



**OFFICE OF MULTIPLE PATHWAYS TO GRADUATION**  
THE NEW YORK CITY DEPARTMENT OF EDUCATION

**MULTIPLE PATHWAYS RESEARCH AND DEVELOPMENT:  
SUMMARY FINDINGS AND STRATEGIC SOLUTIONS FOR OVERAGE, UNDER-CREDITED YOUTH**

**INTRODUCTION**

In October 2005, Schools Chancellor Joel Klein established the Office of Multiple Pathways to Graduation (OMPG) to analyze the situation and needs of the overage and under-credited (OA/UC) high school student population — those most at risk for dropping out — and to develop a differentiated portfolio of educational models designed to bring these students to New York State graduation standards and prepare them for meaningful post-secondary opportunities. This work is an outgrowth of the Department of Education's commitment to bring all public school students to graduation, as first articulated in the 2002 *Children First* Reform agenda. The Multiple Pathways strategy leverages school reform momentum generated by the DOE's aggressive New Small Schools initiative, Small Learning Communities Demonstration Project, Charter School Initiative, as well as instructional and professional development innovations.

The Office of Multiple Pathways to Graduation developed a comprehensive strategic plan with financial support from the Bill and Melinda Gates Foundation and analytic support from the Boston-based Parthenon Group. The resulting dataset, representing an unprecedented examination of student experience within a school system, has been critical to system transformation grounded in student population needs. Insights gained through this first strategic planning engagement have led to internal and foundation support for continued analysis to inform comprehensive secondary planning.

The Multiple Pathways portfolio of school and program models designed to serve overage, under-credited youth include Transfer High Schools Young Adult Borough Centers, full- and part-time GED programs, and Learning to Work, each of which is described below. In the New York City Department of Education there are currently 25 Transfer High Schools that serve OA/UC students, 20 Young Adult Borough Centers, and over 100 GED programs. Learning to Work is integrated across the Multiple Pathways portfolio and is located at 22 sites. These schools and programs are located throughout the Department as Alternative Schools and Programs, Regional Schools, Empowerment Schools, or Charter Schools.

**CONTEXT**

New York City's public school system is the largest district in the United States, serving 1.1 million students. Our schools serve a diverse and disadvantaged population. Historically, student outcomes have been challenged.

Through its Children First reforms, the New York City Department of Education has initiated a series of aggressive reforms to address the needs of all students, including a core curriculum and academic interventions, support for New Small Schools and Small Learning Communities, an accountability initiative, and the creation of Empowerment Schools. There is significant momentum behind current reform initiatives, and the DOE seeks to continue to effect real change to drive improved student outcomes across



NYC high schools. The Department of Education recognizes a need to increase focus and investment in some of the District's neediest students, those who are overage and under-credited.

## **SUMMARY FINDINGS**

Below is a summary of data presented to the New York State Board of Regents on October 23, 2006. This dataset is based on an intensive ten-month analysis spearheaded by the Office of Multiple Pathways to Graduation, conducted by The Parthenon Group of Boston, and funded by the Bill and Melinda Gates Foundation.

### **→ Sizing the Challenge**

- An overage, under-credited student is at least two years off-track relative to expected age and credit accumulation toward earning a diploma. **Nearly all high school dropouts in New York City have a history of being overage and under-credited.**
- In New York City, **138,000 youth between the ages of 16 and 21 are overage and under-credited.** 70,000 of them are in school, while 68,000 have already dropped out.
- New York City's estimated 70,000 in-school overage and under-credited youth represent a population of students that is smaller than only five other US high school districts. When all in- and out-of-school overage, under-credited youth are included, **this population would rank as the second-largest high school district in the US.**
- **The dropout population *is* the overage and under-credited population, just at different points in time.** Of the 37,000 students who graduated in the class of 2003 cohort studied by the Office of Multiple Pathways to Graduation, only 19% of them were overage and under-credited. By contrast, the 93% of the dropouts in that cohort were overage and under-credited.

### **→ Profiling the Target Population**

- Compared with total NYC high school enrollment, there are 11% more **males** and 14% more **African Americans and Hispanics** in the overage, under-credited population.
- **The majority of overage, under-credited students have completed less than one-quarter of credits required for graduation.** 57% of overage, under-credited students have fewer than eleven credits (toward the 44 credits needed to graduate in New York State). Nearly 7,000 enrolled students are at least 18 years old with fewer than eleven credits (11% of all overage, under-credited students).
- **Approximately half (48%) of all entering freshmen become overage and under-credited during high school** -- meaning that one in two freshmen who enter NYC high schools becomes overage and under-credited.
- **A significant number of students become overage and under-credited regardless of incoming proficiency levels:** 25% of students who enter high school on-age with at least a high Level 2 score on their English Language test become overage and under-credited during high school.

- **Even well-prepared students graduate at lower rates once becoming overage and under-credited.** Those with at least a high Level 2 ELA score graduate at a 37% rate once becoming overage and under-credited, compared with 82% for the general population.
- **Overage and under-credited students fall behind early, and once they become off-track, they leave the system rapidly.** 84% of students who are 16 years old with fewer than eight credits end up leaving the system.
- **Only 19% of overage and under-credited students ultimately receive a high school diploma or GED if they stay in articulated high schools.** 6% of these graduates receive a Regents diploma, while 20% receive a GED.

### ➔ Identifying Effective Options

- 78% of overage and under-credited students are enrolled in articulated high schools, and 16% are enrolled in Multiple Pathways programs, including Transfer Schools, Young Adult Borough Centers, GED programs, and Learning to Work.
- **The Transfer School model shows tremendous recuperative power for overage, under-credited students, who graduate from Transfer High Schools at an average rate of 56% — compared with 19% if they remain in comprehensive high schools.**
  - The graduation rate for overage, under-credited students at the highest performing Transfer School is 69%.
  - Transfer Schools effectively re-engage students, nearly doubling attendance rates and credit accumulation. OMPG's analysis found that Transfer Schools effectively re-engage students, nearly doubling attendance rates and credit accumulation. (The attendance rate for students enrolled in Transfer Schools as of June 2005 was 78%, compared with a rate of 40% prior to Transfer School enrollment. Credits earned per year increased from 4.9 before Transfer School enrollment to 8.9 at Transfer Schools.)
  - Transfer Schools also produce differentiated outcomes for students of all entering reading levels, with the greatest relative improvement in performance for the most challenged students. For students with a Level 1 ELA score in 8<sup>th</sup> grade, the graduation rate increased from 10% to 36% in Transfer Schools; for high Level 2 readers, from 25% to 51%.
- OMPG's new **Young Adult Borough Center Model** converts 44% of eligible students to graduates within one year.

## **STRATEGIC SOLUTION:** **A DIFFERENTIATED PORTFOLIO OF OPTIONS FOR OVERAGE, UNDER-CREDITED YOUTH**

The OA/UC population is diverse, requiring a portfolio of programmatic options matched to their individual age and credit accumulation and incoming academic proficiencies. The Office of Multiple Pathways to Graduation performs research and development that supports and initiates a differentiated portfolio of program models integrated with secondary school reform that will provide systemic opportunities to improve high school graduation rates and the long-term plans for Overage and Under-Credited youth.

### **Programmatic Options:**

#### **→ YOUNG ADULT BOROUGH CENTERS (YABCs):**

Housed in host high schools, Young Adult Borough Centers are small learning environments that support students in earning a diploma and developing post-secondary plans. These full-time evening academic programs are designed for students who have been in high school for at least four years and have attained a minimum of 17 credits. The instructional model of the YABC personalizes course offerings and programming so that students can concentrate only on the credit portfolio they need for graduation through a non-traditional block schedule. Each YABC site is operated through a collaborative partnership between the DOE and a community-based organization (CBO), creating a positive environment for students. The CBO partner at each program site provides services to students, including youth development support, career and college counseling, and assistance with job placement. Students attend YABCs through a shared instructional model and receive a diploma from their high school of origin upon completion of their credits and Regents exams

#### **→ TRANSFER HIGH SCHOOLS:**

Transfer High Schools are small, academically rigorous high schools designed to re-engage students who are overage and under-credited or have dropped out of high school. Eligible students must 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. Most Transfer High School students enter at age 16 to 17 and have earned fewer than 9<sup>th</sup> grade credits. The essential elements of Transfer High Schools include a personalized learning environment, rigorous academic standards, student-centered pedagogy, support to meet instructional and developmental goals, and a focus on connections to college.

Transfer High Schools opened under the Multiple Pathways initiative work solely with students who are overage and under-credited. As part of a differentiated portfolio of options for overage, under-credited youth, these Transfer High Schools provide deep supports and opportunities for lower-credited students with below-level reading scores to recuperate the credits and skills they need to move toward high school completion. The Transfer High School model shows tremendous recuperative power for overage, under-credited students, who graduate from Transfer High Schools at an average rate of 56% — compared with 19% if they remain in comprehensive high schools.

→ **GED PROGRAMS:**

After extensive research and development work, the Office of Multiple Pathways to Graduation has developed new models for GED programs which include full- and part-time programs for overage, under-credited youth. All of these models incorporate Learning to Work.

In September 2006, OMPG collaborated with the Alternative High Schools and Programs to launch the Access GED model - a full-time GED program for overage, under-credited youth. The essential elements of the Access model include a youth development approach, integrated thematic units, developmental portfolios, innovative systems for student engagement, assessment, and progression, connections to post-secondary training, and in-depth career exploration.

The Learning to Work part-time GED program model uses research-based instructional practices, such as a workshop model coupled with high-quality curriculum materials. Throughout the school year, the part-time staff have access to instructional coaches who provide technical assistance in research-based instructional strategies.

→ **LEARNING TO WORK (LTW):**

Central to the mission of the Office of Multiple Pathways, Learning to Work (LTW) is designed to help overage, under-credited students stay engaged in school by developing the skills they need to complete high school, gain employment, and succeed in post-secondary education. LTW services are provided by Community Based Organization partners and are integrated across Multiple Pathways schools and programs, including Transfer Schools, GED programs, and YABCs. LTW students have the opportunity to participate in intensive employability skills development workshops, subsidized internships, college and career counseling, and job placement. The program also includes attendance outreach, individual and group counseling, academic tutoring, and youth development supports.

# New York City DOE Multiple Pathways Strategy *Summary Findings*



NYC Department of Education  
Joel I. Klein, Chancellor

Presentation to the New York State Regents  
And Commissioner, State Education Department  
October 23, 2006

Michele Cahill, *Senior Counselor to the Chancellor for Education Policy*  
JoEllen Lynch, *Executive Director, Office of Multiple Pathways to Graduation*  
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200 State Street, Boston, MA 02109

# NYC DOE Multiple Pathways Strategy

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## Agenda

- **Multiple Pathways Strategic Plan: Rationale**

- Population and Portfolio Analysis: Key Findings
- Barriers to Expansion: Policy Implications
- Implications for Expansion

# Situational Context and Project Overview

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## New York City Situation Overview

- NYC's school system is the **largest district in the United States**, serving 1.1MM students
- **NYC schools serve a diverse and disadvantaged population** - historically, student outcomes have been challenged
- **NYC has initiated a series of aggressive reforms** to address the needs of all students, including:
  - Core Curriculum and Academic Interventions
  - Support for New Small Schools and Small Learning Communities
  - Accountability Initiative and Empowerment Schools
- There is **significant momentum behind current reform initiatives**, and the DOE seeks to continue to effect real change to **drive improved student outcomes across NYC high schools**
- NYC DOE recognizes a **need to increase focus and investment on the District's neediest students**:
  - **Approximately 70K overage 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

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## NYC DOE Has Established an Office of Multiple Pathways to Graduation To Develop and Implement Strategies for Overage and Under-Credited Youth

- Recent initiatives for overage and under-credited youth have been supported by public and private partnerships:
  - **Public Investment:** NYC DOE secured \$37.5 million in new funding to the Department from the City of New York for Multiple Pathways school and program development, implementation and operations — Multiple Pathways Initiative branded as a Mayoral Initiative
    - **Created and staffed the Office of Multiple Pathways** to manage strategic planning, program and school development and implementation of Multiple Pathways portfolio
    - **Designed Learning To Work (LTW)** to support career and other post-secondary linkages for students enrolled in Multiple Pathways portfolio options
    - By September 2006, OMPG has **launched and provided operational support** to 33 portfolio sites and 23 LTW contracted partnerships
  - **Private Investment:** Received more than \$5.3 million in support from BMGF for strategic planning and transformative system capacity building efforts over four years
    - Designed and provided **capacity building support to DOE practitioners and external partners** in integration of youth development and rigorous academic instruction best practices, including targeted literacy and numeracy for older, low level readers
    - Created **strategy and resources for transfer school leadership development** to support expansion
    - **Developed new full-time GED model** to be piloted in September 2006 with explicit career and post-secondary linkages for program participants
    - Engaged with **external intermediaries to facilitate new transfer school model development**
    - **Engaged the Parthenon group** to assist with a comprehensive population segmentation analysis, plus development of fiscal, organizational, and policy considerations

# Situational Context and Project Overview

## Nine Month Multiple Pathways Strategy Engagement Developed a Comprehensive Factbase and Evaluated Strategic Considerations

