

Rikers Island Education Report: Educational Programming for Adolescents and Young Adults at Rikers Island – Local Law 168 of 2017

INTRODUCTION

The tables below present data for the New York City Department of Education’s (DOE) annual Rikers Island Education Report. In line with the requirements of Local Law 168 of 2017, data are reported for young adults (18, 19, 20, and 21 year olds) who were in educational programming at Rikers Island during the 2019-20 school year. East River Academy (ERA) provides educational programming for young adults at Rikers Island. On October 1st, 2018, all 16 and 17 year olds (adolescents) were moved off Rikers Island and ERA moved from serving 16-21 year old students to 18-21 year old students.

Following the cessation of in-person learning due to the COVID-19 pandemic on March 16th, 2020, the ERA transitioned to remote learning. Remote learning took place through APDS tablets, which included curriculum TASC content in English, social studies, math and science as well as PowerPoint presentations designed by counselors to address students’ social emotional needs, with an emphasis on being incarcerated during COVID-19 and how to cope in this pandemic. Students were scheduled for synchronous instruction via the tablets from 9:00 am- 12:00 pm and asynchronous instruction from 1:00 PM- 2:20 PM.

DATA TABLES

Enrollment by Month and Student Age Group

Group	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Adolescent	.	.	.	.	.	.	.	.	.	.	.
Young Adult	149	173	159	164	102	117	120	99	89	82	407

Enrollment among Young Adults in Educational Programming

Status	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
In Custody	589	586	559	497	463	459	414	366	355	359
Enrolled N	149	173	159	164	102	117	120	99	89	82
Enrolled %	25%	30%	28%	33%	22%	25%	29%	27%	25%	23%

Notes: Figures for “In Custody” were provided by the Department of Corrections (DOC) and represent the number of young adults in custody at Rikers Island as of the last school day of each month.

The number of hours of compulsory educational programming afforded to adolescents on each school day: 5.5

The number of hours of educational programming afforded to young adults on each school day: 5.5
 List of Course Offerings Provided to Adolescents and Young Adults by Subject Area

Subject Area	Course
Math	Algebra 1
Math	Algebra 2/Trig
CTE	Barbering
CTE	Carpentry
CTE	Culinary Arts
ELA	English
Social Studies	Global History
Social Studies	Economics
Social Studies	U.S. History
Science	Earth Science
Science	Environmental Science
Science	Living Environment
LOTE	Spanish
Other/ Electives	Writing Lab (New)
Other/Electives	Health
Other/Electives	College Prep (SAT Prep)
Other/Electives	Math Lab (New)
Other/Electives	Physical Education
Other/Electives	Social Studies Reading/Film Lab
Other/electives	Street Law
Other/Electives	Blueprint
Other/Electives	Plumbing
Other/Electives	Digital Literacy

Enrollment by Academic Track and Student Age Group

Student Group	HS Grade		HSE Track	
	N	%	N	%
Adolescent	.	.	.	.
Young Adult	87	21%	320	79%

Number of Students who Graduated from High School or Took and Passed the TASC

Student Group	HS Grad	Took TASC	Passed TASC
Adolescent	.	.	.
Young Adult	19	21	86%

Notes: Figures between 0 and 5 are replaced with a “.”

Student Functional Levels According to Grade Equivalent Score Range on the Test of Adult Basic Education

GE Range	Reading		Math	
	N	%	N	%
0 - 1.9	7	5%	0	0%
2 - 3.9	11	7%	30	21%
4 - 5.9	48	33%	43	31%
6 - 8.9	39	27%	49	35%
9 - 10.9	21	14%	14	10%
11 - 12.0	21	14%	4	3%
Total	147	100%	140	100%

Notes: The Test of Adult Basic Education (TABE) is administered to students at admission to ERA and approximately every 30 instructional days. ERA students who are working towards earning a Regents diploma often do not take the TABE. Figures between 0 and 5 are replaced with a “.”

Student Age in Years as of Discharge Date/Last Day of School Year

Age in Years	N	%
16	0	0%
17	0	0%
18	104	26%
19	152	37%
20	151	37%
Total	407	100%

Notes: Age is measured as of students’ discharge date from ERA or the last day of the school year among students who were still enrolled as of that date.

