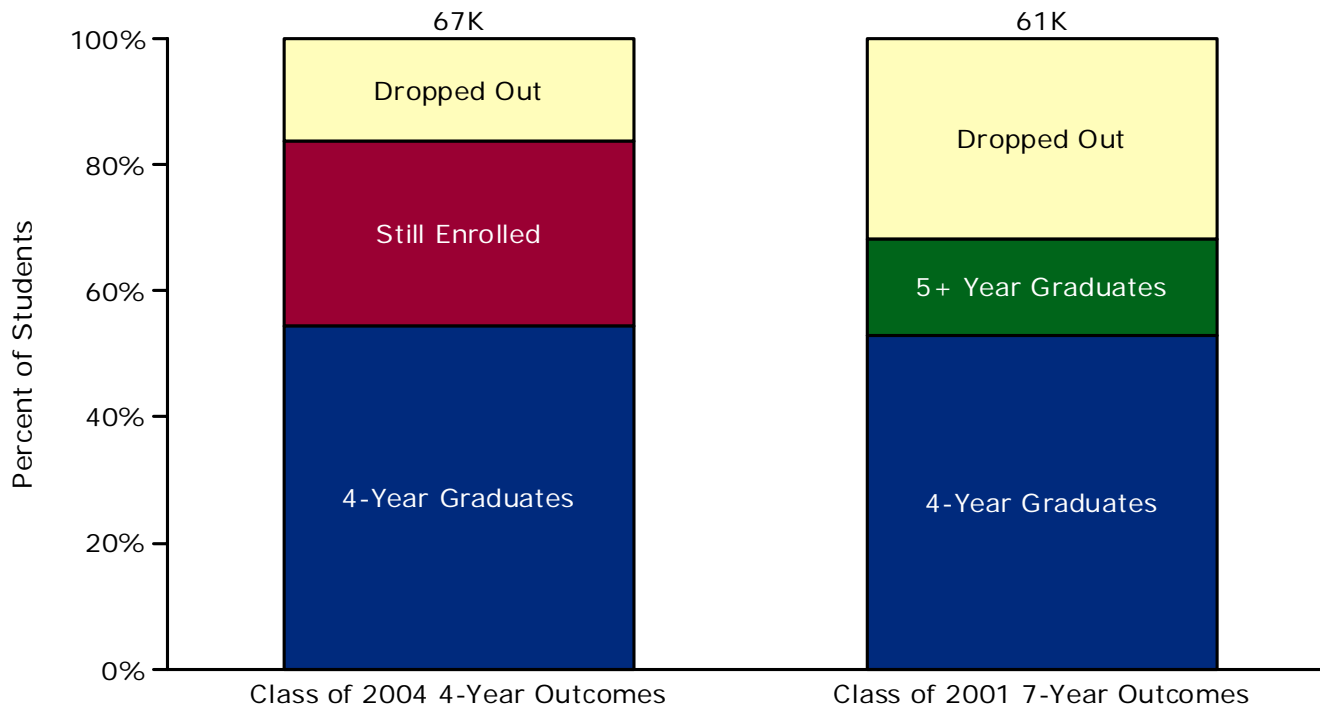
# Office of Multiple Pathways to Graduation Methodology



# Situation Assessment

## 54% of NYC Youth Graduate within Four Years and 68% within Seven Years

Four-Year Outcomes for Class of 2004 Cohort



Graduation Rate	54%	68%
<b>Type of Diploma</b>		
Local	61%	63%
Regents/High Regents	33%	26%
GED	5%	10%
IEP	<1%	1%

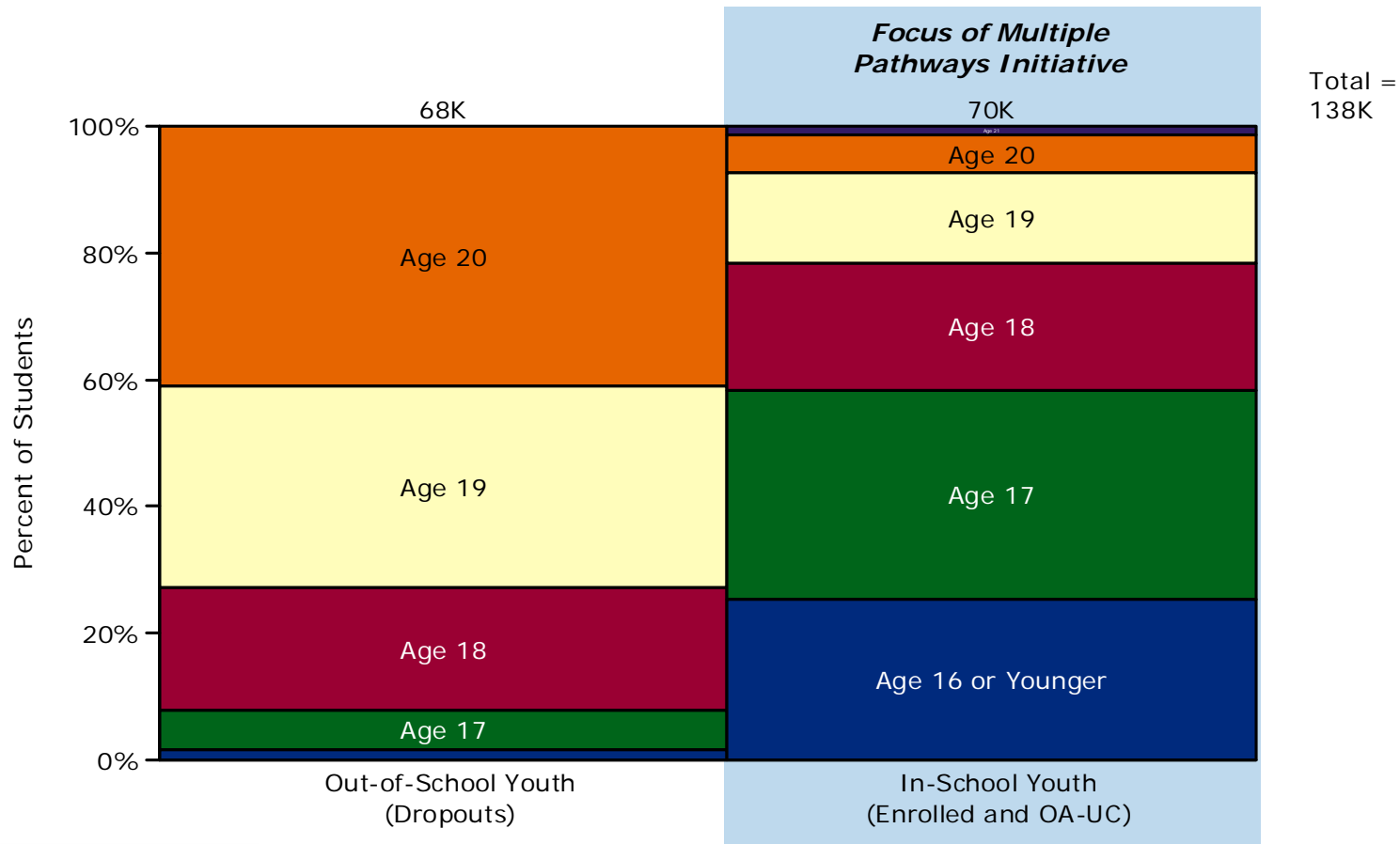


# Situation Assessment

## Overall, Nearly 140K NYC Youth Age 16-21 Are Off-Track or Have Dropped Out Relative to Expectations for HS Graduation

- Including in- and out-of-school youth, there are approximately 138,000 overage and under-credited ("OA/UC") youth in New York City at any given point in time

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



# Situation Assessment

## Definition of Overage and Under-Credited Students

- An overage and under-credited student is defined as a student who is 2 years behind his or her expected age and credit accumulation in high school

### Definition of Overage and Under-Credited Population

#### Age

#### Credits

Age 16

Fewer than 11 Credits

Age 17

Fewer than 22 Credits

Age 18

Fewer than 33 Credits

Age 19-21

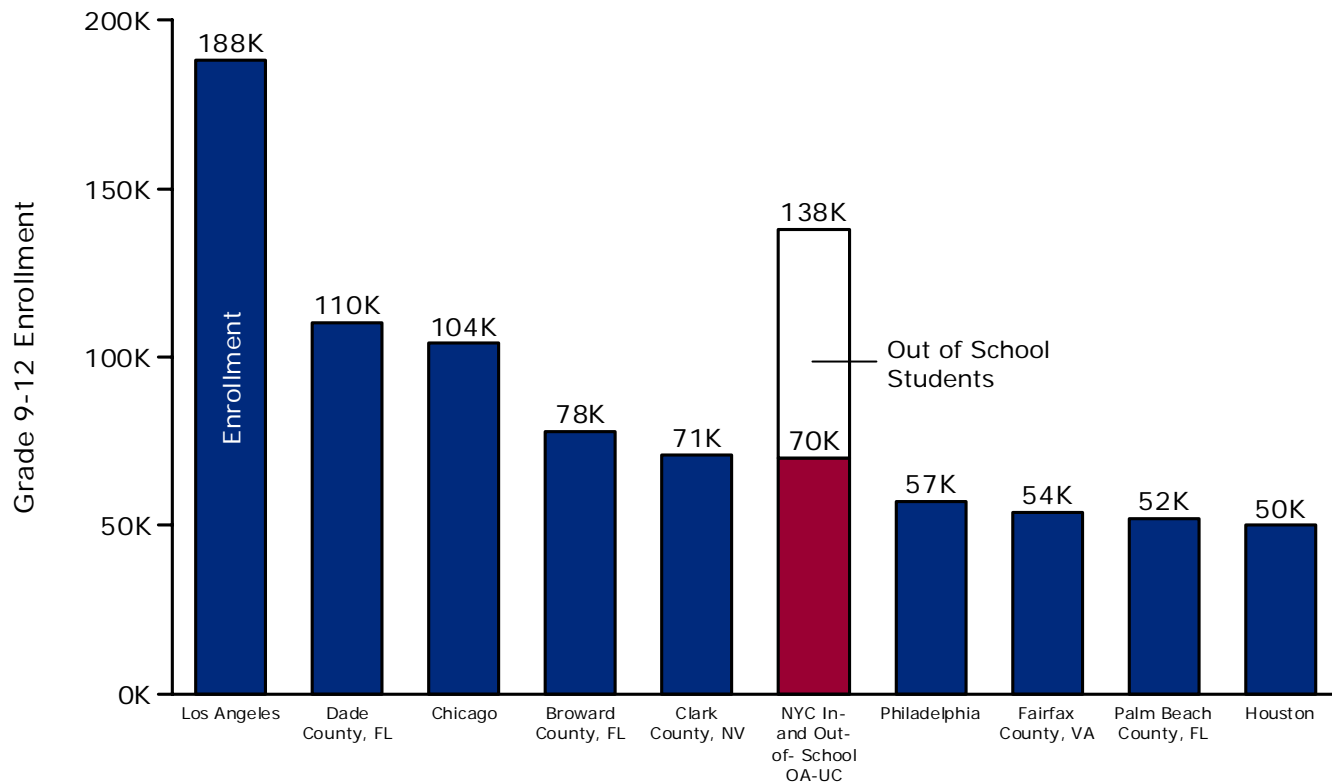
Fewer than 44 Credits

# Situation Assessment

## NYC's Overage and Under-Credited HS Population Is Bigger than All but Five Other US School Districts

- NYC's estimated 70,000 overage and under-credited youth who are *enrolled* in school represent a population of students that is smaller than only five other US school districts
  - Including all in- and out-of-school overage and under-credited youth represents a population size equivalent to the second largest high school district in the U.S.