### Phase I: Situation Assessment

5 Months

### Phase II: Consensus and Strategy Development

4 Months

**Phase I:** Overview of Population of Overage and Under-Credited Youth in NYC, and Corresponding Mix of Programs in Place to Support Them

**Phase II:** Evaluation and Communication of Strategic Considerations for Multiple Pathways to Graduation in NYC (Including Fiscal, Organizational, and Policy Focus)



Analytical focus revolved around four key issues:

- **Sizing the challenge** of serving students who become overage and under-credited
- **Profiling the target population** of overage and under-credited youth
- **Identifying effective options** with strong recuperative power
- **Evaluating strategic options** for future investment and capacity-building

# NYC DOE Multiple Pathways Strategy

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## Agenda

- Multiple Pathways Strategic Plan: Rationale

- **Population and Portfolio Analysis: Key Findings**

- Barriers to Expansion: Policy Implications

- Implications for Expansion

# Sizing the Challenge

## Core Analyses



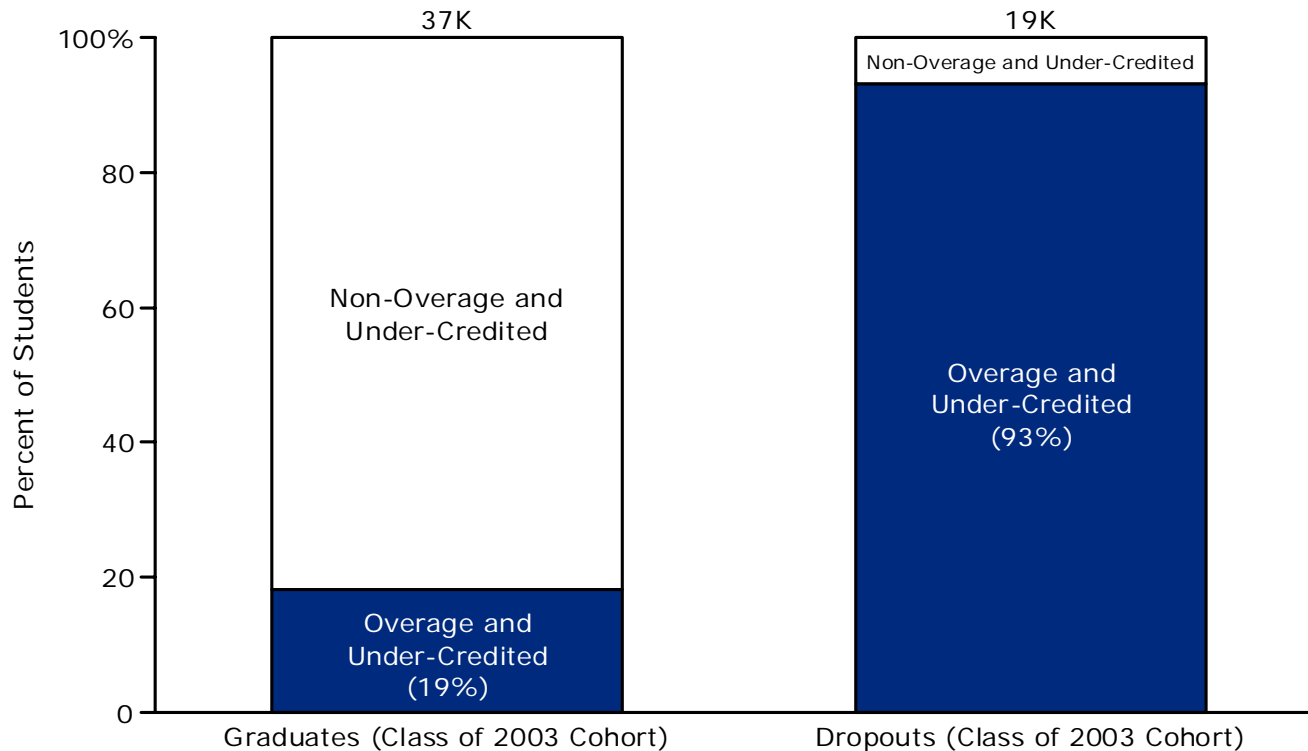
- **Assess the overlap of overage and under-credited students with the dropout population**
- **Identify the size of the overage and under-credited population:**
  - *In a snapshot view:* How many students are there at a point in time?
  - *In a cohort view:* What percent of students become OA-UC during high school?
- **Measure the size of major demographic categories (race and gender) within the overall OA-UC population**
- **Segment the population by age and number of credits earned toward graduation**

# Sizing the Challenge

## Nearly All High School Dropouts in NYC 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**

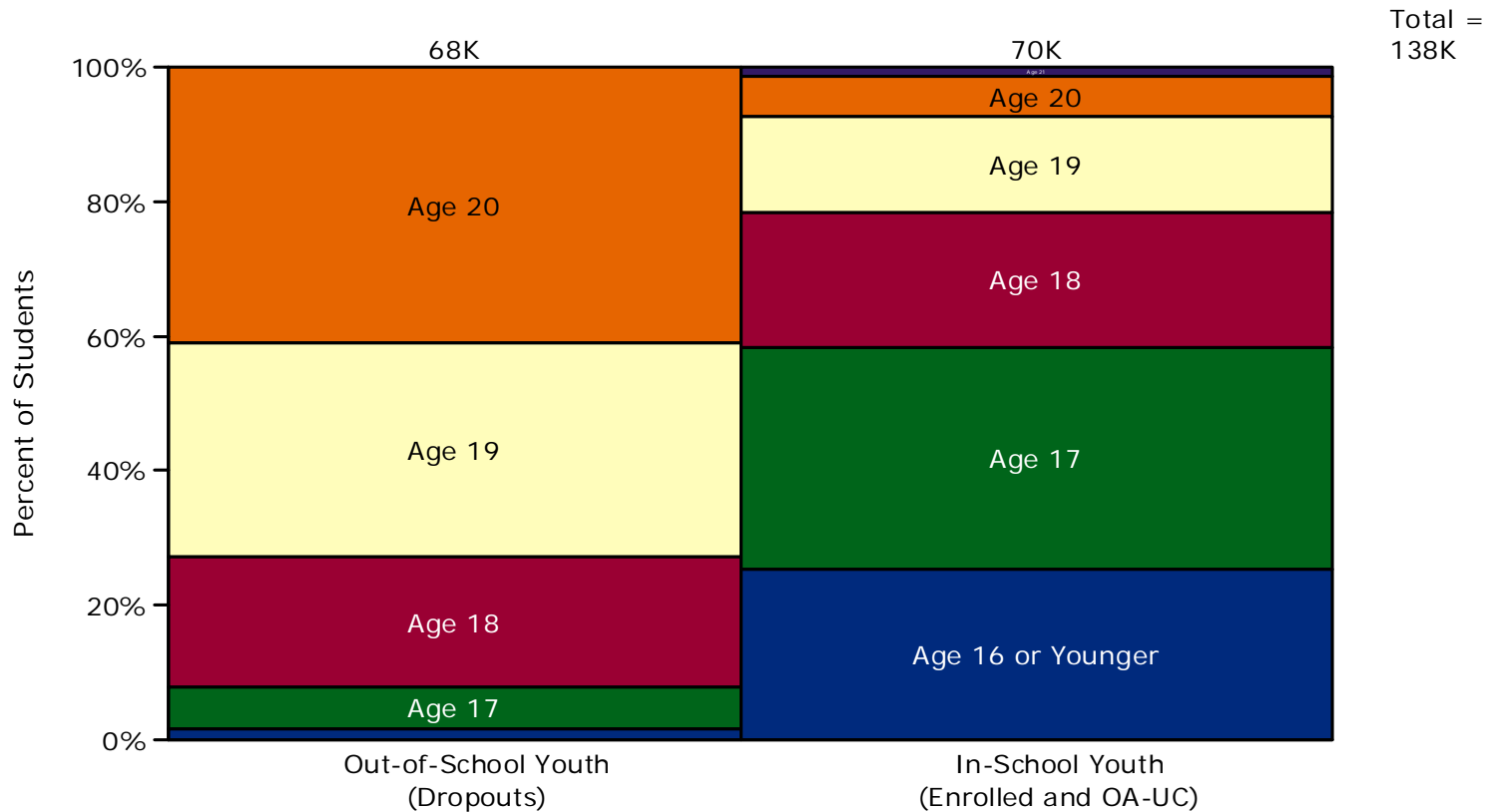


# Sizing the Challenge

## 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 overage and under-credited 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**



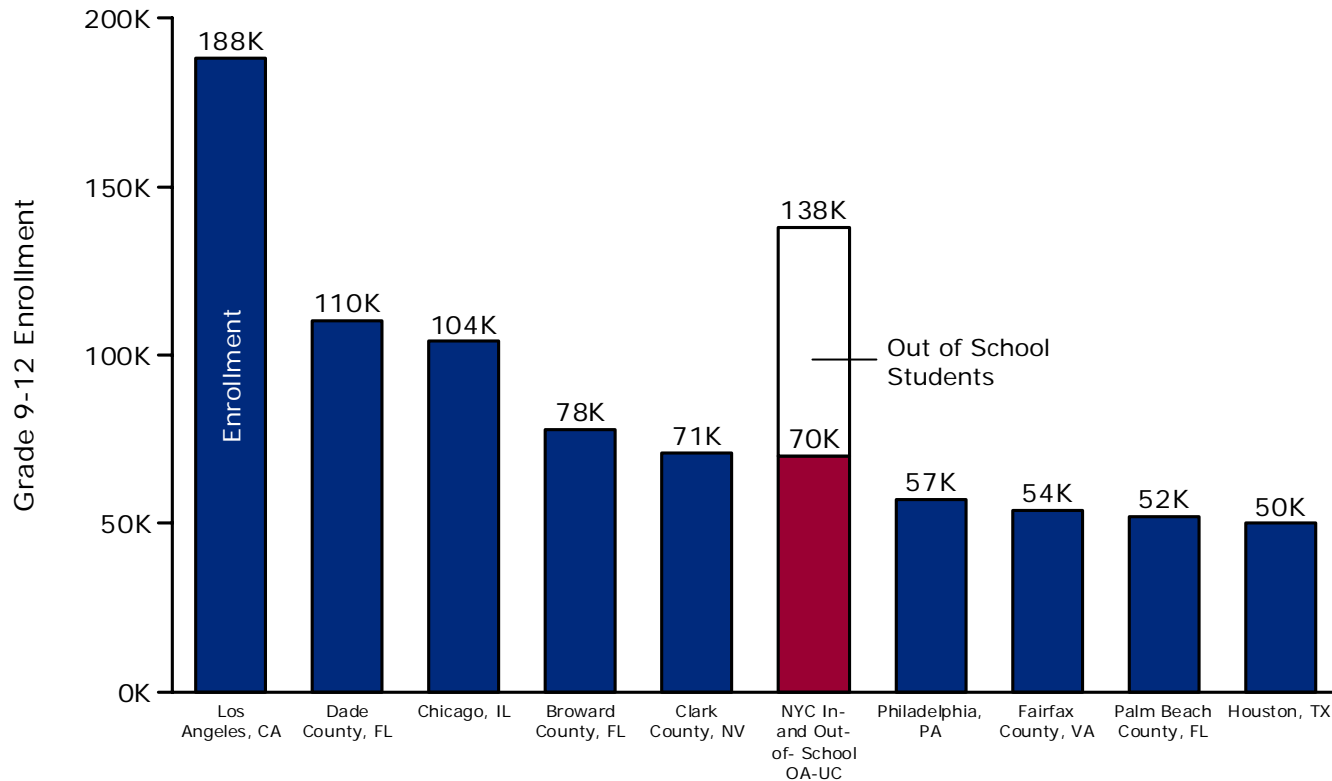
Note: Includes District 75 students; Students are counted as out-of-school youth only if they are dropouts (as opposed to other discharges)  
 Source: ATS Data

# Sizing the Challenge

## 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
  - The total NYC population of in- and out-of-school overage and under-credited youth is larger in size than the high school districts in any city except Los Angeles

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

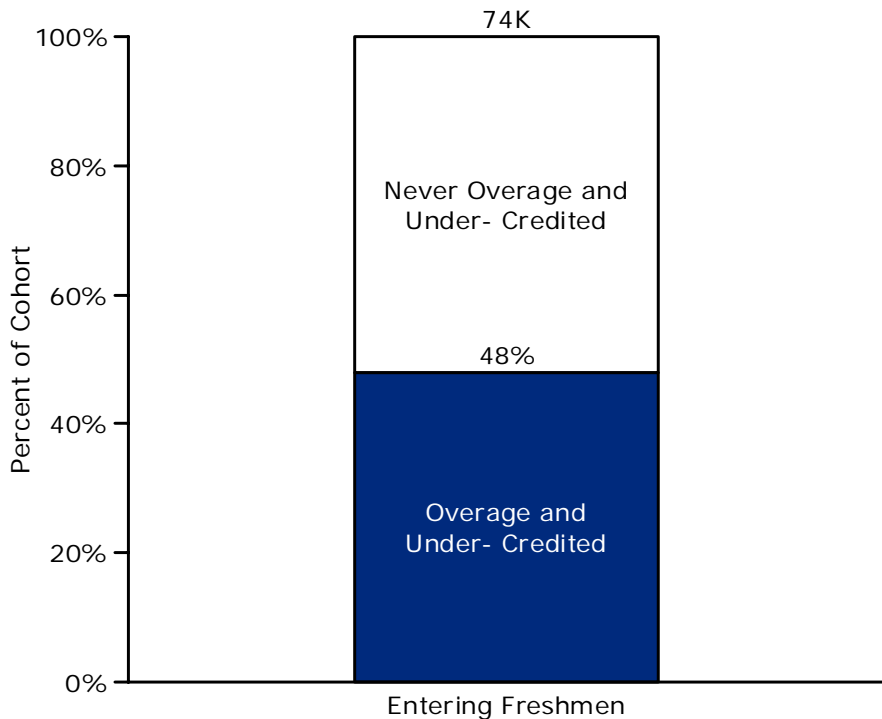


# Sizing the Challenge

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

- Overage and under-credited students are at least two years off-track relative to expected age and credit accumulation toward earning a diploma

