

**Final  
Report  
2018**

The background features large, stylized letters and shapes. A large blue 'D' is on the left. Below it is a yellow '1' and a pink '5'. A brown square is on the right. The text 'Diversity Plan' is overlaid on these elements.

**Diversity  
Plan**

**D15 Diversity Plan  
July 2018**

**Prepared For  
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Welcoming community members  
at Public Workshop #1.



# Foreword

In June 2017, the New York City Department of Education (DOE) shared Equity and Excellence for All: Diversity in New York City Public Schools, a citywide plan that stated the DOE's commitment to making its schools more diverse. The plan set forth a citywide vision, but also recognized that, in a city as diverse as New York, it can be difficult to create a uniform policy that works for well for each community. Local engagement provides an opportunity to overcome the challenge of adapting a citywide policy to meet the unique needs of each community. In that respect, the D15 Diversity Plan process can serve as a model for how communities seek to apply the DOE's principles at a local level.

Throughout this process, the DOE worked closely with the D15 community to develop a plan that would meet the needs of the district. The DOE served as a partner and collaborator but left the decision-making for the plan's recommendations to the Working Group. This collaboration helped to build trust between a city agency and the people it serves, and to promote connections within the community itself, by uniting people through a common interest. This process helped to foster the compromises necessary for a more equitable school district: ensuring accountability for the DOE while compelling advocates and community members to confront the challenges of making impactful, lasting policy.

This type of engagement is only successful if the group responsible for creating recommendations is representative of the community and if it lifts up voices of community members that have not historically been a part of the decision-making process. This process recognized critical barriers to engagement, such as language access, food, childcare, and transportation and, though not perfect, it sought to remove as many of those barriers as possible. To that end, a multi-lingual brochure summarizing this report will be distributed throughout D15 in the coming months.

This engagement is just the start of a journey to foster greater diversity in New York City schools and to build greater partnerships between its agencies and communities. The recommendations put forth here are the result of a tremendous amount of work by local and city leaders. It is worth celebrating all of the leaders whose continued focus on equity and diversity has served as a model for this process and laid a solid foundation for continued work.



Public Workshop #2.



Students collect signatures at Public Workshop #2.

# Executive Summary

District 15's schools are among the most socio-economically and racially segregated schools in New York City. This is based on the findings that District 15's schools are more dissimilar, or "different," from each other and from the district's average student demographics than almost all the other community school districts in New York City. In the fall of 2017, the NYC Department of Education (DOE) initiated a community planning and engagement process, The District 15 (D15) Diversity Plan, aimed at creating diverse, meaningfully integrated middle schools.

As part of the Equity and Excellence for All agenda, the DOE reaffirmed its commitment to provide every child with an excellent education and the support and resources to achieve at consistently high levels across all New York City schools.<sup>1</sup> The DOE also has affirmed the need to take concrete actions to address school segregation and diversity. As stated in the DOE's "Diversity in New York City Public Schools report *"The New York City Department of Education is committed to supporting learning environments that reflect the diversity of New York City. We believe all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students"*<sup>2</sup>. The D15 Diversity Plan, the result of a community-based planning process, addresses the citywide goals of academic excellence, equity, and diversity at the district level.

The importance and benefits of school diversity and integration are well-documented by leading scholars and researchers across the country including the Brookings Institution, the Century Foundation and the UCLA Civil Rights Project. Students at socio-economically and racially integrated schools benefit from improved test scores, improved critical thinking and problem-solving skills, lower dropout rates, reduction of racial bias, enhanced leadership skills, and better preparedness for success in the global economy.<sup>3</sup>

The D15 Diversity Plan follows years of previous advocacy work led by local parents, school leaders, and elected officials. The Plan's community-based process sought to build off these earlier efforts, to engage the larger D15 community in conversations on race, class, diversity, and integration, and to use community engagement to develop solutions reflective of the diverse needs of D15's school community.