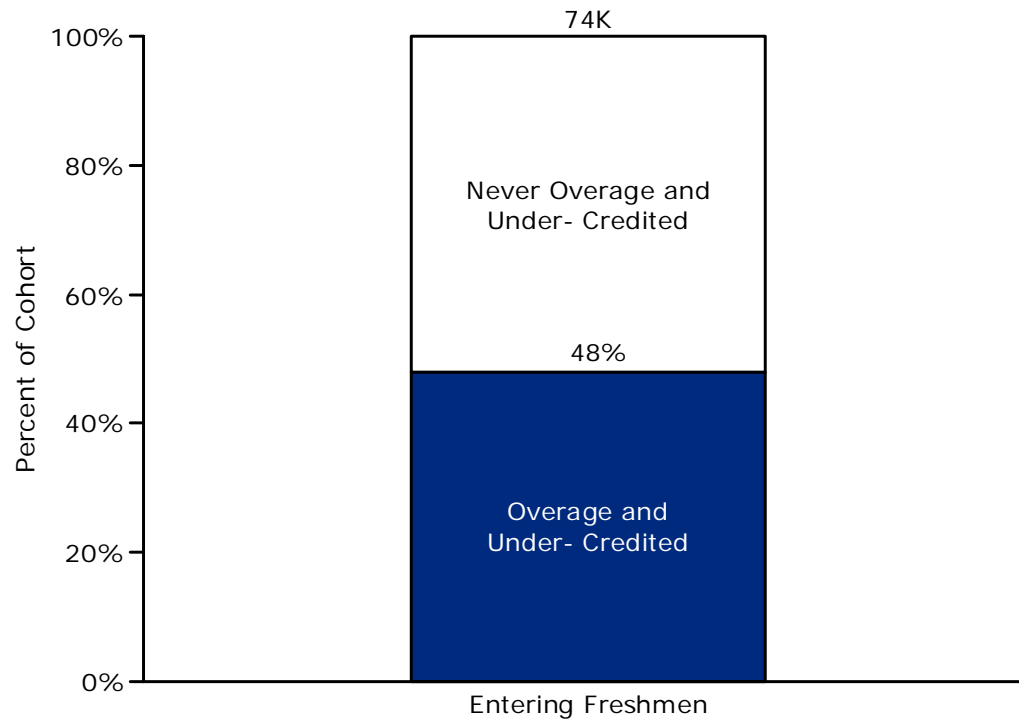
**Grade 9-12 Enrollment by Public School District, 2003**



# Situation Assessment

## Approximately Half of All Entering Freshmen Become Overage and Under-Credited During High School

**Percent of Students who Become Overage and Under-Credited in the Class of 2003 Cohort**

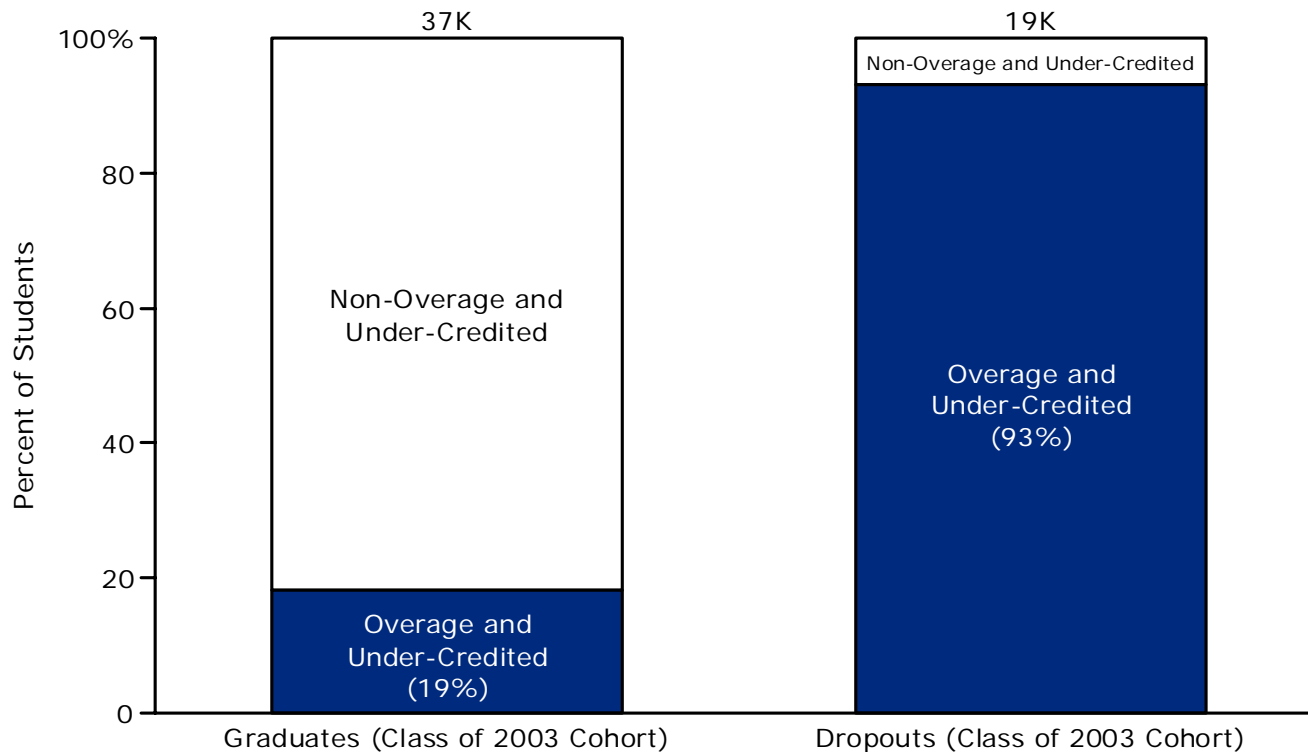


# Situation Assessment

## Nearly All High School Dropouts Have a History of Being Overage and Under-Credited

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

**Graduates and Dropouts by Overage and Under-Credited Status, Class of 2003 Cohort**

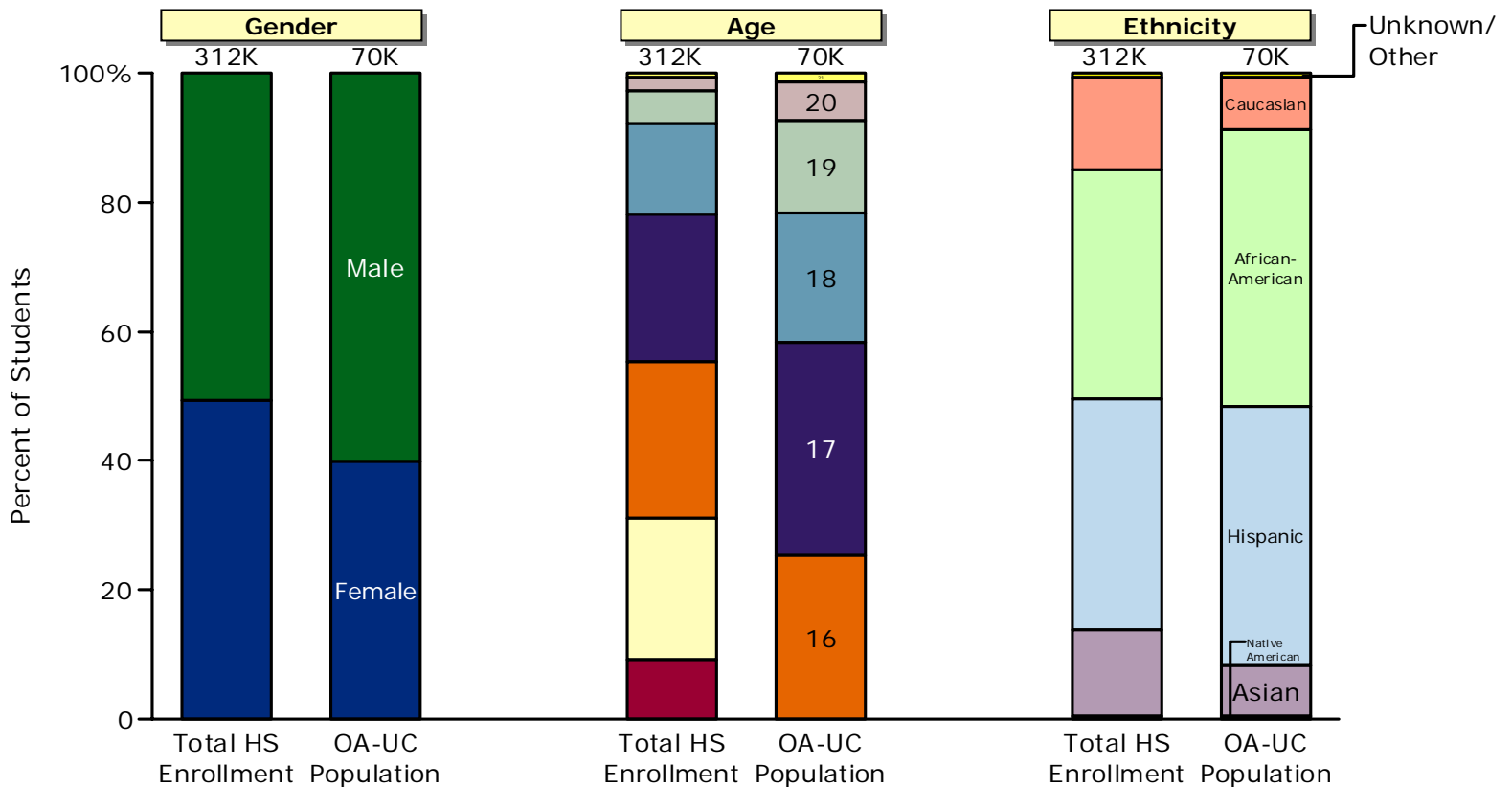


# Situation Assessment

## Demographic Profile of Current Overage/Under-Credited Students

- Overage / under-credited students have the following demographics:
  - *Gender*: ~60% male (vs. NYC total of 51%)
  - *Age*: ~42% aged 18 or older (vs. NYC total of 22%)
  - *Ethnicity*: ~83% African-American or Hispanic (vs. NYC total of 71%)

**Demographics of Overage / Under-Credited Students vs. Total HS Enrollment, June 2005**

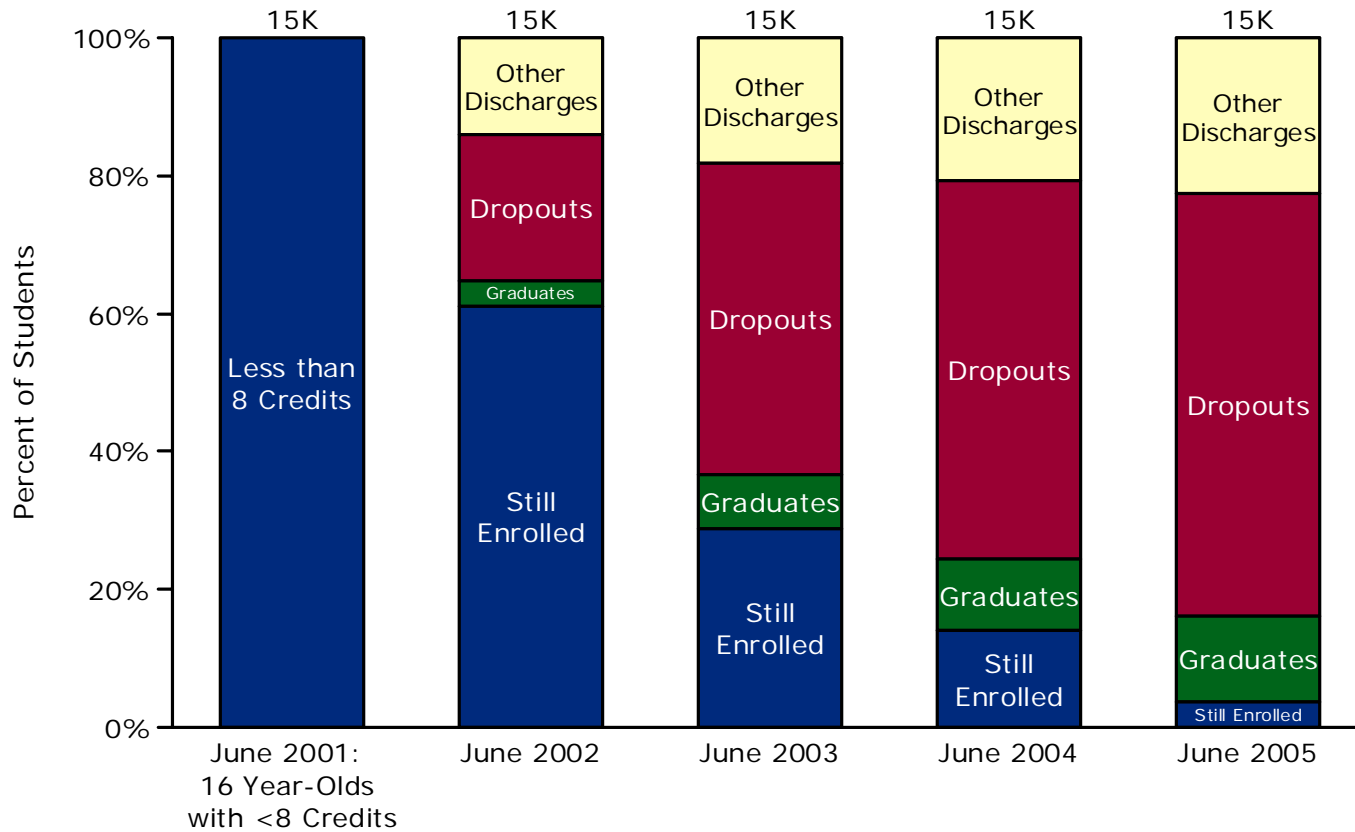


# Situation Assessment

## Overage and Under-Credited Students Fall Behind Early, and Leave the System Rapidly Once Becoming Off-Track

- 84% of students who are 16 years old with fewer than eight credits end up leaving the system