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



### Definition of Overage and Under-Credited

<u>Age</u>	<u>Credits</u>
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

**Note: 44 credits are required for graduation in New York City**  
**2 Credits = 1 Carnegie Unit**

Note: Excludes District 75 students; Includes all students who were OA-UC at any point in their high school career  
 Source: YATS Data, Department of Education, Joel I. Klein, Chancellor

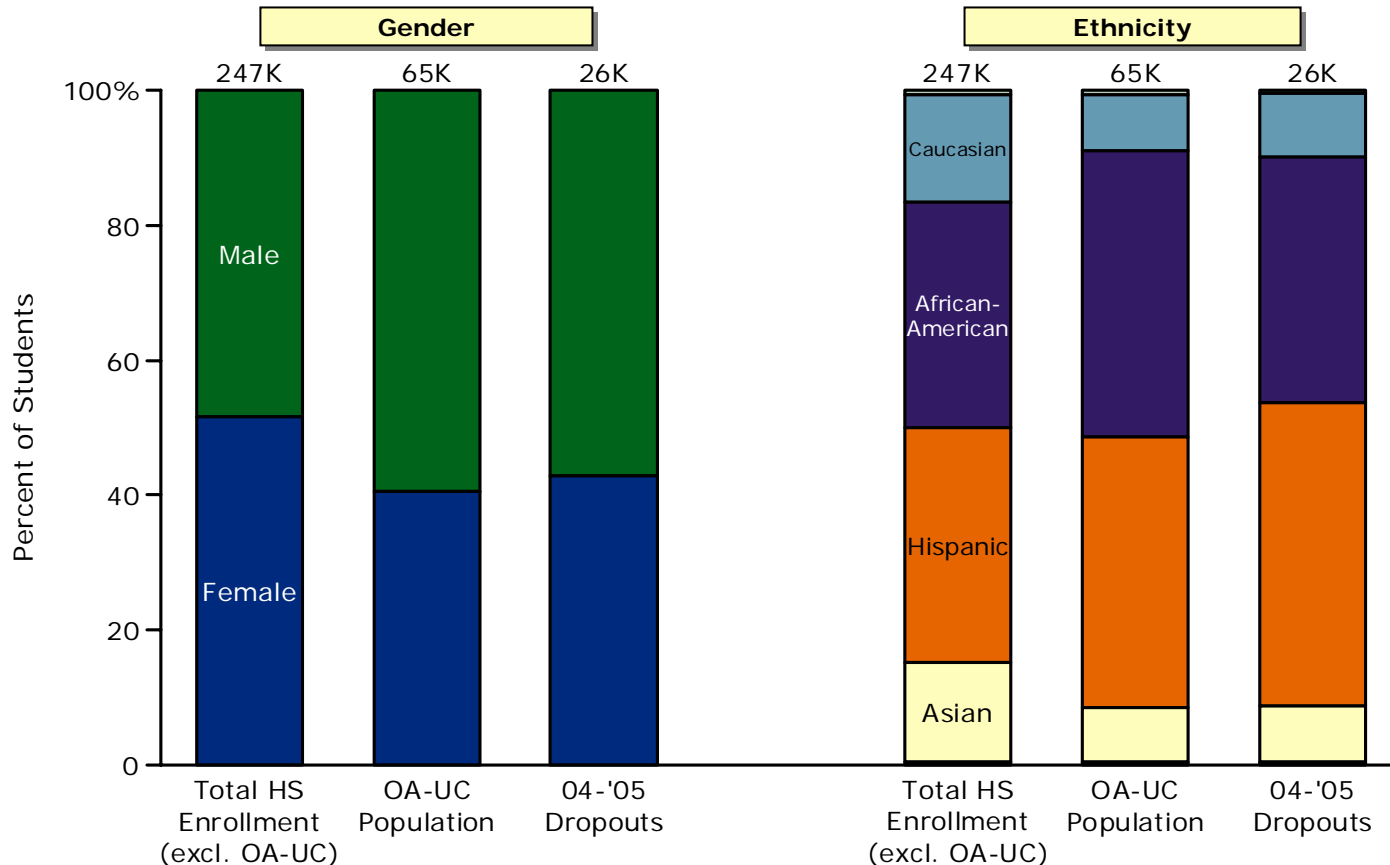


# Sizing the Challenge

## Gender and Ethnic Makeup of Overage and Under-Credited Population

- There are 11% more males and 14% more African Americans and Hispanics in the OA-UC population than overall. This overlaps with other factors (academic skills, representation in special education).

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



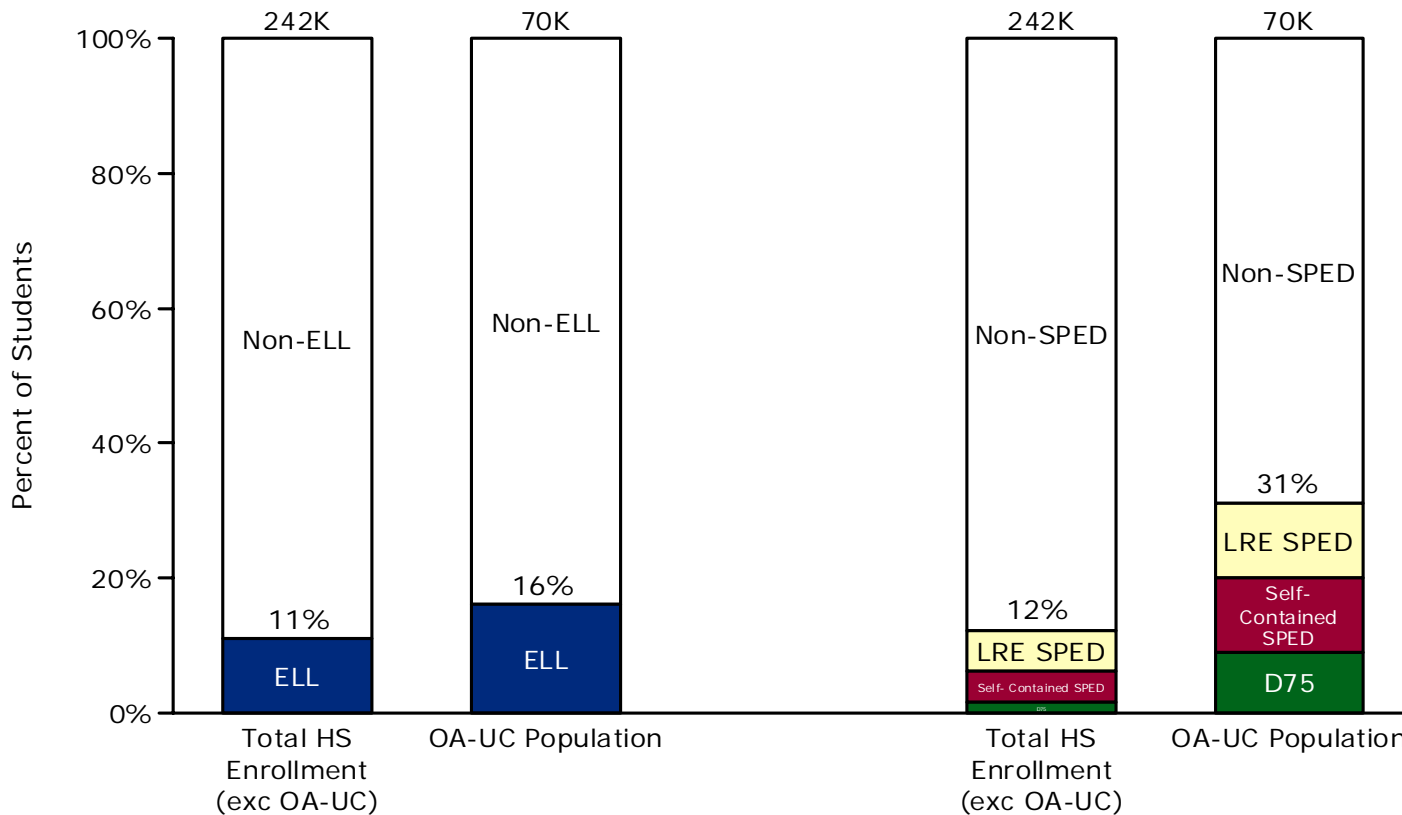
Note: Excludes District 75 students  
Source: ATS Data

# Sizing the Challenge

## Concentration of Special Needs Students Is More Acute in the Overage and Under-Credited Population

- Differences between OA-UC and the general population are much wider for SPED than ELL
  - 31% of overage and under-credited students have some SPED designation, versus only 12% of the remainder of the student population

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



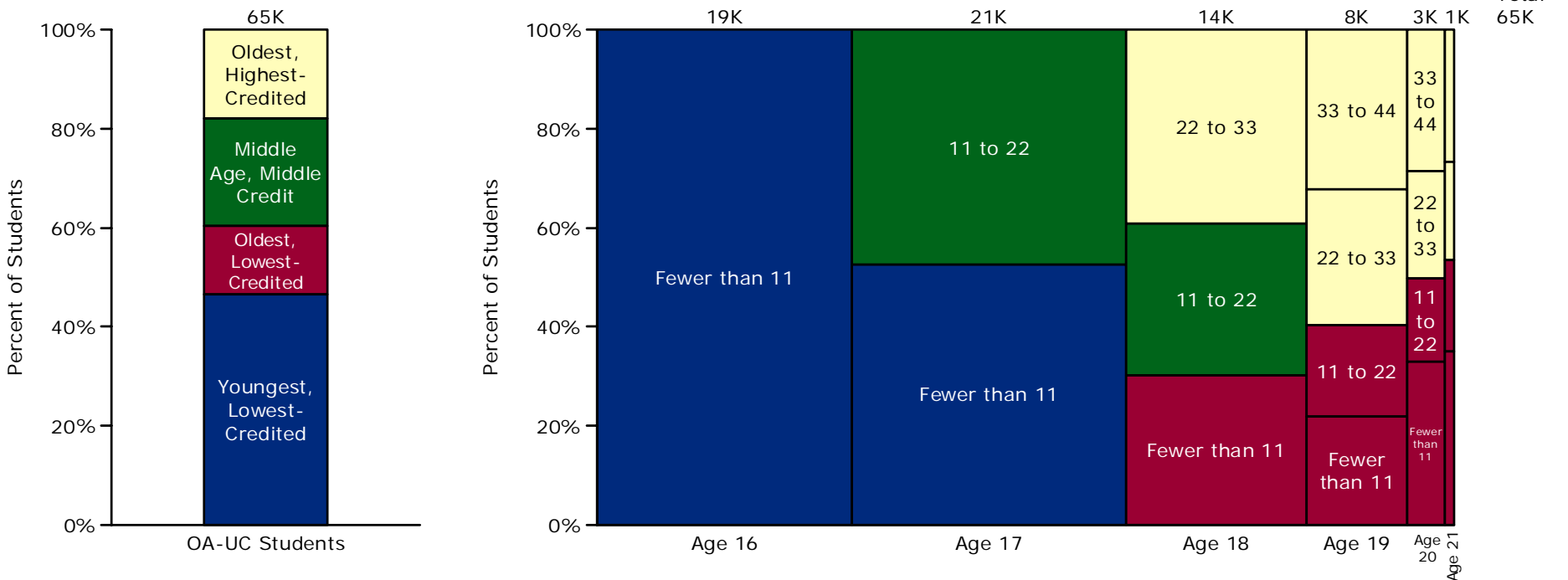
Note: Self-Contained SPED contains only those students who are self-contained and enrolled outside of District 75; About 2K OA-UC students are both ELL and SPED  
 Source: ATS Data

# Sizing the Challenge

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

- 57% of overage and under-credited students have fewer than eleven 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**