Through the guidance and leadership of a Working Group—comprised of school community members from across D15 including, students, parents, teachers, principals, administrators, community advocates and members of local community-based organizations—the D15 Diversity Plan evolved through four large public events, more than 80 stakeholder meetings including Spanish- and Mandarin- language meetings, a community-based survey and a website all in an effort to understand key concerns, gather feedback and develop recommendations.

Many themes and concerns, some of which were conflicting, emerged from the meetings. Deeply held beliefs around equity, meritocracy and choice shaped many of the responses, with particular issues regarding the age-appropriateness

## Project Goals

In order to develop a plan to create more meaningfully integrated, diverse middle schools, the Working Group and facilitators set out to accomplish the following goals:

- Listen, collect, and organize community concerns in order to influence the DOE's diversity and integration initiatives.
- Develop implementable recommendations that reflect community input.
- Implement mechanisms to create middle schools that are more representative of the district as a whole.
- Develop approaches to provide a uniform baseline of teacher quality, resources, and programmatic offerings at all D15 schools.
- Remove barriers to access for students of color and low-income students.
- Ensure that all admissions policies and processes are transparent, easy-to-navigate and equitable for all students, regardless of race, ethnicity, linguistic background, learning ability, and physical capability.
- Provide support and enable schools to attract and serve a range of academic learners.
- Ensure that the challenge of integrating schools does not fall disproportionately on students and families of color.
- Build a base of engaged residents ready to advocate collectively for changes in education policy in D15.
- Provide a model for districtwide integration plans for other school districts and communities across New York City.

of independent travel and competitiveness of admissions processes inflecting the recommendations for D15 middle schools. The conversations revealed unique concerns from different communities, such as the harassment sometimes faced by black students as they travel to middle schools, the unwelcomeness felt by Latino parents with some of the school tours and selective admissions processes. The degree to which income and language affect both the sense of inclusion within schools and the ability to be admitted to some of the middle schools was borne out in conversation and data analysis.

And yet there was a strong voice from all D15 neighborhoods in the meetings and the survey that providing admissions priorities for low-income and English language learner students in the admissions process was an important part of making the middle schools more diverse. Other issues received a more complicated set of responses, with a split between those with negative perceptions of selective admissions processes (screens) and those who interpret screens as part of a meritocratic system for rewarding hard-working students. Despite the divide around the admissions process, significant support remained for preserving the system of allowing students to choose from among all of the D15 middle schools.

While outreach as part of the D15 Diversity Plan process was robust, engagement efforts were not perfect. Engagement with monolingual and low-income Spanish and Mandarin-speaking communities presents unique challenges. Particularly, challenges related to language access are complex and require a comprehensive approach to improve inclusion in community-based planning. As a result, participation from wealthier and whiter neighborhoods within D15, such as Park Slope, was more prominent in the planning process, while participation from the Latino, Asian-American, and public housing communities were underrepresented in the large public events and in the community survey.

Efforts were made, through targeted meetings and weighting of survey results, to highlight the concerns of more marginalized communities. For example, survey respondents from Sunset Park, which is the district's most populous neighborhood and is home to a large lower-income, Spanish-speaking community, responded with a clear opposition to the use of screens. This result differed from the overall response, which had survey submissions coming predominantly from the whiter parts of the district.

The Working Group's recommendations fall within two major themes: Integration and Inclusion. Integration recommendations address the mechanisms necessary



to create integrated school communities, such as school screens, admissions priorities, access to information, transit, and the need for transparency, coordination and ongoing monitoring. Equally as important are the Inclusion recommendations which reflect the need to create and provide support for welcoming and inclusive school environments for all students.

The following pages list the recommendations developed under the two themes and corresponding sub-topic areas developed as a result of the community planning process. They include (1) Integration: Equitable Admissions, Access to Information, Transit, Monitoring, Transparency and Coordination; and (2) Inclusion: Integrated Schools, Inclusive Classrooms, Restorative Practices, Collaboration and Engagement, Resource Inequity, and Students with Special Needs & Physical Access.