**Progression of Age 16 – Less than 8 Credit Students, June 2001-05**



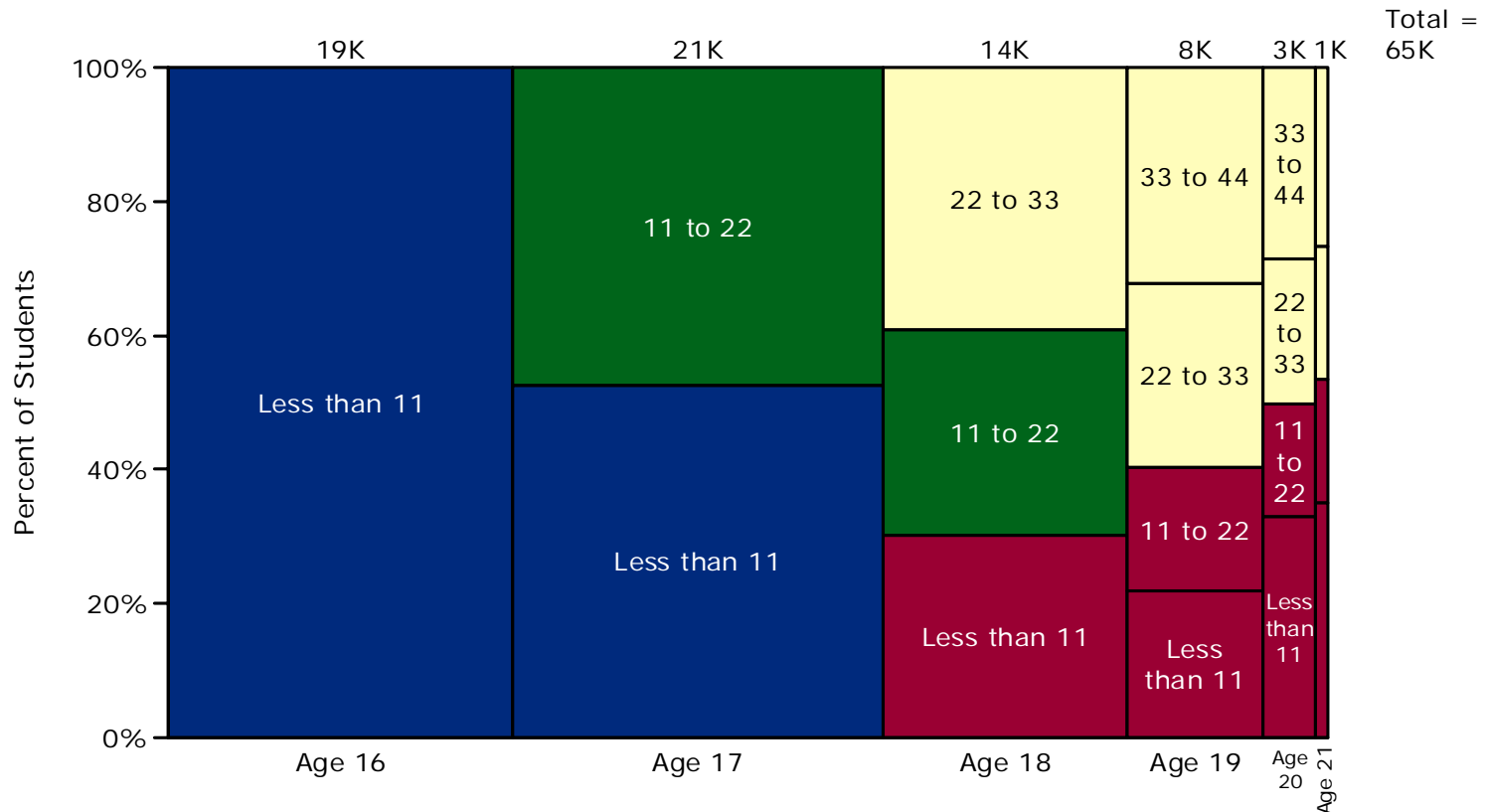
Cumulative Attrition Rate	35%	63%	76%	84%
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# Situation Assessment

## The Challenge Is Exacerbated By ~37K Students Who Have Fewer than 11 Credits

- Nearly 7,000 enrolled students are at least 18 years old with fewer than eleven credits (11% of all overage / under-credited students)

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

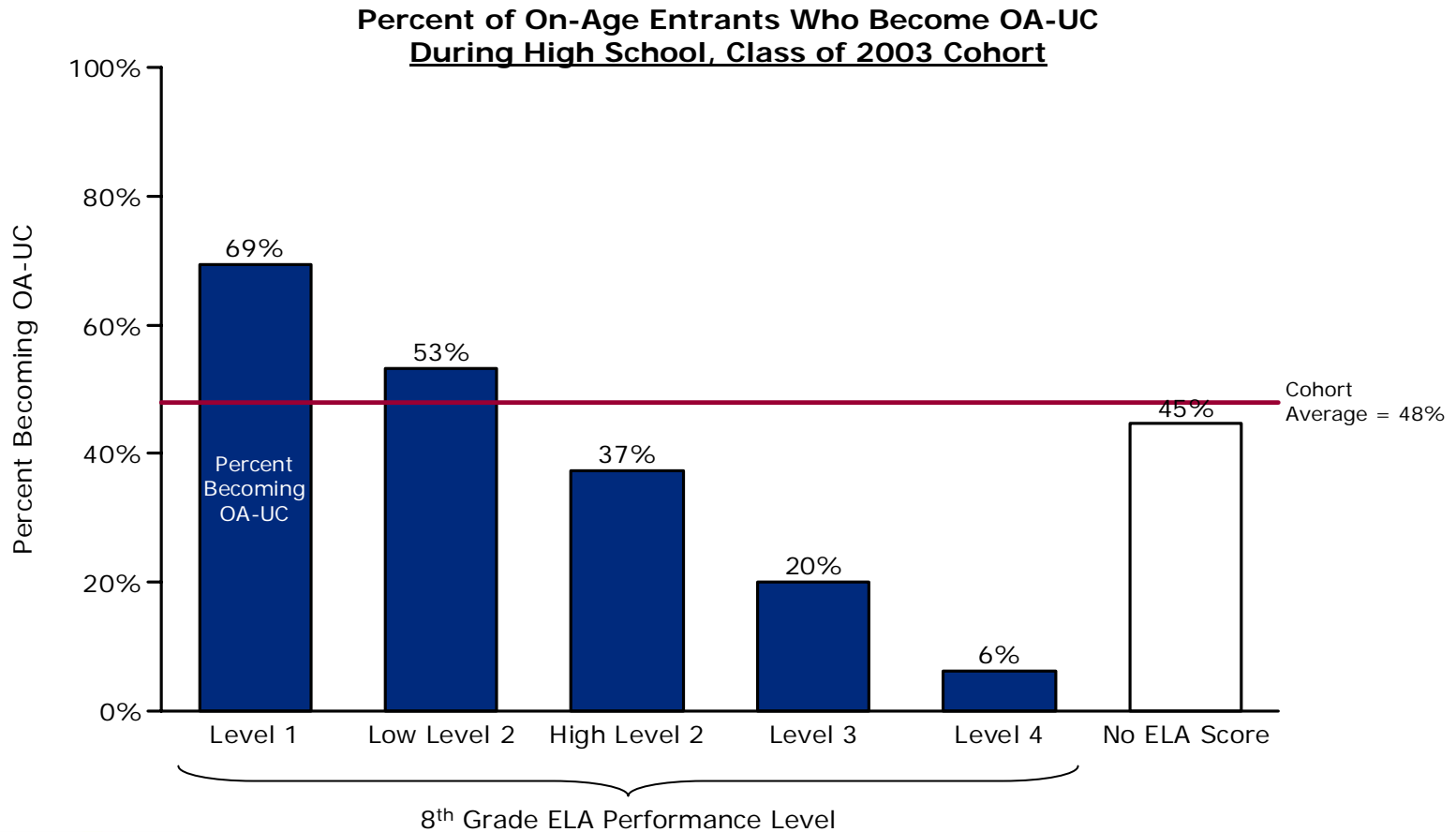




# Situation Assessment

## Significant Portions of Students Fall Behind in High School Regardless of Initial Achievement Levels

- 25% of students who enter high school on-age with at least a High Level 2 ELA score become overage and under-credited during high school



# Situation Assessment

## Although Literacy Is a Leading Challenge for OA-UC Students, 30% Enter High School with High Level 2 or Better ELA Scores

June 2005 Overage and Under-Credited Students

### Age at HS Entry

Over Expected Age (15+)

At Expected Age (13-14)

Reading Level

High Level 2 and above

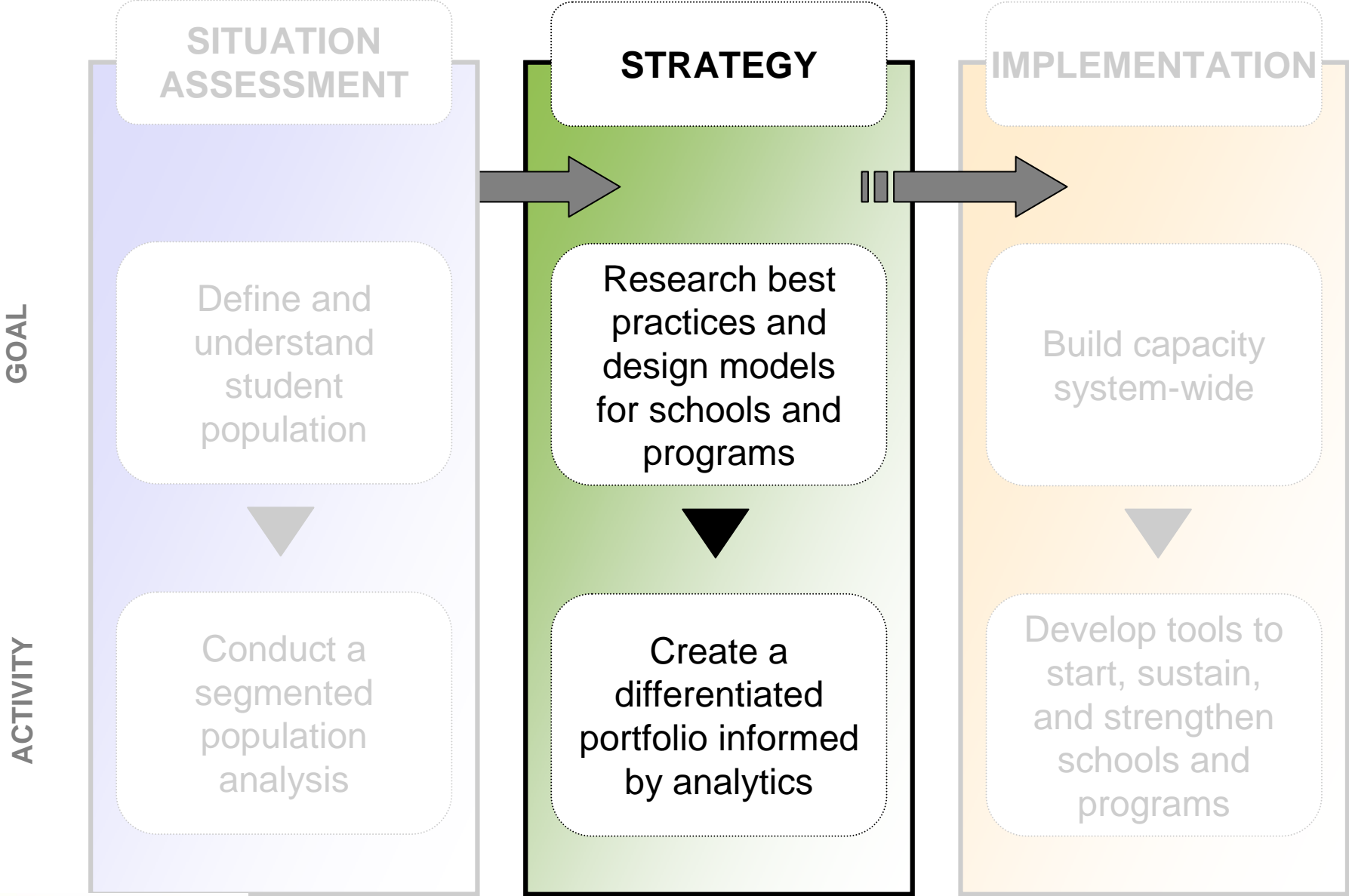
Low Level 2 and below

<p><b>5% of OA-UC (3K students)</b> enter high school <i>overage</i> but with <i>sufficient literacy skills</i></p>	<p><b>Least challenged entering high school:</b></p> <p><b>24% of OA-UC (16K students)</b> enter high school <i>on-age</i> with <i>sufficient literacy skills</i></p>
<p><b>Most challenged entering high school:</b></p> <p><b>19% of OA-UC (12K students)</b> enter high school <i>overage</i> and with <i>literacy challenges</i></p>	<p><b>52% of OA-UC (34K students)</b> enter high school <i>on-age</i> with <i>literacy challenges</i></p>