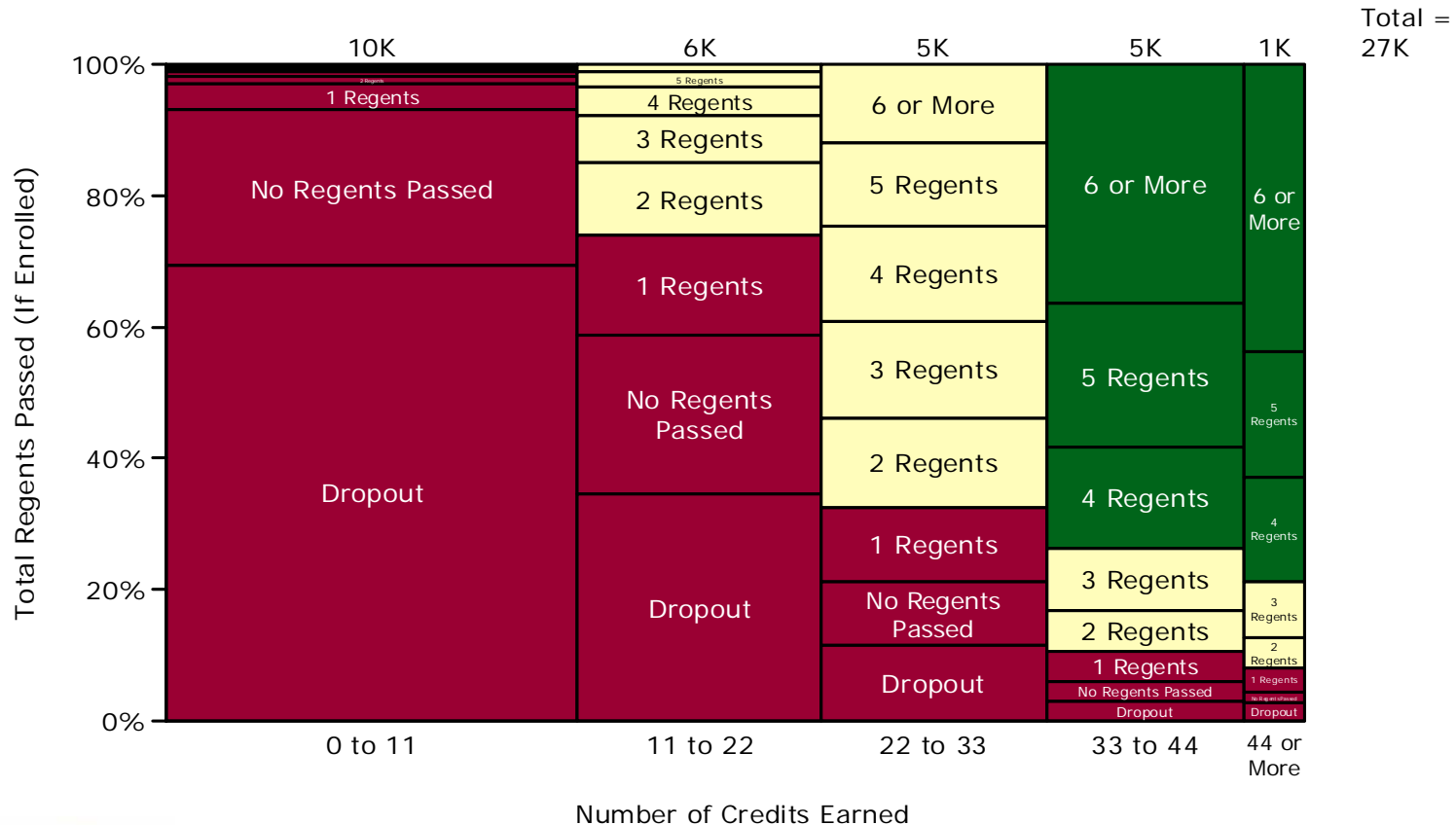
Note: Excludes District 75 students  
Source: ATS Data

# Sizing the Challenge

## Majority of Students Who Fail to Graduate in Four Years Are Far from Meeting Graduation Requirements

- However, ~4,800 students (7% of the cohort) remain enrolled and have both earned 33+ credits and passed 4+ Regents
- Finding effective interventions for these students could provide a notable incremental increase to the graduation rate

**Students Not Graduating in Four Years:  
Total Credits Earned vs. Regents Passed, Class of 2005 Cohort**



# Profiling the Target Population

## Core Analyses



- **Determine relationship between incoming skill levels and becoming overage and under-credited**
  - Quantify the proportion of students who enter HS “on-track” but become OA-UC
- **Calculate overlap between OA-UC population and ELL and SPED students**
- **Analyze progression of OA-UC students throughout their HS career**
  - Timing of when in high school students fall off-track
  - Patterns and outcomes once students have become OA-UC
- **Measure graduation rate for OA-UC students**
  - Capture timing of graduation and the type of degree earned

# Profiling the Target Population

## Literacy Is a Leading Challenge for OA-UC Students, yet 30% Enter High School with Sufficient Skills on 8<sup>th</sup> Grade Exams

June 2005 Overage and Under-Credited Students

### Age at HS Entry

Over Expected Age (15+)

At Expected Age (13-14)

8<sup>th</sup> Grade ELA Test Score

High Level 2  
and above

<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>  <b>24% of OA-UC (16K students)</b> enter high school <i>on-age</i> with <i>sufficient literacy skills</i></p>
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Low Level 2  
and below

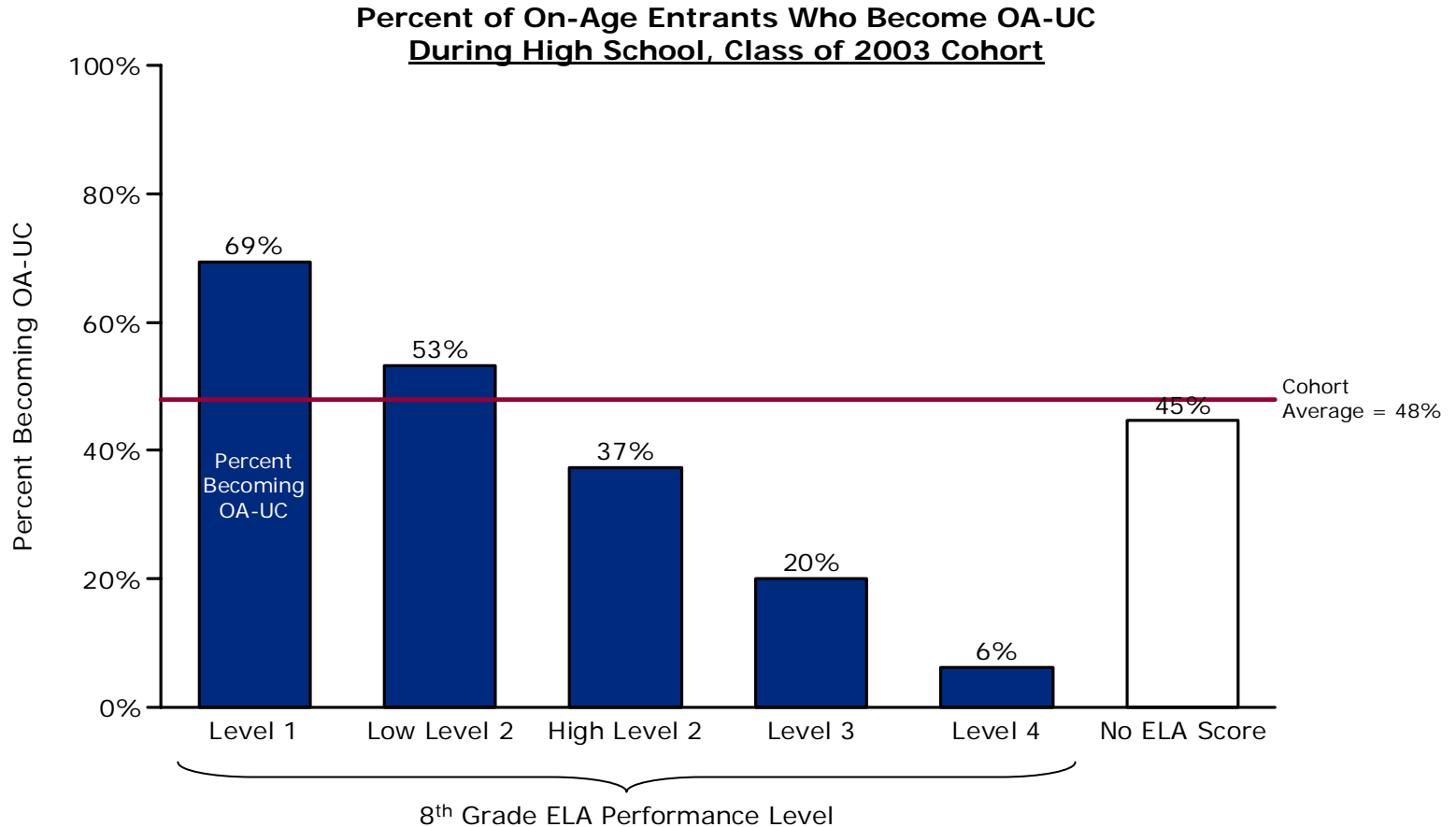
<p><b>Most challenged entering high school:</b>  <b>19% of OA-UC (12K students)</b> enter high school <i>overage</i> and with <i>literacy challenges</i></p>	<p><b>52% of OA-UC (34K students)</b> enter high school <i>on-age</i> with <i>literacy challenges</i></p>
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Note: Excludes District 75 students  
Source: ATS Data

# Profiling the Target Population

## A Significant Number of Students Become OA-UC Regardless of Incoming Proficiency 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

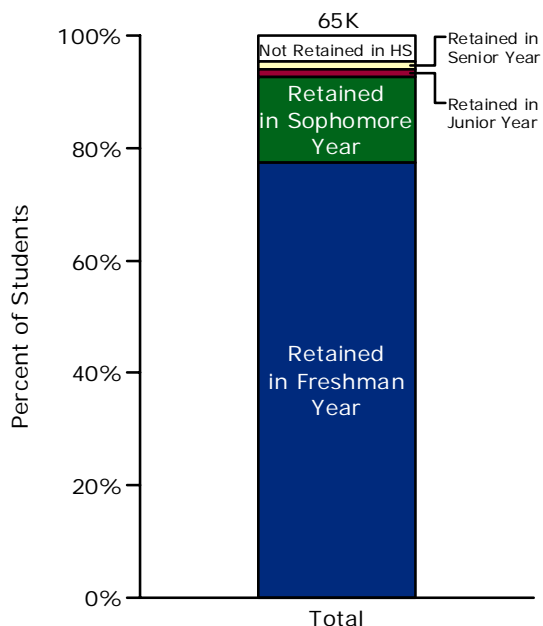


# Profiling the Target Population

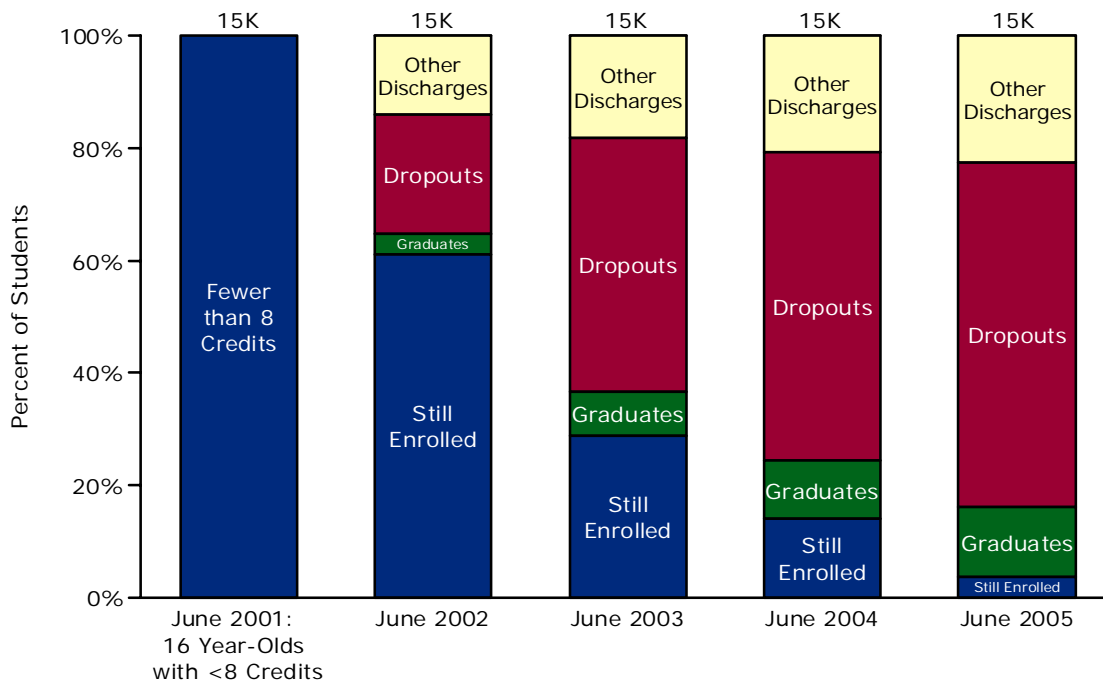
## Overage and Under-Credited Students Fall Behind Early, and Leave the System Rapidly Once Becoming Off-Track

- 78% of OA-UC students were retained in freshman year; 93% were retained either as freshmen or sophomores
- 84% of students who are 16 years old with fewer than eight credits end up leaving the system