The Year 1 Integration recommendations include maintaining school choice, the removal of all school screens and the creation of an admissions priority for low-income students that is reflective of the D15's population average. While the survey highlighted concerns about removing all screens, it is useful to note that the use of school screens was only first implemented during the early 2000s as a strategy to draw middle class families to D15 middle schools and to increase diversity<sup>4</sup>. Prior to this shift, D15's middle schools were zoned by geographic areas. The proliferation of school screens has contributed to the segregation within the D15's middle schools. For example, three middle schools have seen more than a 100% increase in white students between 2007 and 2017, and a corresponding decrease of Black and Latino students of 40% and 28%, respectively, in that same period.

The Working Group's recommendations, which reflect the continuation of school choice, represent a measured approach to addressing integration. The Integration section provides some context on other approaches being taken in New York City and elsewhere to providing admissions priorities, removing screens and modifying choice. The removal of screens does not ensure integration, rather it creates opportunities for access to all schools for all students, especially for low-income and students of color. This measured approach, rather than the proposal to implement more sweeping controlled choice policies, was considered in part to ensure the challenge of integrating schools does not fall disproportionately on students and families of color who have historically carried this burden.

The D15 Diversity Plan is structured in the following way:

- An introduction to the D15 Diversity Plan;
- A historical and demographic overview of D15's residential community;
- A baseline of demographic conditions and key data analyses;
- Chapters based around the two themes, Integration and Inclusion, with sections outlining key challenges, and recommendations;
- A glossary of terms and acronyms used in this report; and,
- Appendices containing the D15 Diversity Plan Process Guide, additional supporting data analyses, and community survey results.

The recommendations take a comprehensive approach to school diversity and integration, and have been developed to work in conjunction with one another. Following through on the myriad of recommendations in this Plan will require continued community engagement within the D15 school community and responsiveness from the DOE. Just as importantly, the conversations that have been started through this process should continue on formal and informal levels, allowing people to become more fluent and comfortable in discussing the issues that shape the D15 school community.

# Integration

## Equitable Admissions

### YEAR 1

1. Remove all screens. (These screens include: lateness, attendance, student behavior, admissions exams/tests, standardized test scores, report card grades, & auditions. Maintain the current system of school choice.)
2. Create an admissions priority for students who qualify as low-income, are English Language Learners (ELLs) and/or are Students in Temporary Housing for 52% of all seats at all D15 middle schools.
  - A more specific & accurate metric will be developed & used to identify low-income students status. For example, using the DOE's economic need index & median income data from the US Census.
  - The admissions priority would be adjusted yearly to match the previous year's district average for low-income students.
3. Allow elementary students who have completed a dual language program to be automatically eligible for middle school dual language programs. Utilize a transparent & objective assessment to determine bi-literacy for new students entering a middle school dual language program.
4. Encourage the citywide School Diversity Advisory Group to research & explore the impacts of Dual Language programs as they relate to school diversity & integration..
5. Improve support & funding for existing programs in middle schools which have historically been ranked lower by applicants.
6. Explore, implement & fund specialized programs in middle schools which have historically been ranked lower by applicants,

such as Spanish and/or Chinese dual language programs & specialized STEM programs.

- Strengthen relationships between elementary schools & middle schools which have historically been ranked lower by applicants.
  - Ensure that any new specialized programs serve the entire school population (no tracking).
  - Ensure that any new dual language programs serve the immediate surrounding community of English language learners.
7. Conduct an assessment of all middle schools to identify inequities with respect to resources & program offerings. Use the results of the assessment to develop strategies to address inequities between schools, including the development of programs needed to support & challenge a range of learners at all middle schools in D15. Make the assessment & action plan publicly available.
  8. Allow students with physical disabilities the option to be prioritized for barrier free schools within their local school district.
  9. Once students are matched to a middle school, create an optional opportunity to identify & connect "cohorts" or clusters of students from the same elementary school to facilitate familiarity for incoming 6th graders.
  10. Align mid-year enrollment policies & mechanisms with district wide admissions priority. Ensure that the middle school appeals process is clear & easy-to-navigate.