Students without academic deficits reinforce the need for models that emphasize student engagement and youth development

# Office of Multiple Pathways to Graduation Methodology

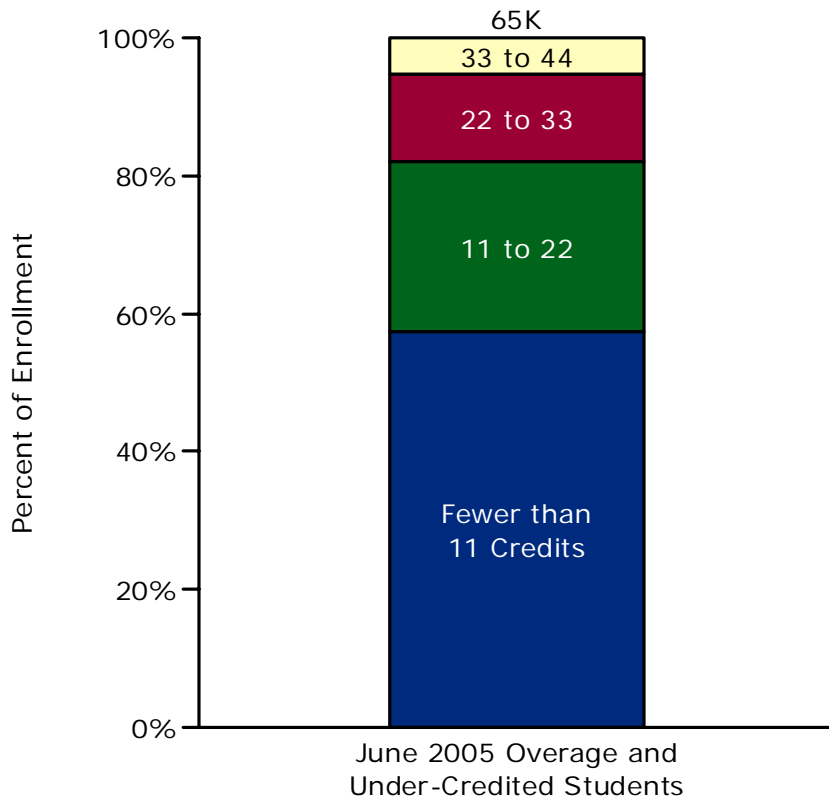


# Strategic Implications

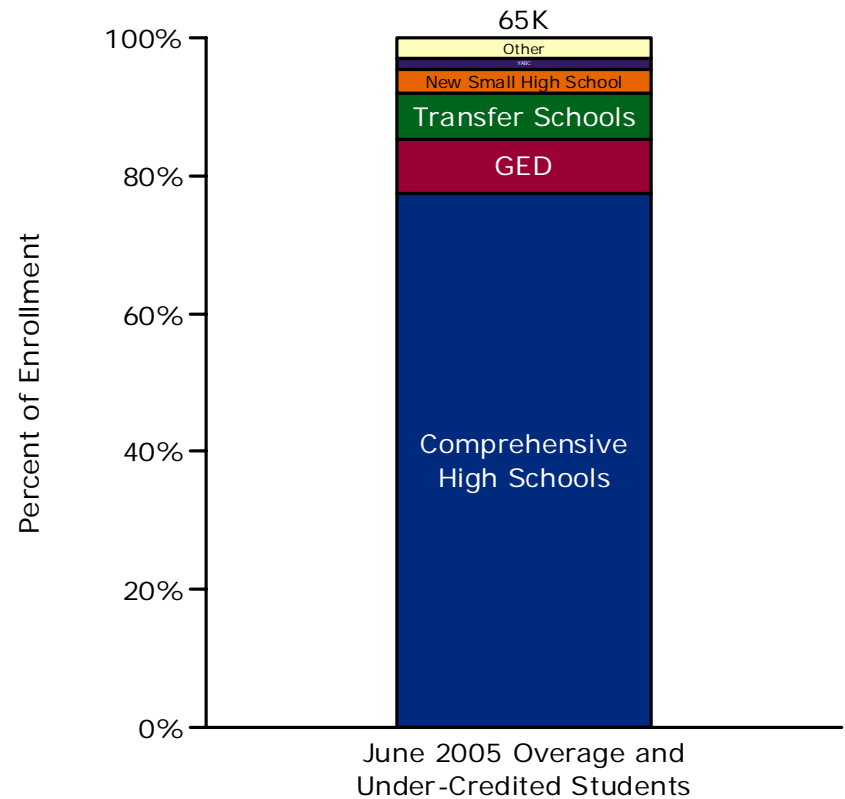
## Overage and Under-Credited Students Are Generally Low-Credited and Primarily Enrolled in Comprehensive High Schools

- 60% of overage and under-credited students have fewer than 11 credits
- Nearly 70% of the overage and under-credited population is enrolled in Comprehensive High Schools

**Credit Accumulation of In-School Overage and Under-Credited Students**



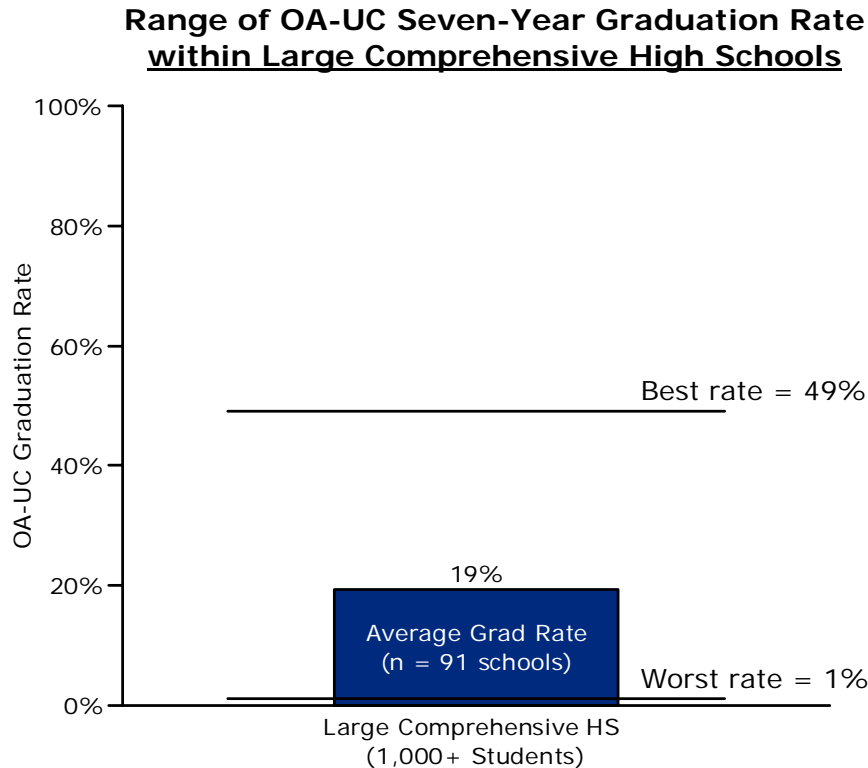
**Current Enrollment Location of In-School Overage and Under-Credited Students**



# Strategic Implications

## Points of Success Are Rare for Graduating OA-UC Students Within the Comprehensive HS System

- Of the 91 comprehensive high schools with 1,000+ students, none have an OA-UC graduation rate higher than 49%
  - Transfer schools, on average, graduate OA-UC students at a 46% rate
- Only three non-ELL schools have an OA-UC graduation rate of 35% or higher, and these schools each have less than 11% OA-UC enrollment