Enrollment among Students with IEPs by Month and Age Group

Group	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Adolescent	.	.	.	.	.	.	.	.	.	.	.
Young Adult	81	86	86	86	56	62	68	56	53	48	215
	54%	50%	54%	52%	55%	53%	57%	57%	60%	59%	53%

Number of Students with IEPs with Completed Special Education Plans

Student Group	Total SWD	SWD Enrolled 30+ Days	Completed SEP
Adolescent	.	.	..
Young Adult	215	36	32

Notes: The Special Education Plan (SEP) outlines the special education services to be provided to ERA students with Individualized Education Plans (IEPs). It is based on the IEP prepared by the last school attended by the student, modified to the extent necessary so that it can be implemented in a correctional facility. Students at ERA are required to get all the services listed on their SEP. SEPs are to be completed and implemented within 30 instructional days of program admission.

Number of Students with IEPs Who Received Counseling Services at East River Academy

Student Group	Total SWD		Received Counseling	
	N		N	%
Adolescent	.		.	.
Young Adult	215		163	76%

Notes: ERA guidance counselors and social workers use a case management system to log the counseling services they provide to students. Counseling service provision was determined by an analysis of data from that system.

Enrollment among English Language Learners by Month and Age Group

Group	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Adolescent	.	.	.	.	.	.	.	.	.	.	.
Young Adult	15	15	11	13	9	9	7	6	6	5	29
	10%	9%	7%	8%	9%	8%	6%	6%	7%	6%	7%

Number of Department of Education Staff Assigned to Work at Department of Education Sites

Staff Type	Number of Staff
Teacher	41
Other than Teacher	51

Notes: Because some staff serve both adolescents and young adults it is not possible to disaggregate staff by the population they serve.

Average Class Size at East River Academy According to Quarterly Observations

Month	Avg
First Quarter	4.2
Second Quarter	3.7
Third Quarter	.
Fourth Quarter	.
Total	4.0

Notes: Data were collected from DOE learning walks which observed 12 classrooms in ERA during each of the reported quarter during the 19-20 SY. It was not possible to conduct learning walks during the third and fourth quarters due to the COVID-19 Pandemic.

Participation in Vocational Education Participation, Completion, and Programming by Age Group

Student Group	Voc Ed Enroll	Passed Course	Carpentry
Adolescent	.	.	.
Young Adult	4	2	4

Notes: Program participation is measured based on ERA vocational course enrollment and completion is measured by whether students passed one or more vocational course at ERA.

Number and Percentage of HS Grade Students Enrolled 50 or more Days and Credits Accumulation by Age Group

Student Group	Enrolled 50+ Days		Earned HS Credits		Average HS Credits Earned	
	N	%	N	%	Mean	Median
Adolescent	.	.	.	.	.	.
Young Adult	26	56%	14	56%	1.6	1

Notes: Students on the high school tracker at ERA are awarded credits at the end of each trimester. Trimesters are approximately 60 days long.

NYC DOE School Attendance Following Release

Student Group	Has Post-Program Attend N	Average Attendance Rate	
		Mean	Median
Adolescent	.	.	.
Young Adult	30	31%	31%

Notes: Post-program attendance are measured for up to 60 instructional days following students' transfer from ERA. Only students who transferred from ERA to a DOE school or program and who had at least 10 instructional days of post-ERA attendance were included in the analysis.

Enrollment in Physical Education Courses among Adolescents

Student Group	Phys Ed Course Enroll
Adolescent	9

The number of unique assaults on department of education staff by incarcerated individuals: 0

Plans to Ensure the Educational Progress of Students Released from the Custody of DOC

Every student at ERA is assigned a guidance counselor or social worker called a Transition Specialist who help the student to plan for their post-DOC transition and provide ongoing support following their release.

ERA students complete transition plans with the support of their Transition Specialists. The plans record students' short and longer-term educational goals as well as where the students plan to enroll following release and why this is a good fit for the student.

ERA Transition Specialists provide follow-up support to students for approximately six months post-release from DOC. They visit students after release at schools and CBOs to provide ongoing support and they check-in with students via phone and text. An Assistant Principal is assigned to manage the Transition Specialists and oversee transition support at ERA.

ERA student support staff use a case management system that provides them access to post-release educational data including enrollment and attendance data as well as contact information for the students and their families. The system is also used to record Transition Specialists' case notes and students' transition plans.