### YEARS 2 & 3

11. Assess whether all D15 middle schools have the required applicants to fill the 52% district wide admission priority for FRL students based on district average by the end of Year 2. Conduct a district wide survey to better understand student & parent choices.

12. Provide funding & support to develop strategies with D15 middle schools who do not have the required applicant pool to fill the 52% district wide admission priority for low-income students in partnership with parents, students, & community partners.
13. Continue to support & fund existing & specialized programs, such as Spanish and/or Chinese dual language programs & STEM programs. Strengthen relationships between elementary schools & middle schools which have historically been ranked lower by applicants. Ensure that any new specialized programs serve the entire school population (no tracking).

#### **YEAR 4**

14. Assess whether all D15 middle schools fall within 40%–75% for low-income students by the end of Year 4. Current FRL averages for the two Sunset Park middle schools are 96% & 97%, & the higher range above the 52% district average has been set to ensure that the challenge of integration does not fall disproportionately on the students of Sunset Park. Conduct a district wide survey to better understand student & parent choices.
15. Engage in a community planning process to explore & implement other approaches if all D15 schools have not met this target by the end of Year 4.

#### **YEAR 5**

16. Utilize the outcomes of the community planning process to implement new admissions approaches & to set appropriate goals & benchmarks.

## **Access to Information**

1. Create a centrally-funded full-time D15 Middle School Admissions Coordinator position to facilitate access to information on the middle schools admission process & middle school offerings. Their responsibilities would include overseeing the equitable & culturally responsive distribution of information, coordinating partnerships between elementary & middle schools & connecting D15 families to language services.
2. Develop a D15 Language Access Action Plan to address information access districtwide. Ensure middle school open houses and tours are offered in multiple languages, with funding provided for translation.
3. Create targeted information sessions between middle schools & the elementary schools that currently don't have many students applying to them, based on analysis of the previous year's applications & with assurance that DOE provides funds & resources to support this process (e.g. through the D15 Middle School Admissions Coordinator).
4. Ensure that parents receive real-time, complete, & accurate information in the language of the family's home choice regarding their rights, their individual student's needs & abilities, & school choice.
5. Embed a multi-lingual informational component into the online middle school application process highlighting the unique programmatic offerings of each middle school (not including standardized test scores).
6. Standardize all the D15 middle schools distribution materials in terms of length & graphic formatting so that there is equity in school marketing materials & resources. Ensure that the distribution materials uses language accessible across educational backgrounds.

7. Provide training & support to Guidance Counselors & Parent Coordinators to ensure the non-biased distribution of information on all D15 middle schools to parents & students.
8. Execute targeted promotion of new admissions changes (& the larger D15 Diversity Plan) across D15. Ensure the D15 school community is informed about & understands admissions policies. Conduct personal, direct outreach to all parent coordinators in underserved communities.

## Transportation

1. Update the DOE's existing policy (with new & clearer publicity) to provide 6th, 7th & 8th graders who qualify as "low-income" or travel beyond 1 mile to their middle schools with free unlimited-use MetroCards.
2. Encourage the citywide School Diversity Advisory Group (SDAG) to explore citywide transit solutions for middle school students.
3. Pilot a busing program for 6th grade students traveling beyond 1 mile to their middle schools. Ensure bus routes provide access for students with limited subway & bus access.
4. Utilize the D15 Diversity, Equity & Integration Team to help establish travel groups & networks between middle school parents & guardians with children going to the same school. In collaboration with school leaders, teachers & parents, work with elementary schools to hold students with siblings 30-minutes longer to allow middle school siblings to pick them up.