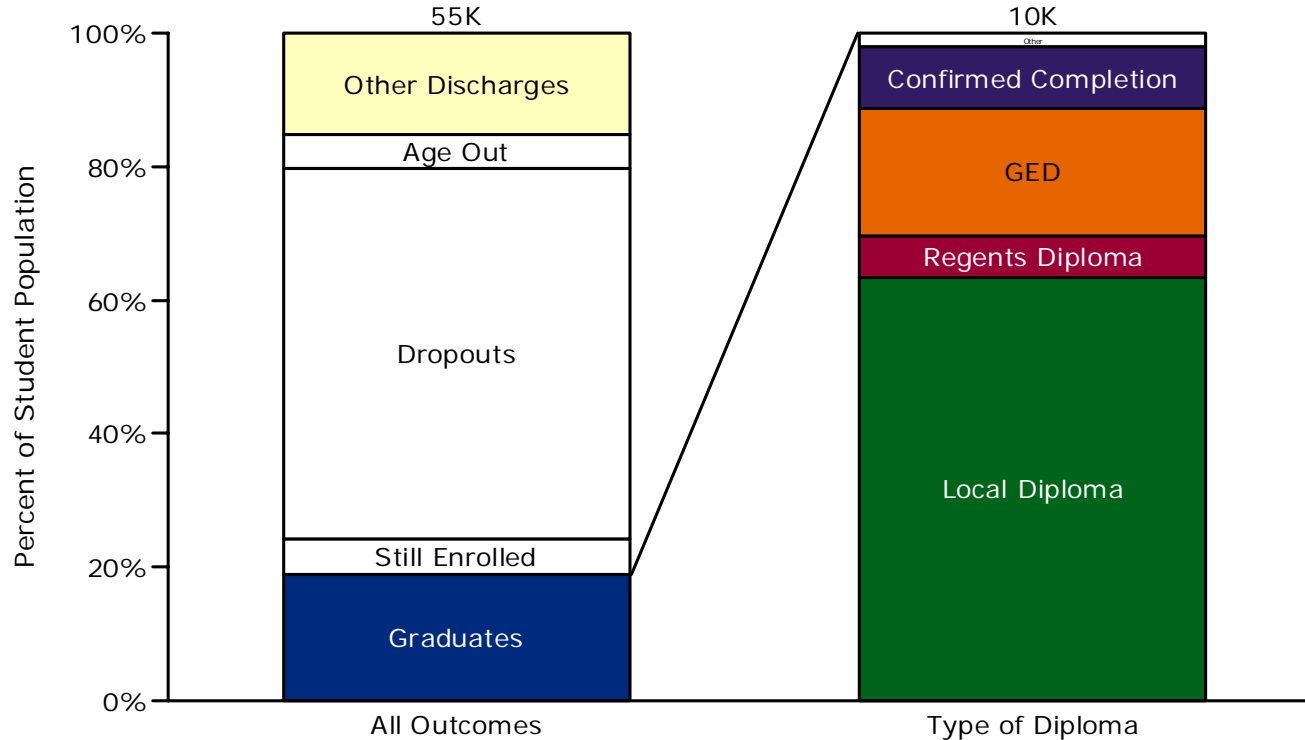


# Strategic Implications

## 19% of Overage and Under-Credited Students Ultimately Receive a Local, Regents, or GED Diploma

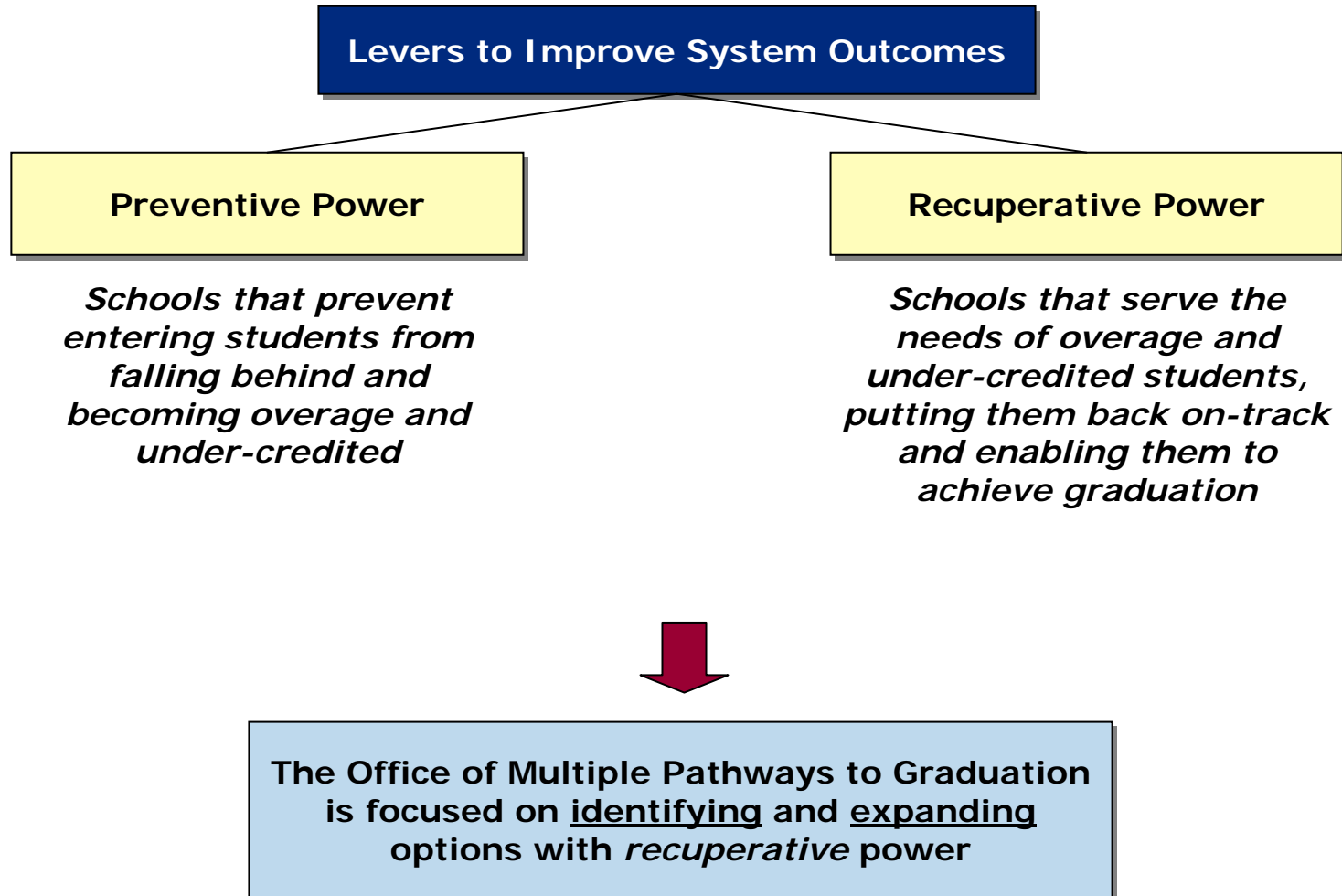
- 6% of OA-UC graduates receive a Regents diploma (under prior definition of passing eight Regents), while GEDs account for 20% of OA-UC graduates

**Age, School Type, and Credential of Overage and Under-Credited Graduates, June 2001 Cohort**



# Strategic Implications

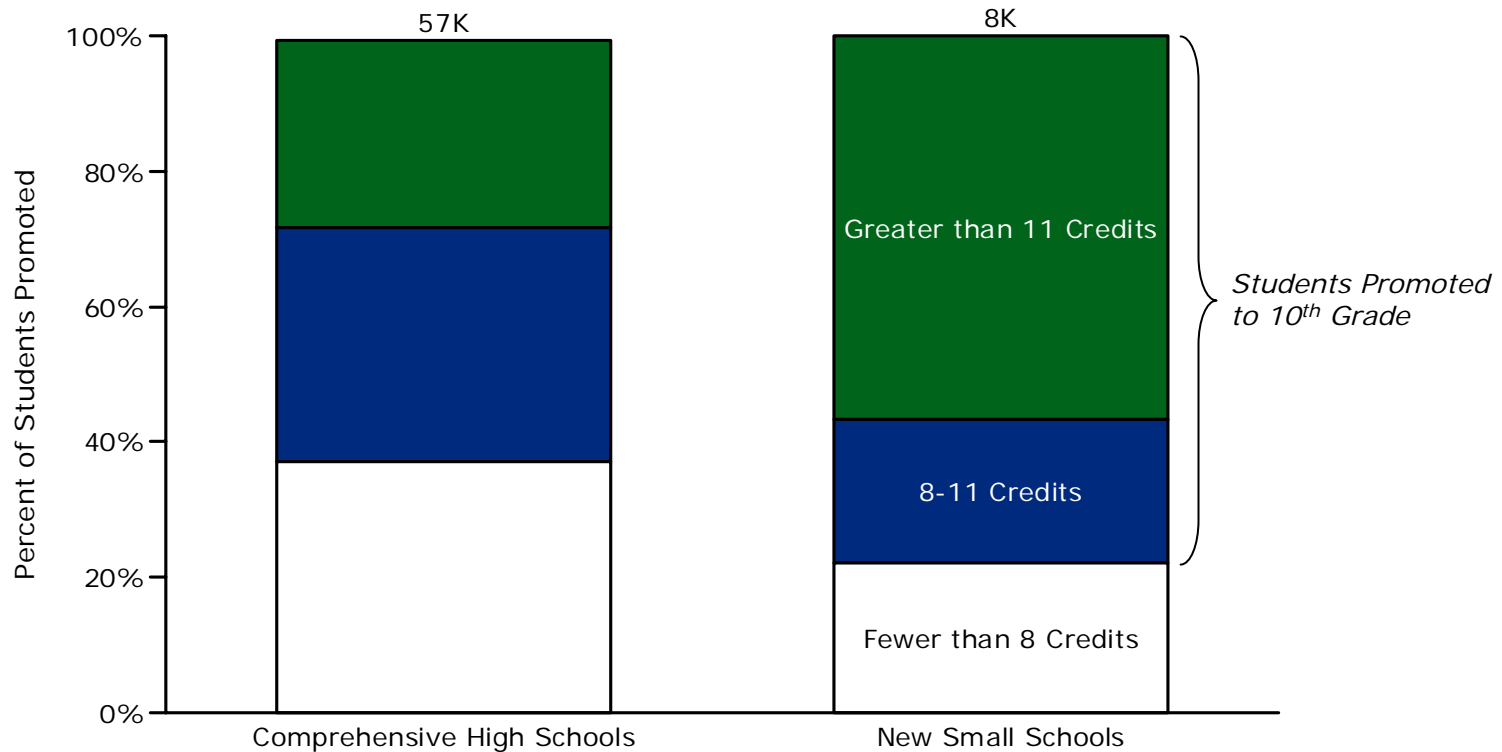
## Raising the System Graduation Rate Requires Prevention and Recuperation of Overage and Under-Credited Students



# Comprehensive High Schools and New Small Schools

## Freshman Promotion Rates in New Small Schools Are 16% Higher than in Comprehensive HS

2004-05 Credits Accumulated by Incoming Freshmen



<b>Promotion Rate</b>	62%	78%
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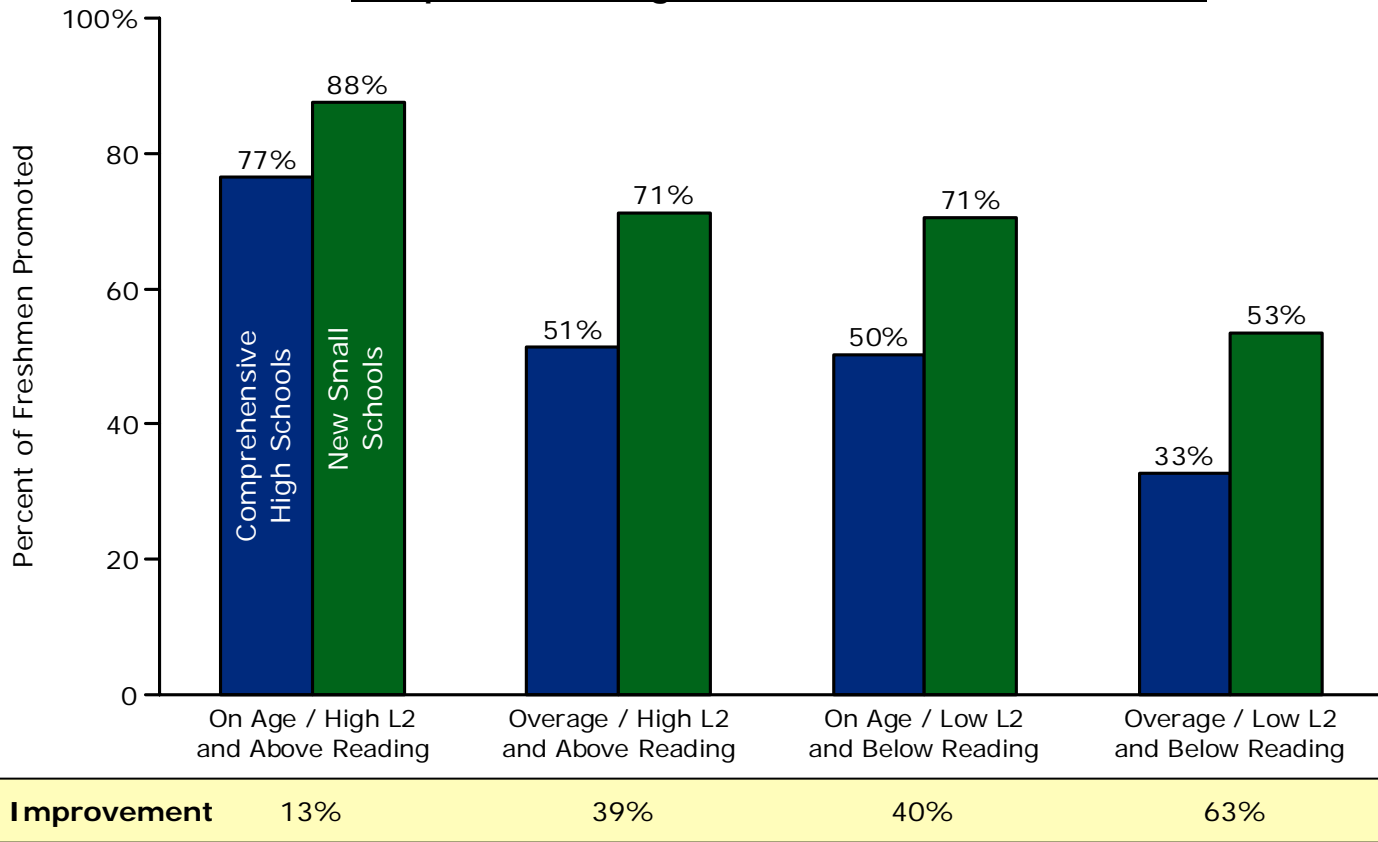


# Comprehensive High Schools and New Small Schools

## Differentiated Outcomes at New Small Schools Are Strongest for Highest-Need Students

- Students who enter high school overage or with low level 2 or below reading levels have increased performance in new small schools, whereas the effect is minimal for students who are on track with a high level 2 or above reading level

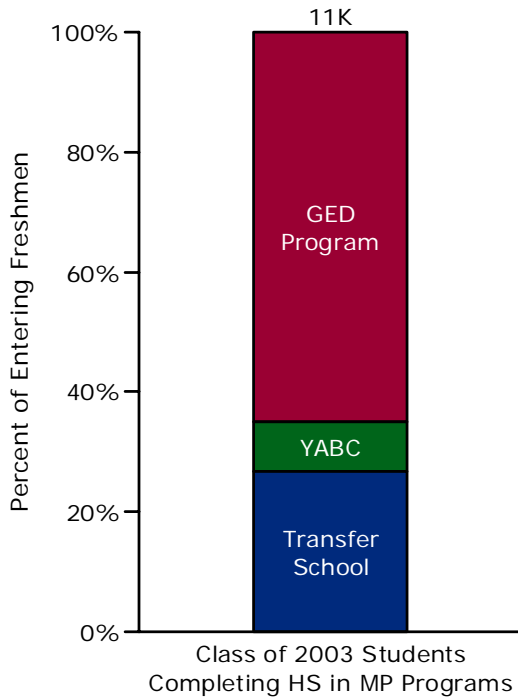
**2004-05 Freshman Year Promotion\* Rates**  
Comprehensive High Schools vs. New Small Schools