**Year in Which Overage and Under-Credited Students Were First Retained**



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



Cumulative Attrition Rate	35%	63%	76%	84%
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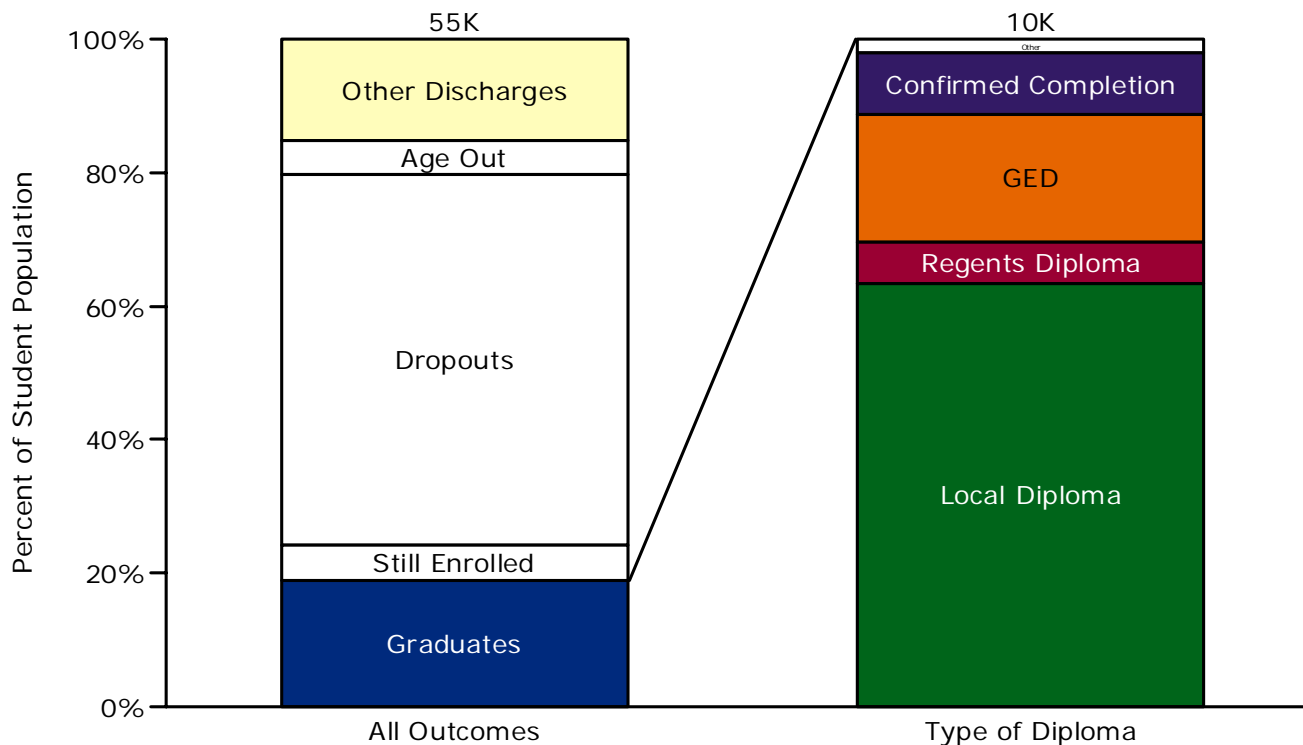


# Profiling the Target Population

## Only 19% of Overage and Under-Credited Students Ultimately Receive a High School Diploma or GED

- 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**



Note: Excludes District 75 students; Excludes IEP diplomas; Confirmed Completion signifies proof presented of receipt of a high school diploma  
Source: ATS Data

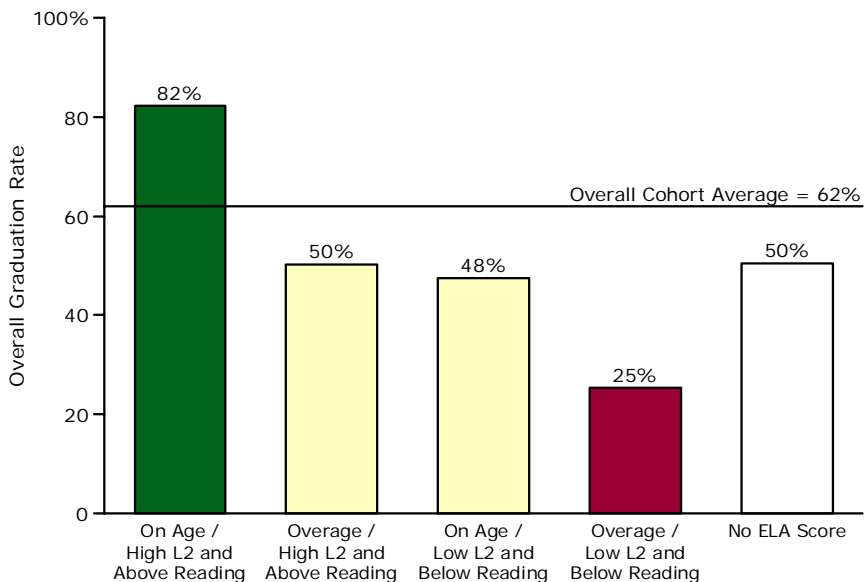
# Profiling the Target Population

## Once Students Become OA-UC, 8<sup>th</sup> Grade Proficiency Levels Do Not Drive Significant Variation in Graduation Rates

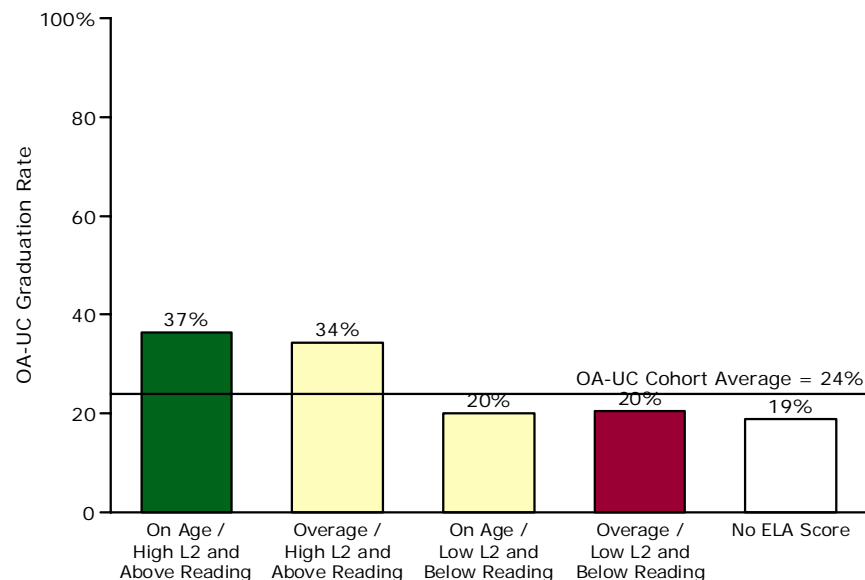
- Although incoming skills are important, they are not the sole determinant of student outcomes
  - Even well-prepared students – those entering on-age with at least a high Level 2 ELA score – graduate at only a 37% rate once becoming OA-UC (vs. 82% for the general population)

**6-Year Graduation Rate by Age at HS Entry and 8<sup>th</sup> Grade ELA Level, Class of 2003 Cohort**

**All Entering Freshmen**



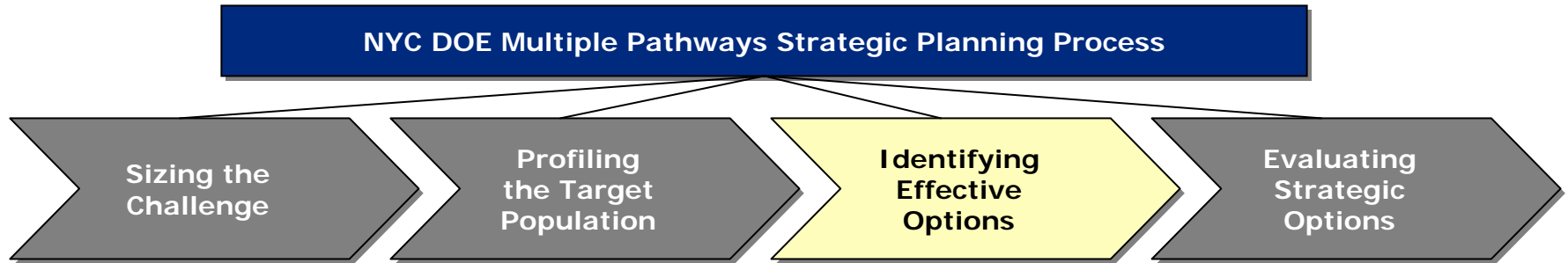
**Overage and Under-Credited Students**



Note: 6-year graduation rate (completion status as of June 2005); Excludes District 75 students, students who receive IEP diplomas and students with confirmed discharges

# Identifying Effective Options

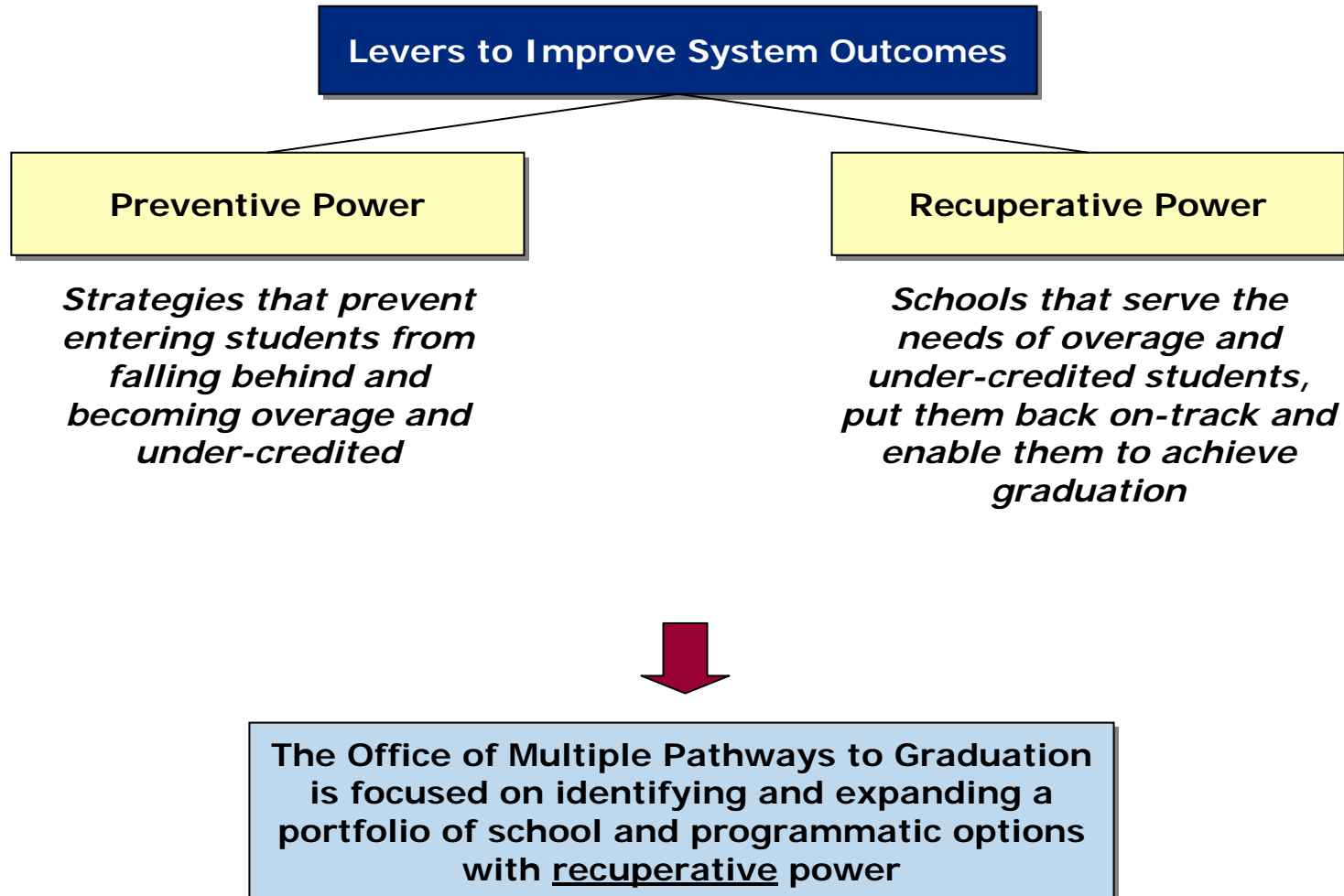
## Core Analyses



- Focus on identifying options with *recuperative power* – the ability to graduate students who have become overage and under-credited
- Determine current enrollment patterns of OA-UC students
- Assess population served by alternative options (Multiple Pathways programs)
- Calculate graduation rates of OA-UC students by program type
  - Control for differences in population between various options
  - Identify proof points of success with OA-UC students, as well as invention challenges