## Monitoring & Coordination

1. Conduct an audit on enrollment results to ensure that equitable numbers of students from the admissions priority are chosen for each D15 middle school. Ensure that the results of the audit are made publicly accessible & are easily understood by all D15 school community members. Use modeling & data simulation to illustrate how other admissions models would impact integration.
2. Create an annual review of the D15 Diversity Plan that is publicized by the D15 Superintendent's Office & CEC15, including a checklist of what has been accomplished, an update on inclusion initiatives, what items are outstanding & a comparison of the year-by-year demographic information contained in the DOE Demographic Snapshot of the individual middle schools & overall district. This would also monitor the number of students attending the D15 middle schools relative to previous years & the latest census data. Host a district wide forum for stakeholders to review & discuss the results.
3. Create a centrally-funded full-time D15 Diversity, Equity & Integration Coordinator that partners with D15 administrators, educators, staff, parents & students on diversity & integration initiatives. The coordinator would track integration initiatives in D15 & solicit feedback to inform future plans & other NYC integration efforts. This coordinator would work in collaboration with the D15 Restorative Justice Coordinator & D15 Admissions Coordinator.

# Inclusion

## Integrated Schools

1. Expand & incentivize opportunities for anti-racist, anti-bias, cultural sensitivity & disability bias trainings for D15 administrators, teachers, parents & students.
2. Provide support for D15 educators in adopting best practices for academically, racially & socioeconomically mixed classrooms.
3. Support short-term & long-term hiring practices, funding & incentives to hire more teachers of color.
4. Identify an “equity team,” including the principal & a cohort of teachers & staff, who serve as in house support to coach teachers, develop curriculum, & guide Culturally Responsive practices at each middle school. Provide training opportunities on Culturally Responsive practices to “equity team.” Ensure opportunity to join cohort is open to all teachers & staff.

## Restorative Practices

1. Address the racial disparities in student discipline by investing, supporting, & incentivizing restorative justice circles & best practices to support student-centered, healing & restorative approaches to discipline, conflict, & community-building.
2. Create a Restorative Justice Coordinator (full-time DOE) position tasked with implementing, supporting & tracking a districtwide approach to restorative practices at all D15 middle schools. Designate a Restorative Justice leader at every D15 middle school to lead restorative practices within each school. Track,

monitor & report disciplinary data by race, gender & ethnicity.

3. Increase investment for multilingual social-emotional & mental health supports in D15 middle schools; such as guidance counselors & social workers. Add investments in trainings for students in conflict & peer mediation. Ensure access to services for English Language Learners.
4. Encourage the citywide School Diversity Advisory Group to address the disparate impact & use of metal detectors on students of color.

## Collaboration & Engagement

1. Create mechanisms & develop ongoing opportunities for intra-district family, parent, & student engagement & collaboration (i.e. Districtwide after school programming, including sports, language, technology, music & arts programs). Partner with local community-based organizations to build on existing community programs.
2. Bolster & strengthen community engagement & invest in parent networks in historically marginalized communities & communities of color in collaboration with local community-based organizations & partners.
3. Pair intra-district PTAs to encourage collaboration & cross-cultural community building (this should be paired with support & trainings to ensure meaningful & productive engagement).
4. Conduct an internal review of PTA guidelines in order to better understand & encourage opportunities for intra-district fundraising.

# Inclusive Classrooms

1. Provide training & support for the implementation of anti-racist & Culturally Responsive Education across all D15 middle schools.
2. Require a plan on how to incorporate a cultural & ethnic studies curriculum through existing classes & advisory programs; providing opportunities for students to learn about different social & cultural topics relevant to NYC students for all D15 middle school students. The curriculum should focus on African, Latinx, Asian, Middle Eastern & Native heritage people in NYC schools as well as the intersections with gender, LGBTQ/GNC, religious, disability diversity, while highlighting their contributions to society. Additionally, the curriculum will highlight the vast historical contributions of non-white groups & seek to dispel the many non-truths/lies related to American & World History.
3. Expand academic & social emotional programs which create safer spaces & strengthen connectedness through student-led conversations & exploration around race, culture, identity & ability such as middle school advisory programs.
4. Expand healthy food access for middle school students throughout the day, while working collaboratively with school communities to create culturally responsive lunch menus which celebrate the cultures of students in schools.
5. Provide support for English Language Learners in all D15 middle schools consistent with state & federal requirements & guidelines. Ensure that there is a point person who is multilingual & fluent in the predominant language of the school community at every D15 middle school.
6. Engage with students & families to understand their language dialects to avoid penalizing alternate language interpretations for multilingual students. Create spaces & opportunities that allow multilingual students to express themselves in languages other than English outside of dual language programs.
7. Explore & create opportunities for school staff to build authentic relationships with surrounding neighborhoods & communities in partnership with local neighborhood partners & community-based organizations.
8. Develop a set of district wide guidelines & resources to promote inclusivity, diversity & equity within Parent Teacher Associations. The district wide guidelines should seek to address the inclusion of all parents across diverse educational backgrounds, socio-economic status, English language proficiency, nationality & immigration status.
9. Partner with community based organizations & partners to implement middle school student success programs designed to support middle school participants in navigating the NYC high school admissions process & in making informed choices.