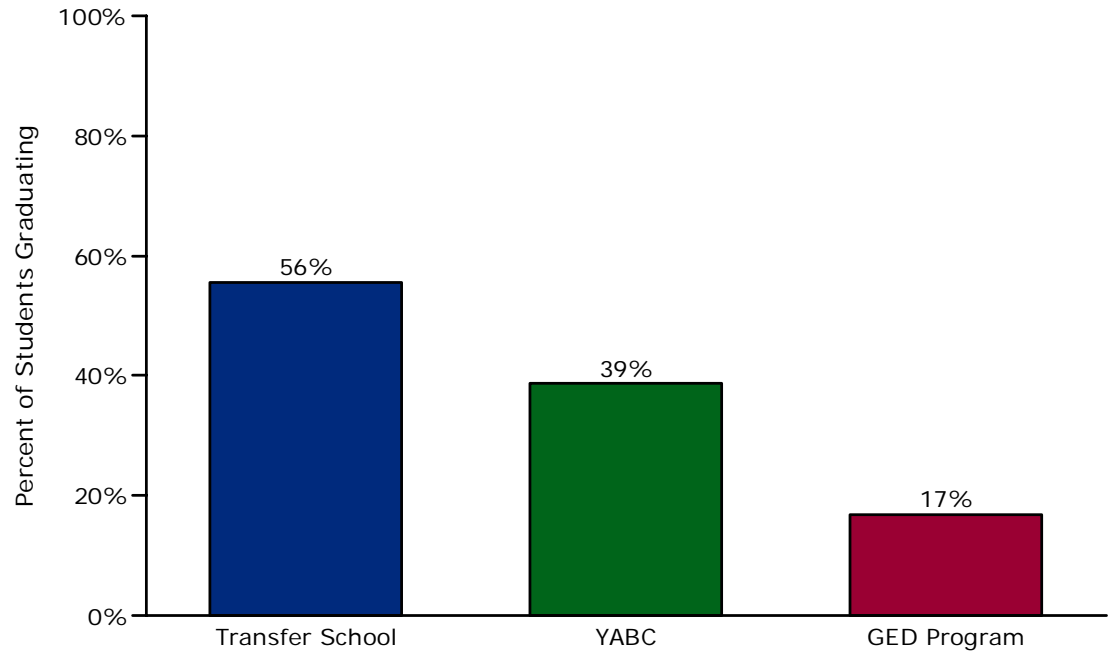
# Strategic Implications

## Multiple Pathways Programs Demonstrate Ability to Graduate 17% to 56% of Students Served, with Strong Transfer School Outcomes

**Class of 2003 Students Served in Multiple Pathways Programs**



**Percent of Students Graduating from Multiple Pathways Programs, Class of 2003 Cohort (Six-Year Rates)**



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.

## **Essential elements of Transfer Schools:**

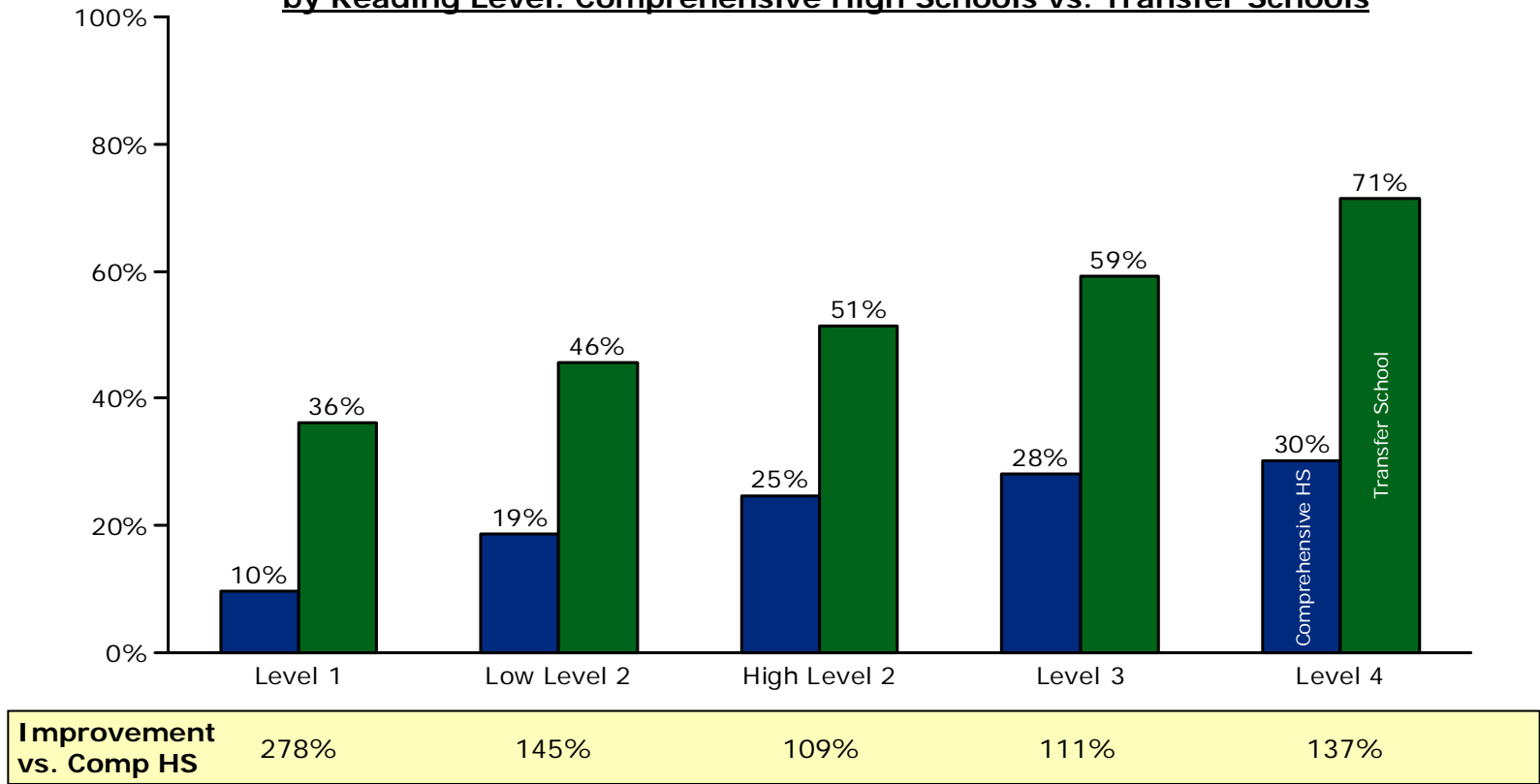
- personalized learning environment
- rigorous academic standards
- student-centered pedagogy
- support to meet instructional and development goals
- focus on connections to college

# Differentiated Portfolio: Transfer Schools

## Transfer Schools Produce Differentiated Outcomes Regardless of Incoming Reading Levels...

- Relative improvement in performance is greatest for lowest-level students

**Overage and Under-Credited Seven-Year Graduation Rates by Reading Level: Comprehensive High Schools vs. Transfer Schools**

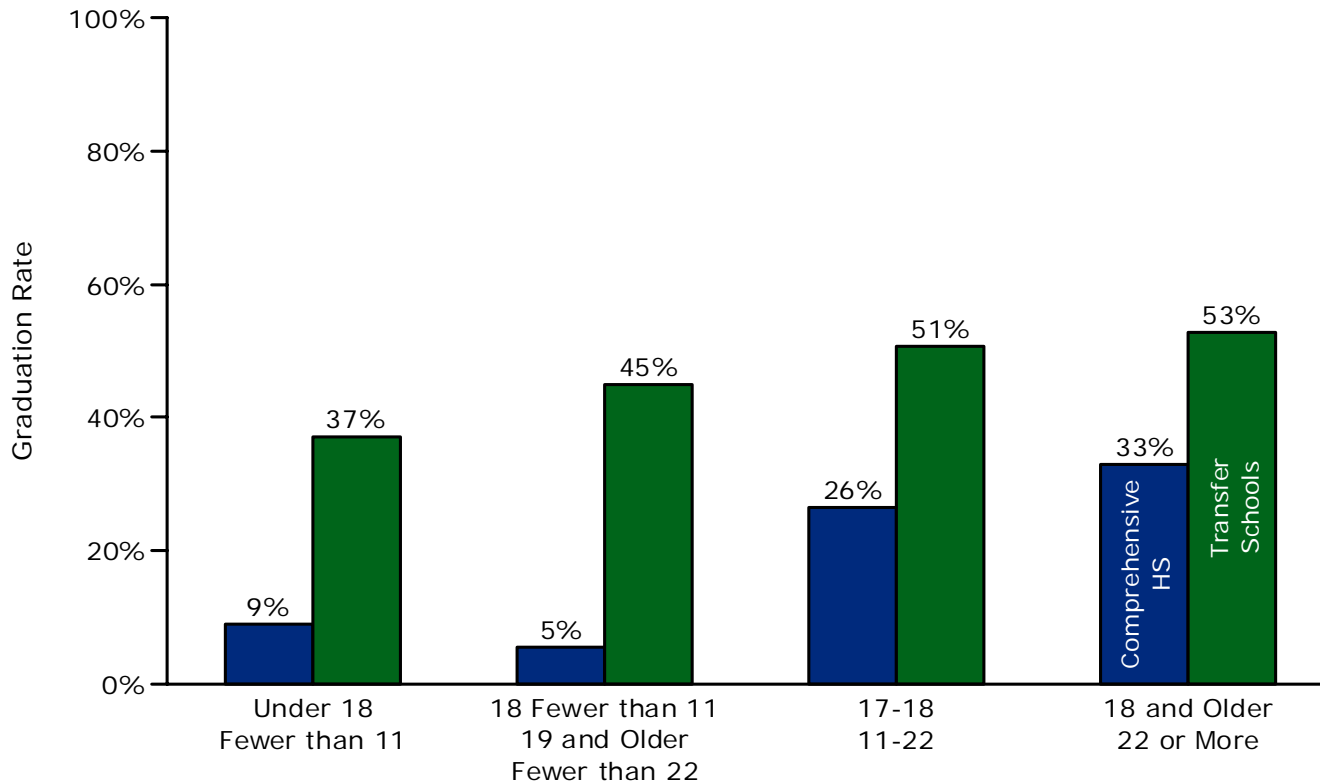


# Differentiated Portfolio: Transfer Schools

## ...Outperform Comprehensive High Schools for Students across a Range of Age and Credits...

- However, capacity to serve students in transfer schools and other MP programs is limited in some segments and must be explored in greater detail

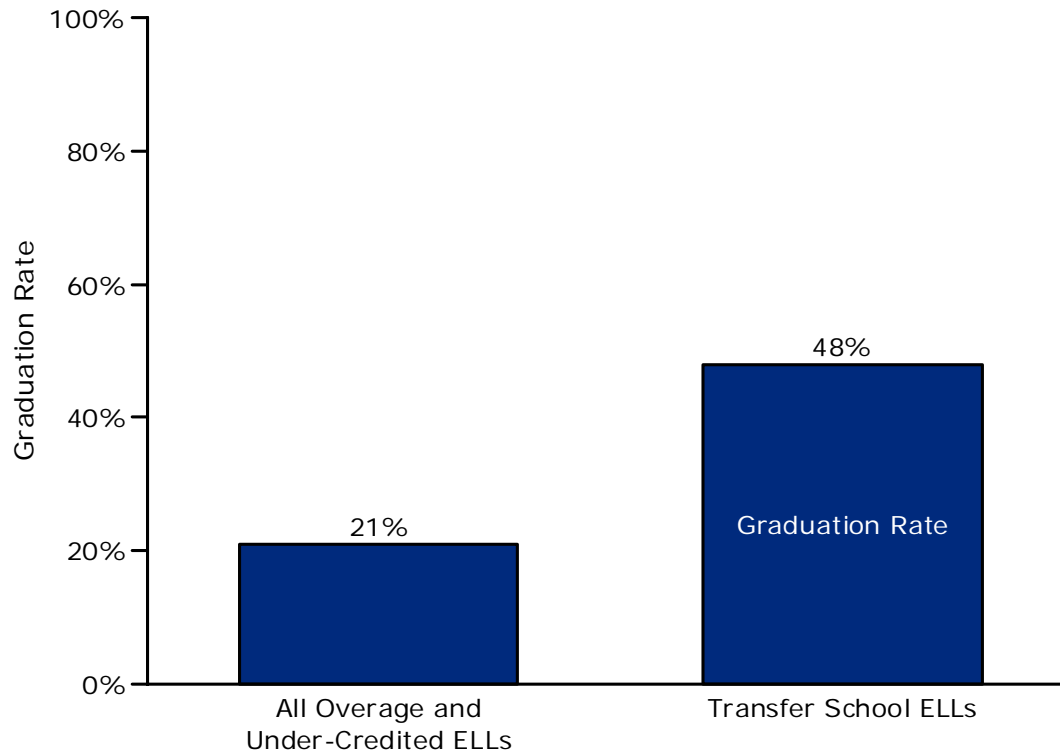
**Overage and Under-Credited Seven-Year Graduation Rates by Student Segment: Comprehensive High Schools vs. Transfer Schools**



# Differentiated Portfolio: Transfer Schools

## ...And Demonstrate Strong Ability to Improve Outcomes for ELL Students

**Overage and Under-Credited Seven-Year Graduation Rates  
ELL Students in the System Overall and in Transfer Schools**



# Differentiated Portfolio: YABCs

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Housed in host high schools, Young Adult Borough Centers are **full-time programs** for students who are **17½ or older** and have at least 17 credits. The instructional model of YABCs allows students to concentrate **only on the credit portfolio they need** for graduation through a **non-traditional block schedule**.