# Identifying Effective Options

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



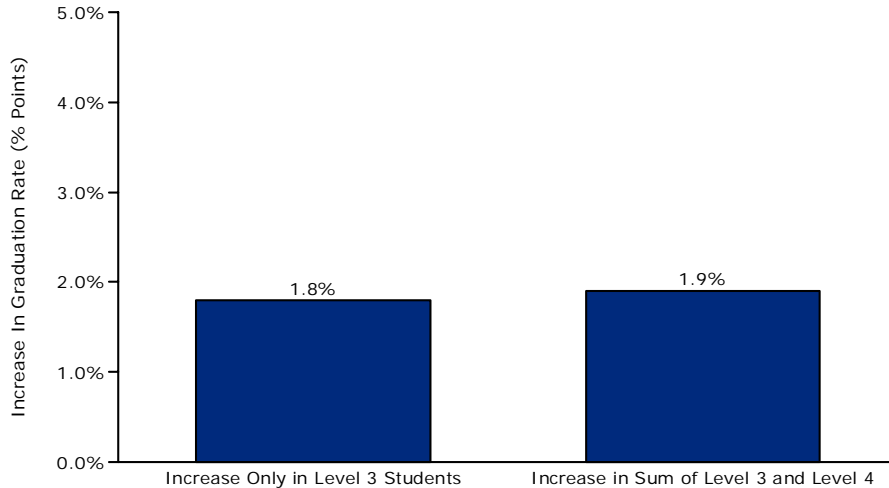
# Secondary School Situation Assessment

## Raising 8th Grade Exam Scores Is an Important Factor in Increasing Graduation Rates

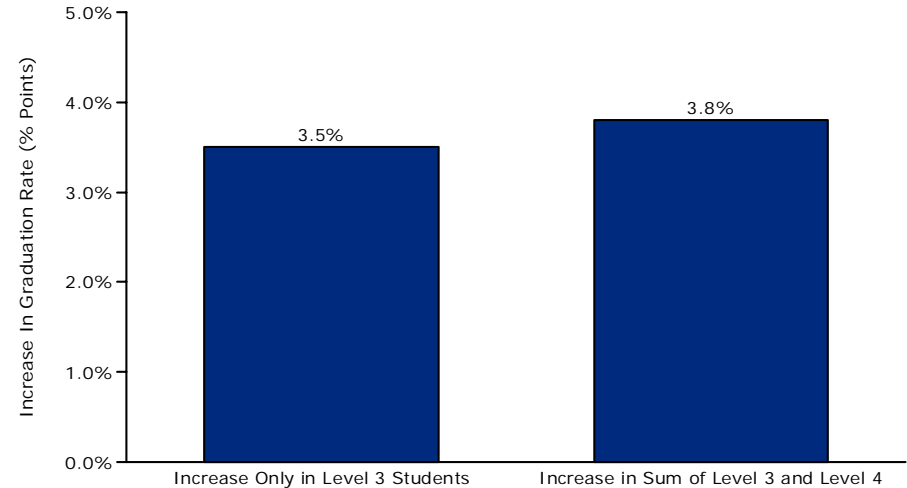
- Efforts to ease the transitional period from 8<sup>th</sup> to 9<sup>th</sup> grade may also provide a significant increase to the graduation rate

### Estimated Increase in Four-Year Graduation Rates from Changes to 8<sup>th</sup> Grade ELA Scores

#### Increase by 5 Percentage Points



#### Increase by 10 Percentage Points



Note: Increases in L3 and L4 students portrayed were taken proportionately from HL2, LL2 and L1 categories.  
Students who enter with no ELA score data graduate at 51%, seven points below the system average  
Source: DAA

# Identifying Effective Options

## Portfolio School Designs and Instructional Strategies Will Enable Targeting of Specific Student Needs

### School Designs

- Replicate conditions of small schools through personalization and effective design principles

### Instructional Strategies

- Specific instructional initiatives aimed at reaching target student groups

### Illustrative Examples

#### Preventative

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• New Small Schools</li><li>• Small Learning Communities (SLCs)</li><li>• School Closure</li></ul> | <ul style="list-style-type: none"><li>• Adolescent literacy programs</li><li>• Targeted academic interventions</li><li>• AP and college-readiness initiatives</li><li>• SPED &amp; ELL improvements</li><li>• Cross-curricular programs (CTE, AVID, etc.)</li></ul> |
|--|---|

#### Recuperative

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Transfer Schools</li><li>• YABCs</li><li>• Redesigned GED Programs</li></ul> | <ul style="list-style-type: none"><li>• Literacy across the curriculum<ul style="list-style-type: none"><li>– Specialized literacy</li></ul></li><li>• Recuperative math program</li><li>• SPED &amp; ELL improvements</li></ul> |
|--|--|

Levers of change are a prerequisite for supporting program elements

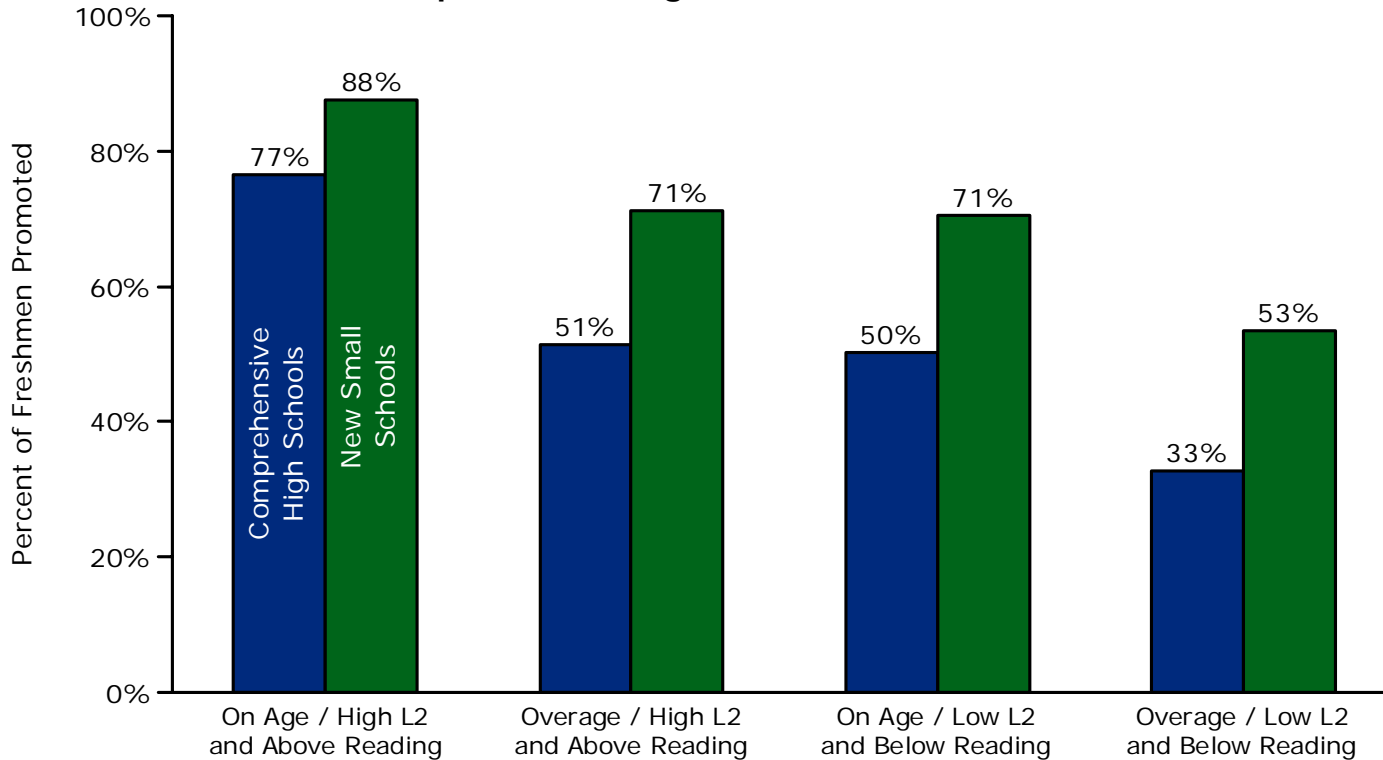
- Empowerment
- Leadership
- Accountability

# Identifying Effective Options

## New Small Schools Show Strong Promotion Power, with the Greatest Differentiated Performance Among Low-Level Readers

- Students who enter high school overage or with low level 2 or level 1 ELA levels have increased performance in new small schools, whereas the effect is smaller for students who are on track with a high level 2 or above ELA level

**Percent of 2004-05 First-Time Freshmen Earning 8 or More Credits  
Comprehensive High Schools vs. New Small Schools**



**Relative Improvement**

13%

39%

40%

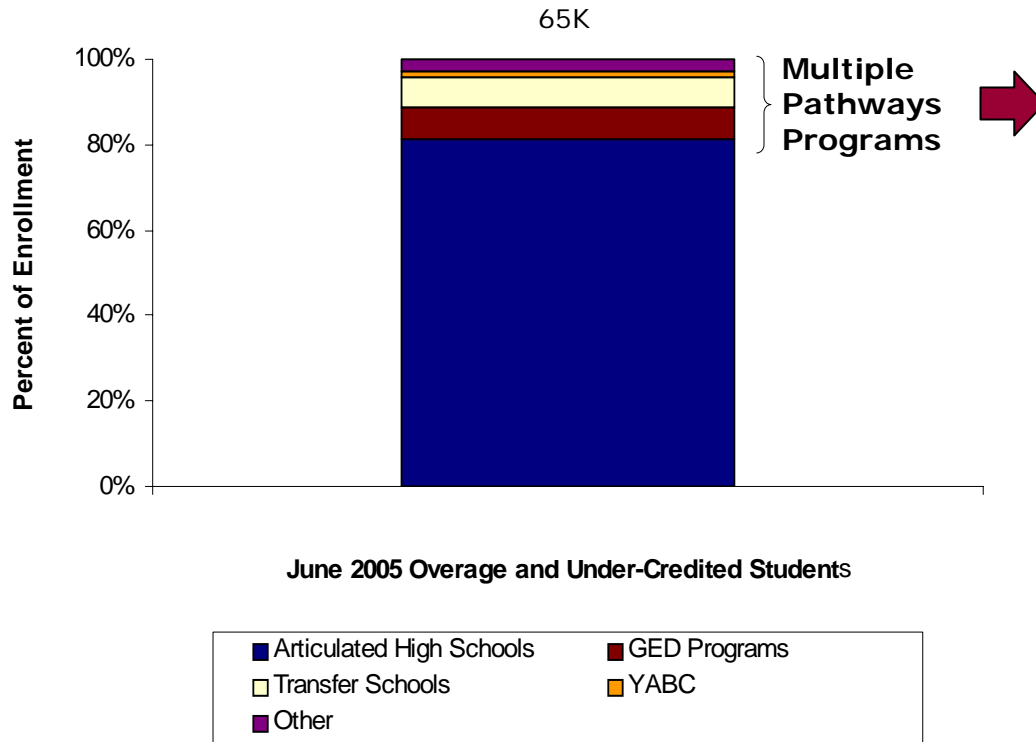
63%

# Identifying Effective Options

## 78% of Overage and Under-Credited Students Are Enrolled in Articulated High Schools

- 16% of OA-UC students are enrolled in a Multiple Pathways program – GED Programs, Transfer Schools, or YABCs