## Resource Inequity

1. Track & monitor D15 middle school resources such as arts, music, technology, sports & PTA contributions across all D15 middle schools; develop an action plan to reduce inequities between schools. Provide clear, accessible & transparent information on school funding.
2. Develop an equitable baseline of funding to support school supplies, arts, music, technology & sports at all D15 middle schools.
3. Work to decrease class sizes across all D15 middle schools. Create equity between middle schools for classroom student-teacher ratios & ensure class sizes of historically disadvantaged students do not increase. Support the resources required (physical space, teachers) to decrease class sizes.
4. Ensure that individual schools do not lose out Title I funding if a school drops below the 60% free & reduced lunch threshold.
5. Encourage the citywide School Diversity Advisory Group to research & explore new Title I funding models.
6. Create middle schools seats (grades 6–8) in Red Hook.

## Students with Special Needs & Physical Access

1. Ensure that all D15 middle school students with disabilities have equitable access to all school programming while also receiving the additional support services. Measure & evaluate schools on their social & programmatic inclusion approaches.
2. Ensure that all D15 middle school students with disabilities have equitable physical access to school sites & programming (including access to art classes, gymnasiums, lunch rooms, & recess areas). Measure & evaluate schools on their physical inclusion approaches.
3. Encourage principals, teachers & staff to work together to create opportunities for meaningful partnership & interaction among students with & without special needs (within schools & between co-located schools).
4. Create clear, easy-to navigate pathways within the DOE for families of students with disabilities seeking support to address unmet needs & to request physical access improvements.
5. Develop Building Accessibility Profiles for all (D15 Middle) schools.
6. Appropriate funding for improvements to the physical accessibility of buildings.



# Introduction



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# Why Now?

New York City is an extraordinarily diverse place. It is home to a wide range of ethnic and racial groups who collectively speak over 200 languages. The City draws its strength from its diverse communities and people. However, neighborhoods are frequently segregated, which means the City's public schools often do not reflect New York City's diversity. Moreover, school admissions policies often reinforce segregation, either through the rising cost of housing, particularly in elementary school zones, or through selective admissions processes at middle and high school levels. New York City is now one of the most segregated school districts in the United States.<sup>5</sup>

Efforts to desegregate public schools across the United States date as far back as 1787, when black residents in Boston petitioned city officials to integrate schools in protest of inferior facilities and educational opportunities.<sup>6</sup> School integration became a major goal of the decades-long Civil Rights movement.<sup>7</sup> This movement against racial segregation, discrimination, and inequality<sup>8</sup> was rooted in the centuries-long fight of African slaves to abolish slavery and to gain basic civil rights.<sup>9</sup>

These efforts culminated on May 17, 1954, with the landmark Supreme Court case *Brown v. Board of Education*, in which the United States Supreme Court unanimously ruled that the racial segregation of children in public schools was unconstitutional. Despite this ruling, the vast majority of segregated schools were not integrated until many years later, if at all.<sup>10</sup> Since 1970, the number of intensely segregated schools (90% or more students of color) has more than tripled across the country, an outcome in part influenced by major Supreme Court decisions, spanning from 1991 to 2007, that limited desegregation policy.<sup>11</sup>

On June 6, 2017, the DOE released *Equity and Excellence for All: Diversity in New York City Public Schools*, marking the DOE's next step in the City's ongoing work to increase school diversity. The plan includes a policy statement identifying the DOE's commitment to school diversity and belief that all students benefit from diverse and inclusive classrooms. It also sets out initial goals, strategies, and actions toward making schools more diverse and inclusive, one of which involves collaboration with communities.