## **Essential elements of YABCs, provided by a Community Based Organization at each program site:**

- Youth development support
- Career and college counseling
- Assistance with job placement

# Differentiated Portfolio: Blended GED Programs

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OMPG is developing **models of blended GED programs tailored for overage, under-credited youth**. One **full-time, stand-alone program** with a Learning to Work component will be launched in Fall 2006. The model will serve as a **lab school** for further **research and development of GED programs** for overage, under-credited youth.

## Essential Elements of OMPG's GED Model:

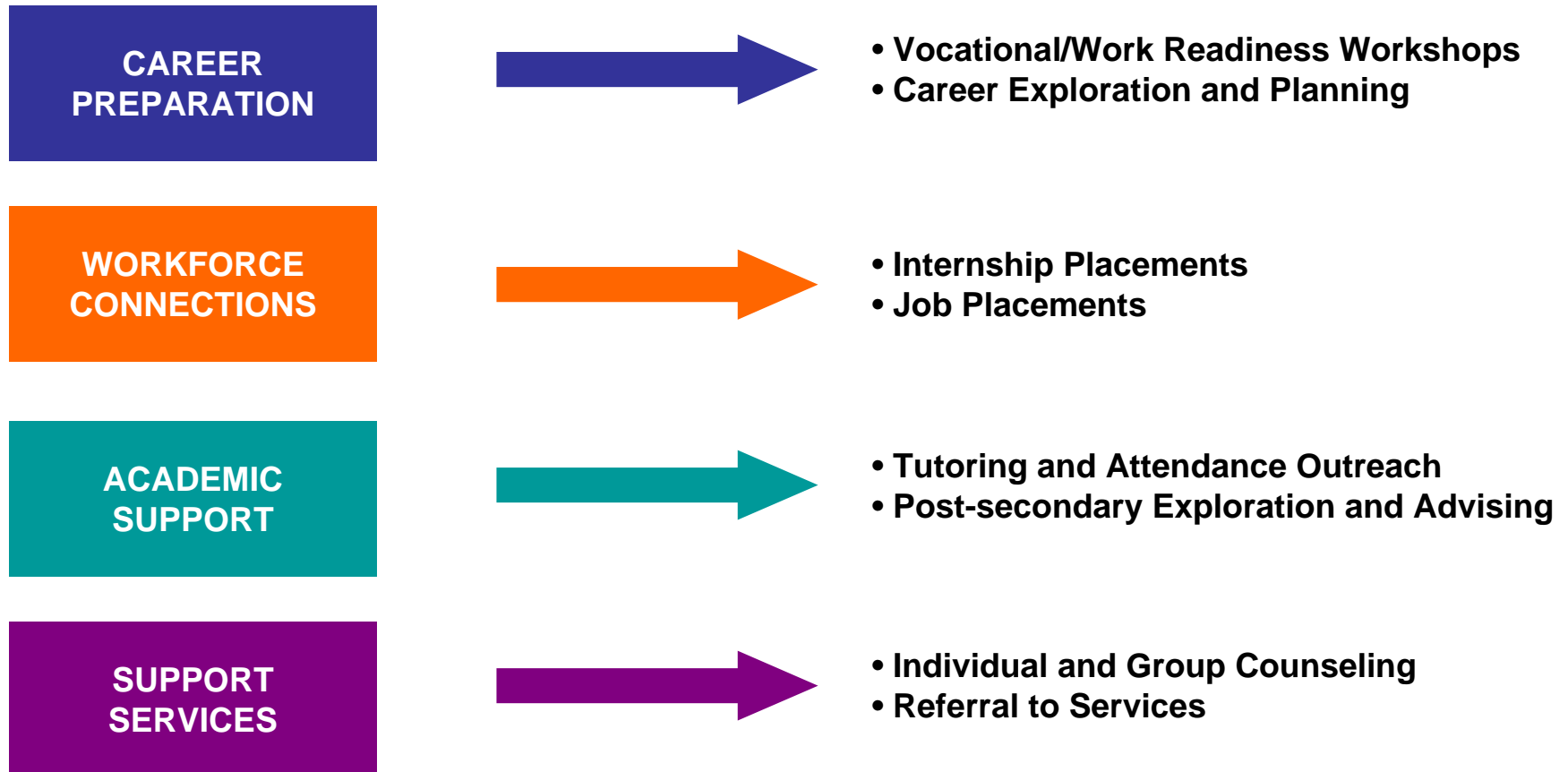
- Youth development approach
- Integrated learning cycles
- Portfolio creation process
- Innovative systems for student engagement, assessment, and progression
- Pathways to post-secondary training and other opportunities
- In-depth, sector-specific career exploration with individualized career strands





# Differentiated Portfolio: Learning to Work

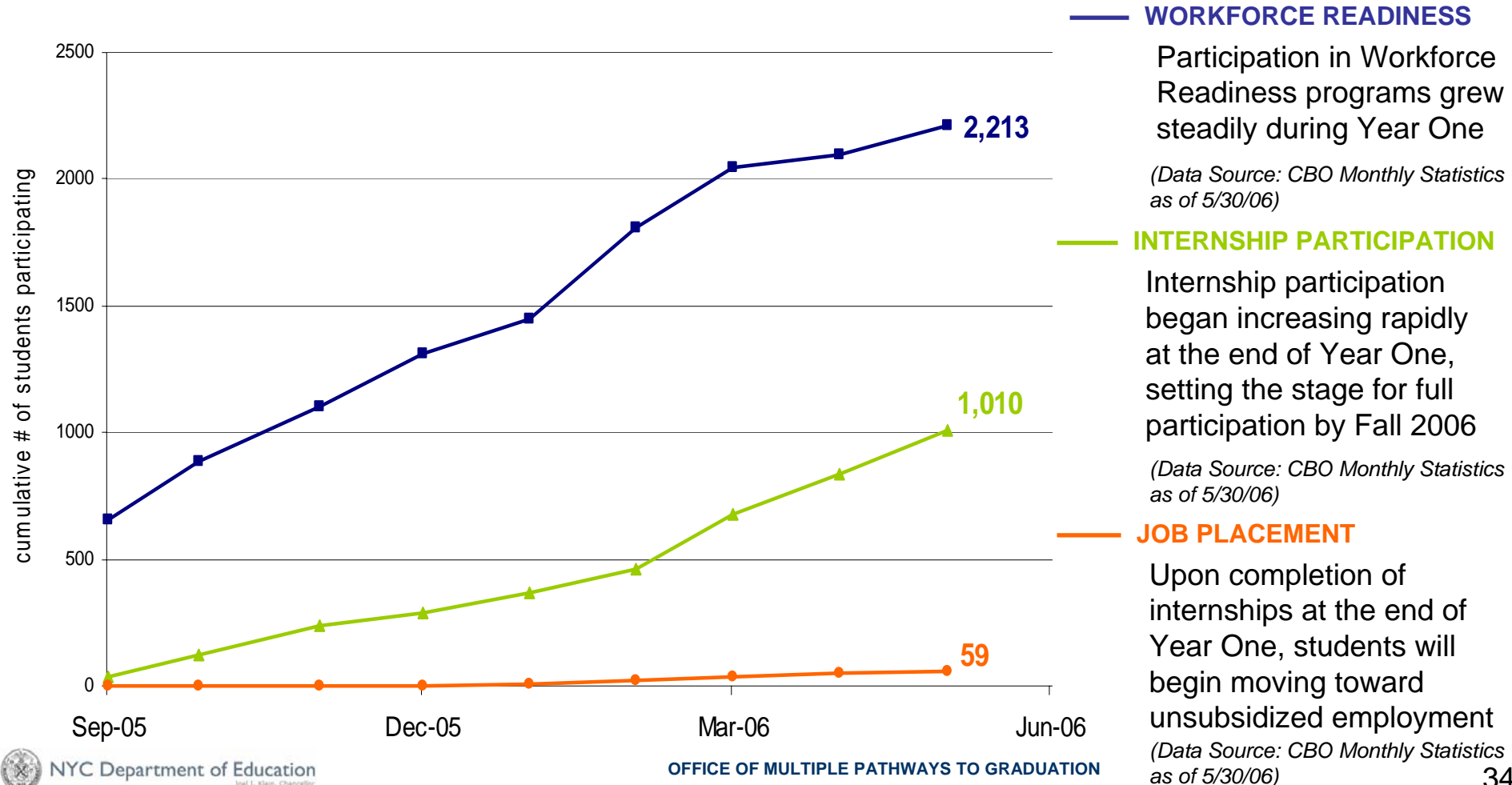
**Learning to Work (LTW) is an integrated workforce readiness and student support program that prepares overage, under-credited students for the workforce, connects them to jobs and post-secondary, and enables them to earn a high school diploma or GED through:**



# Learning to Work Pipeline



**In each phase, student participation continues to increase**

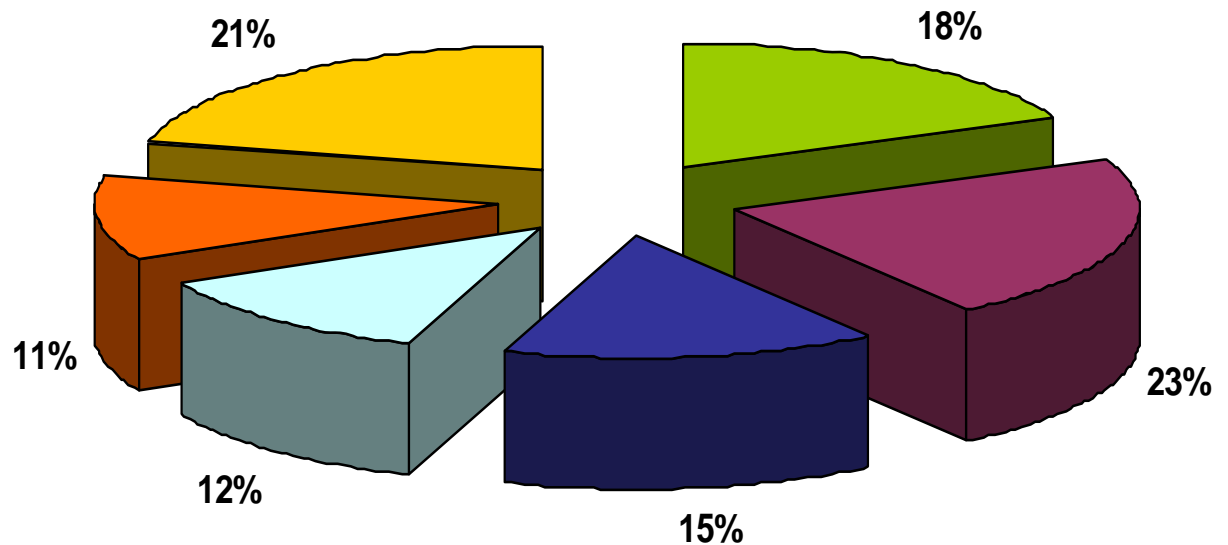


# Differentiated Portfolio: Learning to Work

**Learning to Work connects students to a broad array of employment sectors throughout New York City**

## LTW INTERNSHIP PLACEMENT BY SECTOR

- Business & Retail (18%)
- Education (22%)
- Government/Public Sector (15%)
- Health Care (12%)
- Media & Communications (11%)
- Nonprofit & Social Services (21%)