**Enrollment Location of In-School  
Overage and Under-Credited Student, June 2005**



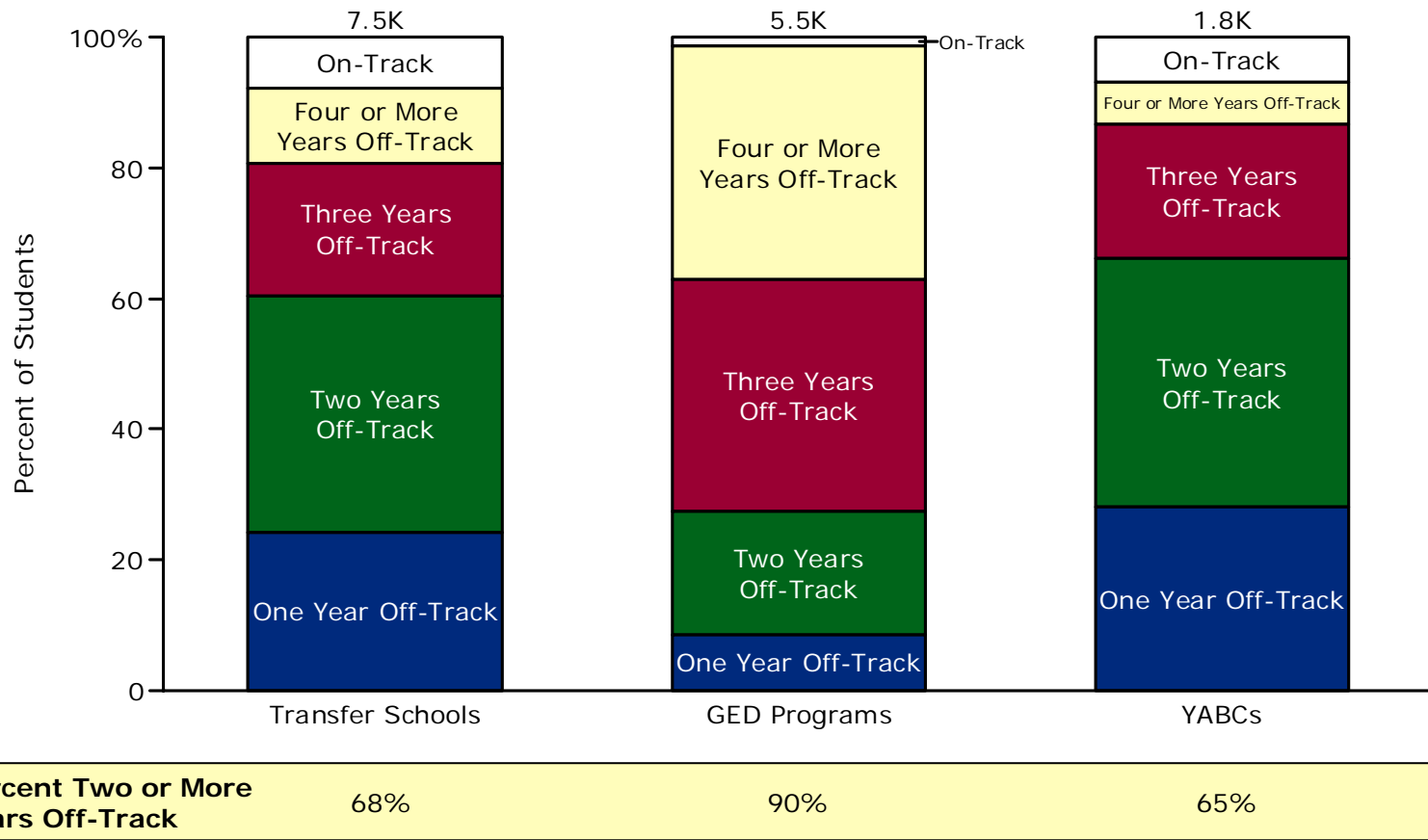
- **Transfer Schools:** Small, academically rigorous, full-time high schools for students who have been enrolled in high school for at least one year and are far from promoting on grade level. Essential elements: personalized learning environment, rigorous academic standards, student-centered pedagogy, support to meet instructional and developmental goals, focus on connections to college.
- **Young Adult Borough Centers (YABCs):** Small, full-time, evening academic programs designed for students who have been in high school for at least 4 years and have attained at least 17 credits. The YABC instructional model personalizes course offerings and programming so students can concentrate on only the credits required for diploma completion. A CBO partner at each site provides youth development support, career and college counseling, and assistance with job placement.



# Identifying Effective Options

## Students Who Transfer to Multiple Pathways Programs Are Typically Several Years Off-Track...

**June 2005 Multiple Pathways Enrollment  
by Number of Years Off-Track at Admission**

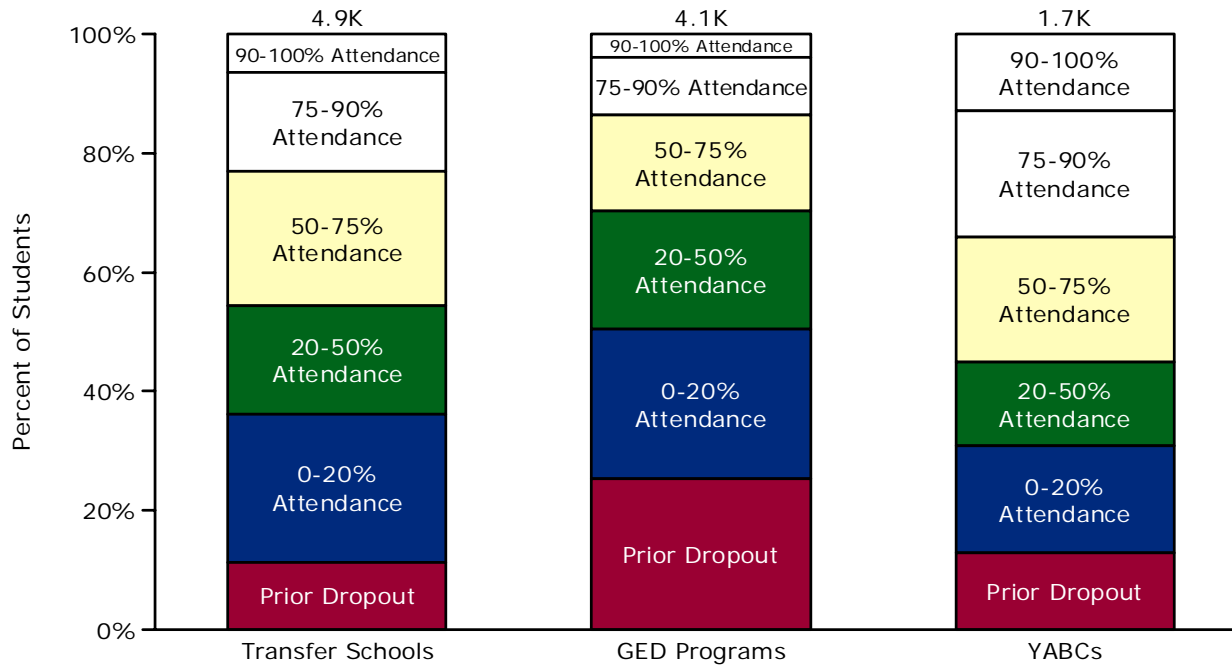


Note: Number of years off-track is defined by age and credit status at admission  
Source: ATS Data

# Identifying Effective Options

## ...And Disengaged from Previous High School Experiences

**June 2005 Multiple Pathways Enrollment by Prior School Discharge and Attendance Status**



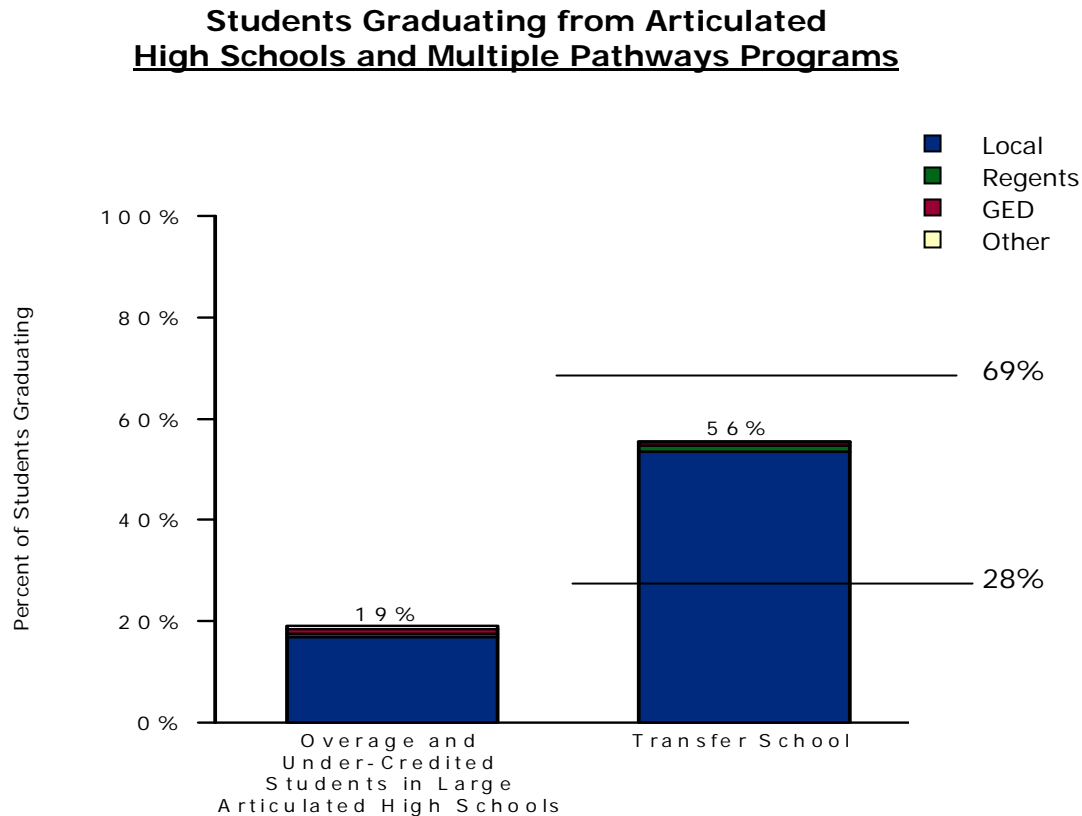
Percent Dropout or <50% Attendance Rate	Transfer Schools	GED Programs	YABCs
	54%	70%	45%



**Multiple Pathways (MP) Programs generate graduates that are *incremental* to the Articulated High School system**

# Identifying Effective Options

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

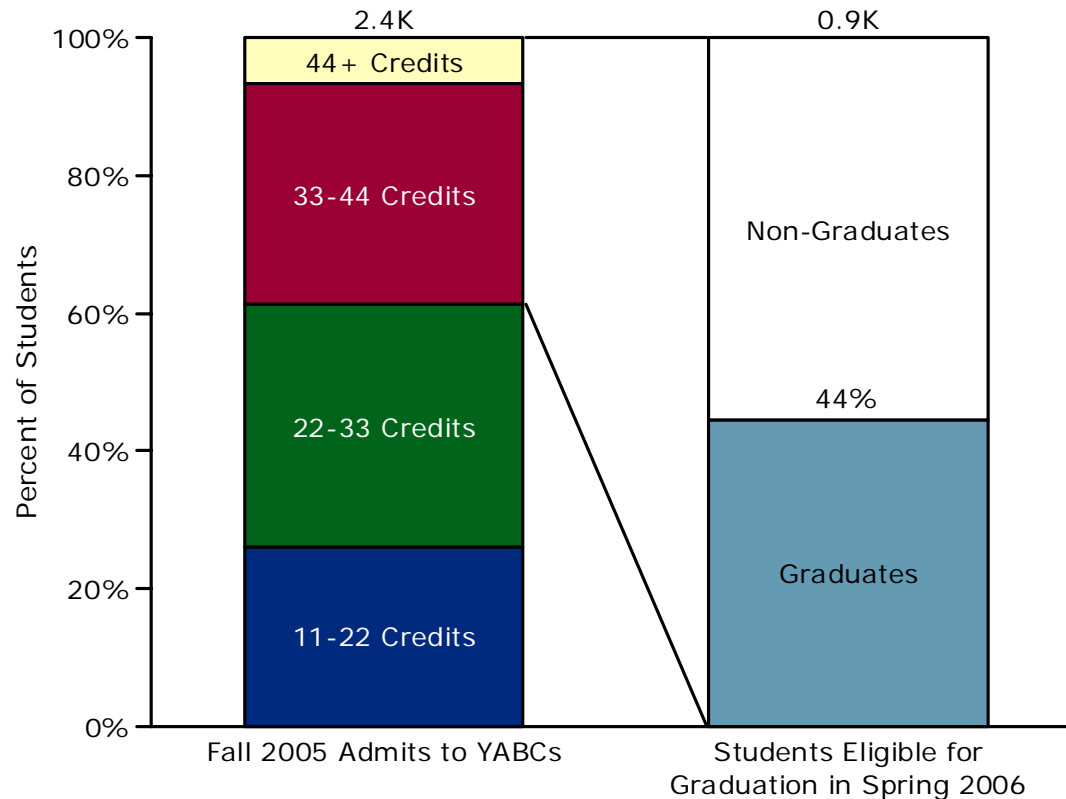


# Identifying Effective Options

## New YABC Model Converts 44% of Eligible Students to Graduates within One Year

- Of 941 students who entered YABCs with 33+ credits, 44% graduated within their first year of enrollment
- Ongoing analysis of new YABC programs will track longer-term outcomes