The D15 Diversity Plan initiated community conversations on race, class and school integration, and enabled the DOE to align its values and goals with the needs of the local school community. This plan will inform the DOE's initiatives and planning in the district and leverage resources to create a more integrated, diverse school community and city.



A mother and daughter on the steps of the U.S. Supreme Court.  
Source: <https://www.massmoments.org/moment-details/supreme-court-strikes-down-separate-but-equal.html>



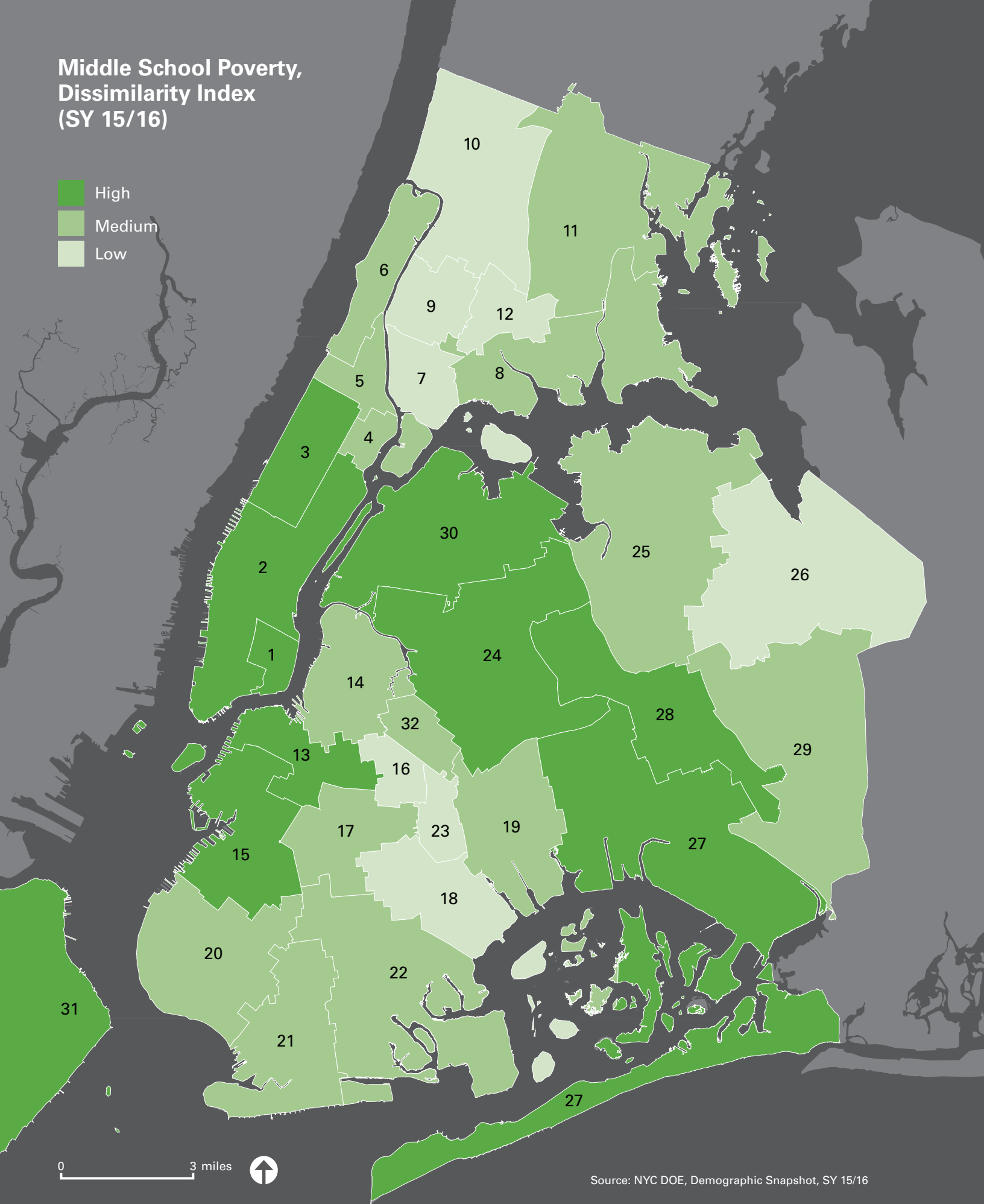
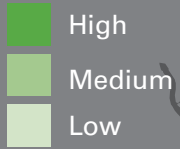
Public Workshop#2: Participants in conversation.