**In total, 1,723 students from LTW programs have made workforce connections:**

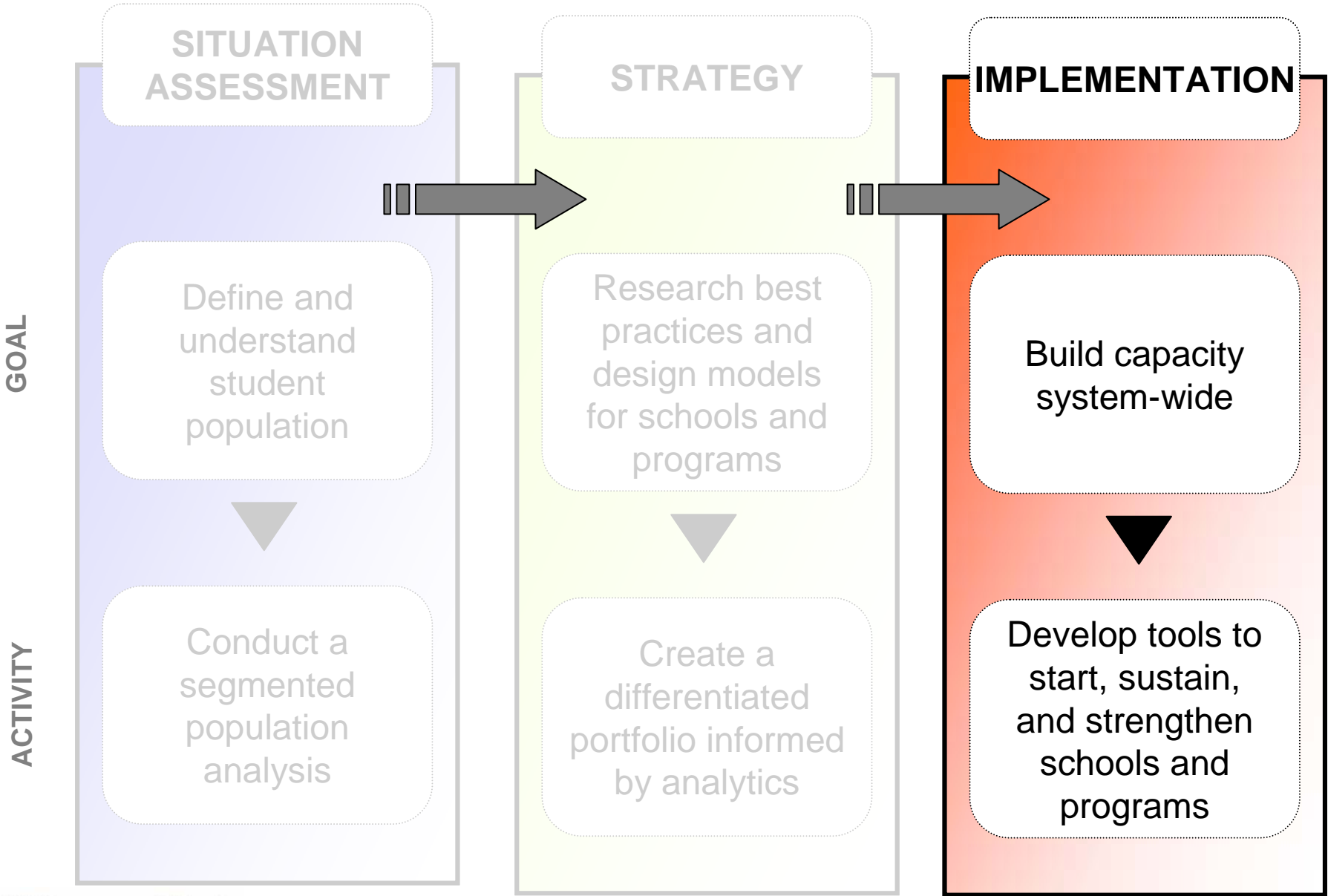
- In addition to the 1,010 students placed in LTW internships, another 713 students are currently working in positions secured outside of the LTW internship program

**Learning to Work also empowers students to make their *own* connections:**

- 59 students have already turned their LTW internships into paid jobs



# Office of Multiple Pathways to Graduation Methodology



# Implementation and Capacity-Building

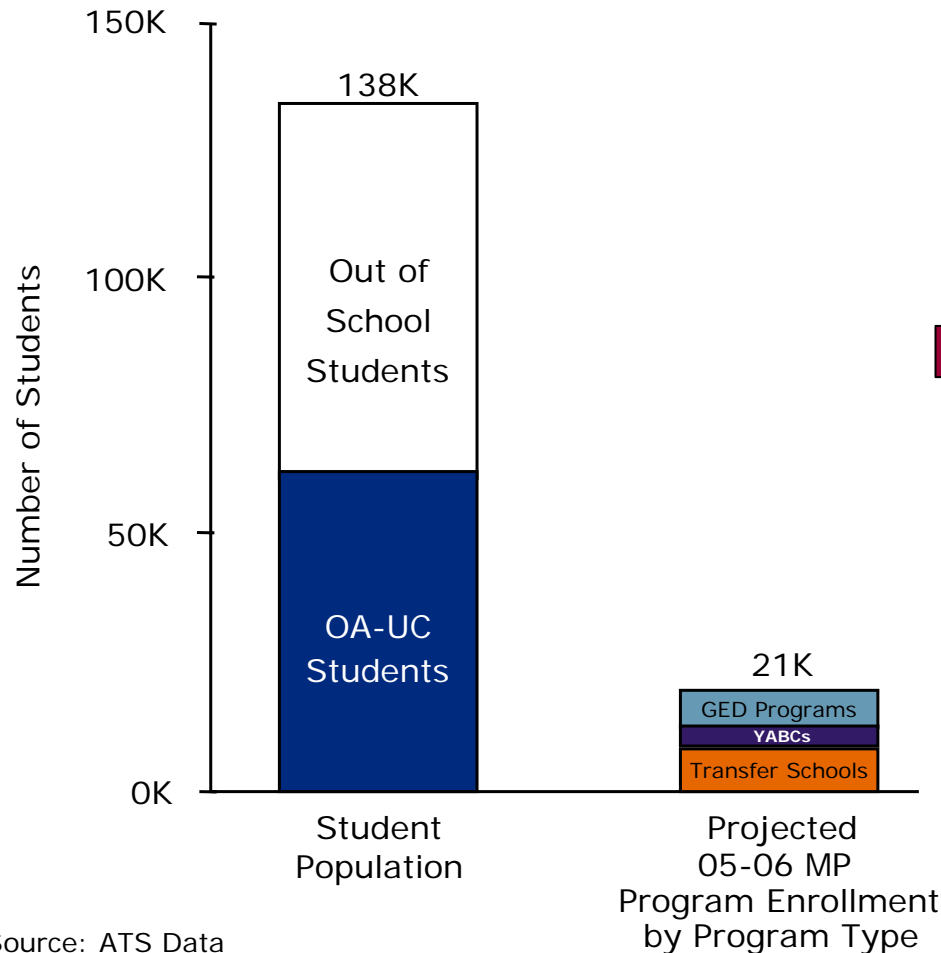
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- **STARTING NEW SCHOOLS and PROGRAMS**
  - Developing new models
    - Adolescent literacy
    - GED blends
  - Replicating successful models
  - Creating tools for implementing models
  
- **SUSTAINING EXISTING SCHOOLS and PROGRAMS**
  - Bolstering networks of schools and programs to capture and share learnings, identify best practices, and disseminate information
  
- **STRENGTHENING THE SYSTEM**
  - Managing performance
  - Developing resources
  - Sharing knowledge and disseminating information
    - Network meetings for YABC/LTW program directors

# Capacity-Building Considerations

## Current Supply of Seats in MP Programs Is Significantly Less than Overall, Under-Credited Student Need

Current OA-UC Population vs. Enrollment Options



### Key Considerations for Capacity Gap

- Multiple Pathways programs **cannot and should not serve all overage and under-credited students**
- Capacity gap will require short and long term actions across NYC's high school portfolio:
  - **Bolster** quality of existing programs serving OA-UC students
  - **Expand** capacity of existing successful models
  - **Invent** new models for under-served segments of the population

# Capacity-Building Objectives

## Multiple Pathways Strategy Will Focus on Combination of Improved Outcomes and Ongoing Capacity Expansion

Transfer Schools

YABCs

GED Programs

*MP strategy will focus on improving program outcomes...*

Current graduation rate:

56%



39%



17%



Target improvement:

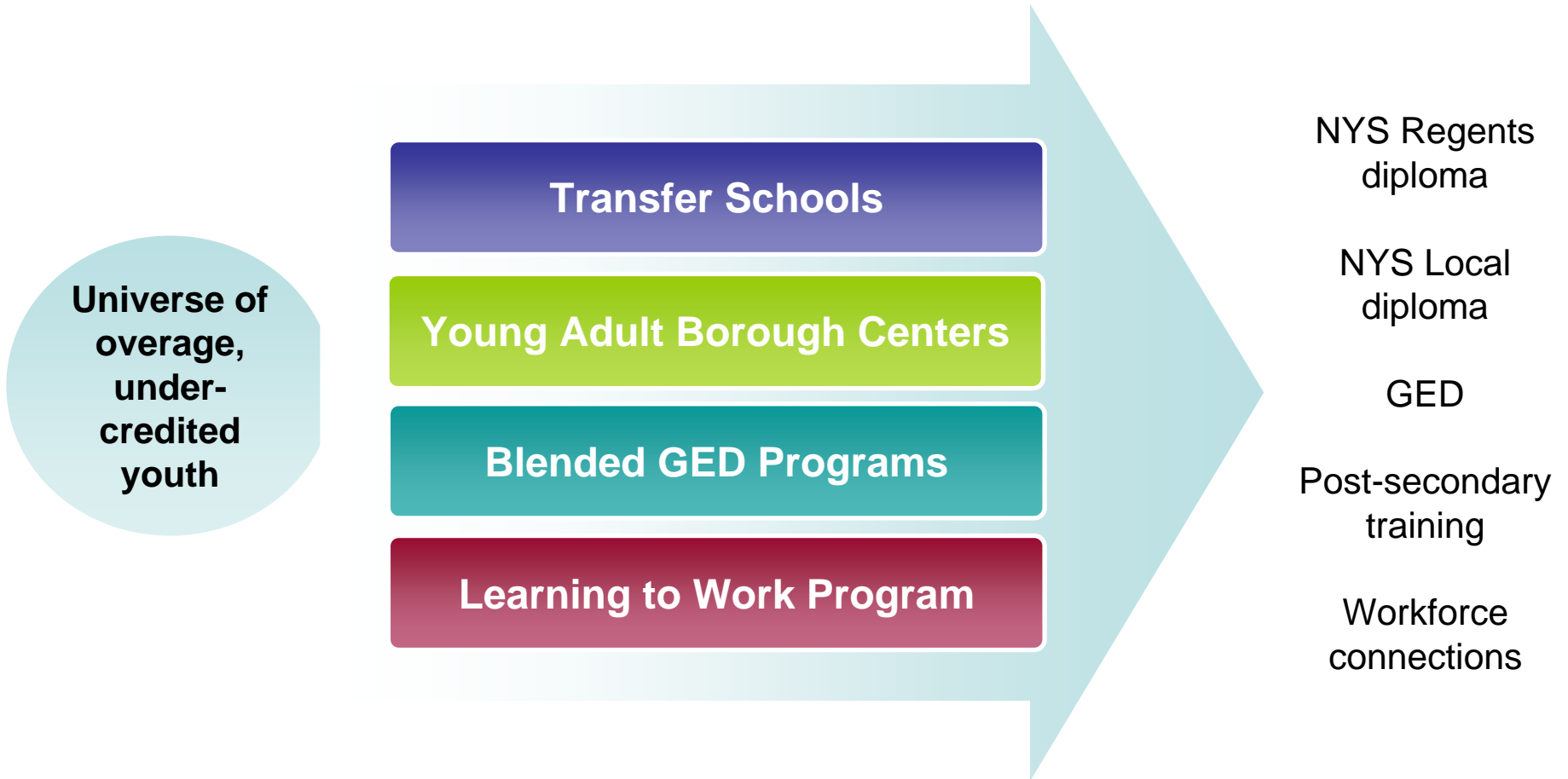
- Achieve **65% graduation rate**, based on top decile performance of existing portfolio
- Eventual targets to be informed by ongoing model improvement
- Reach **30% graduation rate** with new programs, based on preliminary performance targets

*...and expanding capacity*

- 30 new transfer schools
  - 15 to 20 within current administration
  - Up to 10 additional schools by 2011-12
- 6 new YABCs
- 7 new GED programs



# Questions?



**Universe of  
overage,  
under-  
credited  
youth**

**Transfer Schools**

**Young Adult Borough Centers**

**Blended GED Programs**

**Learning to Work Program**

NYS Regents  
diploma

NYS Local  
diploma

GED

Post-secondary  
training

Workforce  
connections