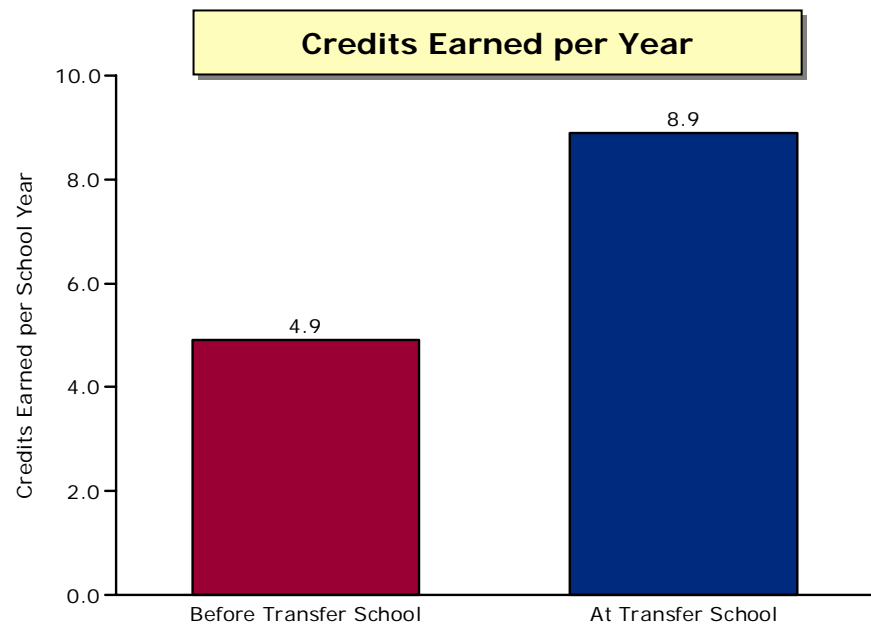
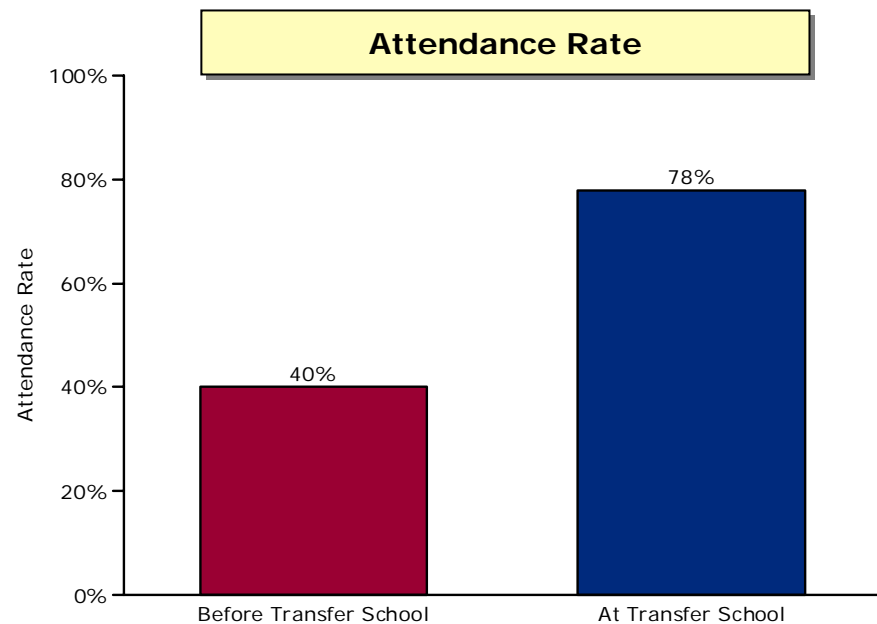
**2005-06 YABC Admits and Graduates**



# Identifying Effective Options

## Transfer Schools Effectively Re-Engage Students, Nearly Doubling Attendance Rates and Credit Accumulation

**Comparative Student Performance:  
High School History Prior to Transfer School vs. After Enrolling at Transfer School**

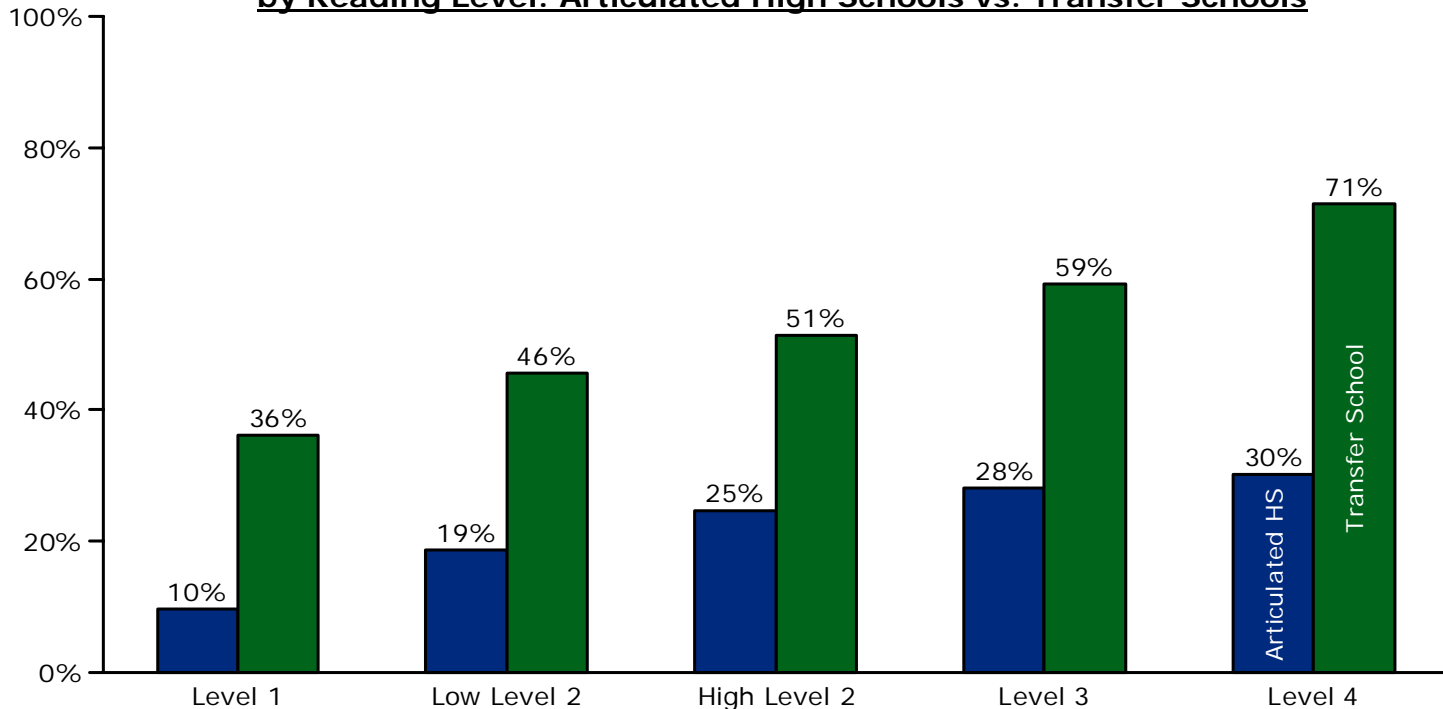


# Identifying Effective Options

## Transfer Schools Also Produce Differentiated Outcomes for Students of All Entering Reading Levels

- Relative improvement in performance is greatest for most challenged students

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



Improvement vs. Artic. HS	278%	145%	109%	111%	137%
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Note: Articulated HS data is for students who are OA-UC in each segment in June 2001 and end in an Articulated HS; Transfer school data is calculated based on student credits and age at entry for the 2001-02 Transfer School cohort; Graduation rate excludes IEP diplomas  
 Source: ATS Data

# NYC DOE Multiple Pathways Strategy

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## Agenda

- Multiple Pathways Strategic Plan: Rationale
- Population and Portfolio Analysis: Key Findings
- **Barriers to Expansion: Policy Implications**
- Implications for Expansion

# Policy Implications: Accountability

## State and Federal Accountability Systems Are Misaligned with the Overage and Under-Credited Population

### Challenges:

### Objectives for Improvement:

### Recommendation:

NCLB

- **Assigns students to cohorts too late**
  - Students are assigned to Transfer School accountability cohorts after spending several unproductive years at their Articulated High School
- **Solely focused on four-year graduation outcomes**
  - Four-year graduation is not a relevant benchmark for Transfer School students
  - Schools do not get credit for students who graduate after four years

- **Reward** Transfer Schools for graduating students **beyond the fourth year of high school**
- **Hold Articulated High Schools accountable** for generating overage and under-credited students

- Develop a **supplementary indicator system** for federal accountability.
- Align accountability measures to the **date students enter** transfer schools.

State

- **Alternative accountability system exists**
  - Schools with >50% transfer students are eligible for the New York State Supplementary Indicators system
- However, **metrics are varied, and not tied to ensuring students are on-track to graduation**
  - Choice of 8 possible metrics prohibits comparative evaluation of transfer school portfolio
  - Several metrics are not tied to progress towards graduation

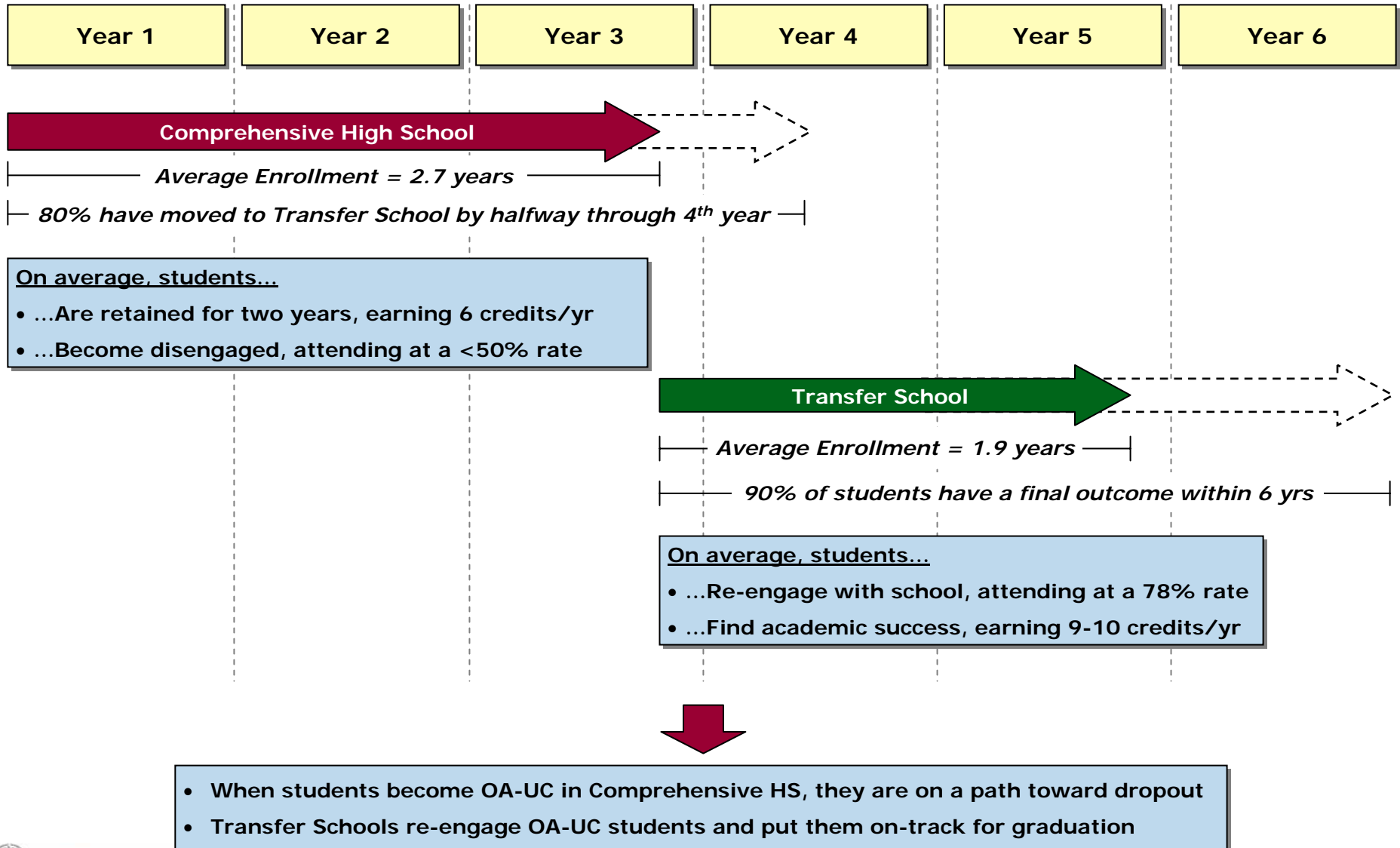
- Create a **more uniform set of metrics** for evaluating Transfer Schools
- **Align metrics with** assessment of whether students are **on-track for graduation**
- Incorporate **value-added metrics** in order not to punish schools that accept the most challenged students

- Align accountability measures to the **date students enter** transfer schools.



# Policy Implications: Accountability

## Path of Transfer School Students in the Current System



# Policy Implications: Competency-Based Education

- Meeting the instructional and support service needs of overage and under-credited students requires an alternate approach to current NYS Regulations.

## Seat-Time Requirement

### Challenges:

- Transfer school models must incorporate **strategies for credit acceleration** and **personalized programming** in order to meet needs of older, lower credit students.

### Objectives for Improvement:

- Align State Regulations with identified best practices for transfer school students

### Recommendation

- Allow transfer schools to award credit based on demonstrated competence aligned with state standards, not seat time. Maintain all Regents exam requirements.

# NYC DOE Multiple Pathways Strategy

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## Agenda

- Multiple Pathways Strategic Plan: Rationale
- Population and Portfolio Analysis: Key Findings
- Barriers to Expansion: Policy Implications

- **Implications for Expansion**

# Evaluating Strategic Options

## Expansion Strategy Will Create 90 New Multiple Pathways Schools and Programs Between Fall 2006 and Fall 2011

- In addition to already-completed capacity-building, Multiple Pathways programs will create:
  - 30 new Transfer Schools
  - 9 new GED models
  - 6 new YABCs
  - All 45 programs will also include Learning-to-Work

Year Opened	Transfer Schools 200 seats	New GED Models Varies (200 seat average)	YABCs 250 seats
<i>2005-06 (Completed)</i>	0	3	9
2006-07	1	5	3
2007-08	6	3	3
2008-09	6	1	
2009-10	7		
2010-11	5		
2011-12	5		
<b>Total New Programs</b>	<b>30</b>	<b>9</b>	<b>6</b>
<b>Total Seats</b>	<b>6K</b>	<b>1.8K</b>	<b>1.5K</b>

All 45 new programs will be supplemented with a Learning-to-Work CBO partner

# Contact Information

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