## Goals

In order to provide the public and DOE with recommendations that represent the D15 community, the project Working Group and facilitators established a set of goals for the Diversity Plan:

1. Listen, collect, and organize community concerns in order to influence the DOE's diversity and integration initiatives.
2. Develop implementable recommendations that reflect community input.
3. Implement mechanisms to create middle schools that are more representative of the district as a whole.
4. Develop approaches to provide a uniform baseline of teacher quality, resources, and programmatic offerings at all D15 schools.
5. Remove barriers to access for students of color and low-income students.
6. Ensure that all admissions policies and processes are transparent, easy-to-navigate and equitable for all students, regardless of race, ethnicity, linguistic background, learning ability, and physical capability.
7. Provide support and enable schools to attract and serve a range of academic learners.
8. Ensure that the challenge of integrating schools does not fall disproportionately on students and families of color.
9. Build a base of engaged residents ready to advocate collectively for changes in education policy in D15.
10. Provide a model for district-wide integration plans for other school districts and communities across New York City.

# Middle School Poverty, Dissimilarity Index (SY 15/16)



Source: NYC DOE, Demographic Snapshot, SY 15/16

# Segregation in New York City Public Schools

The New York City public school system comprises 32 community school districts.<sup>12</sup> One way of measuring levels of segregation in the City's schools is by considering how different or "dissimilar" the demographic make-up of schools within one district are from each other and from the district's average. The index of dissimilarity is a commonly used statistical analysis used to measure segregation, or the relative separation or integration of groups across a specific geographic area such as a neighborhood, city, or school district.

The concept of the index of dissimilarity is not a new one and has been used often, probably most famously as the measure for segregation indices for metropolitan areas produced for the 1990, 2000, and 2010 Censuses. When individual schools are near the district average, the dissimilarity index is low; when individual schools are far from the district average, the dissimilarity index is high. If all schools reflected the district average, the score would be zero, since they would all match the district average.

## **D15's schools, including the middle schools, are among the most socio-economically and racially stratified or segregated schools in the New York City public school system—based on an analysis of the indices of dissimilarity using DOE poverty and racial demographic data from School Year 2015–2016.**

Analysis of DOE's Poverty<sup>13</sup> metric (page 18) for middle schools (school year 2015–2016) found the highest dissimilarity indices in District 3, 13, 2, 15 and 1 (from highest to lowest). Indices were calculated for each individual school and then averaged across the district to obtain a district index. Higher indices indicate districts where students tend to cluster with similar students, resulting in many schools that are different from the district average.

It is important to note that another critical measure of segregation is the high concentrations of a single race or group within a school district. Dissimilarity indices do not measure socio-economic or racial isolation. The Percent Poverty map (page 20) shows school districts in which 80% or more of the overall student population meets the DOE's poverty indicator. In areas of the City, such as the South

Bronx and Central Brooklyn, among others, where there are high concentrations of low-income students, dissimilarity indices are lower because most of the schools' demographics are "similar" to each other and to the district average.

While the D15 Diversity Plan aims to address the segregation within D15 middle schools, this report acknowledges the need for approaches to integration in the many districts that have these large concentrations of low-income students of color.

## **School Choice and School Screens in New York City & District 15 Middle Schools**

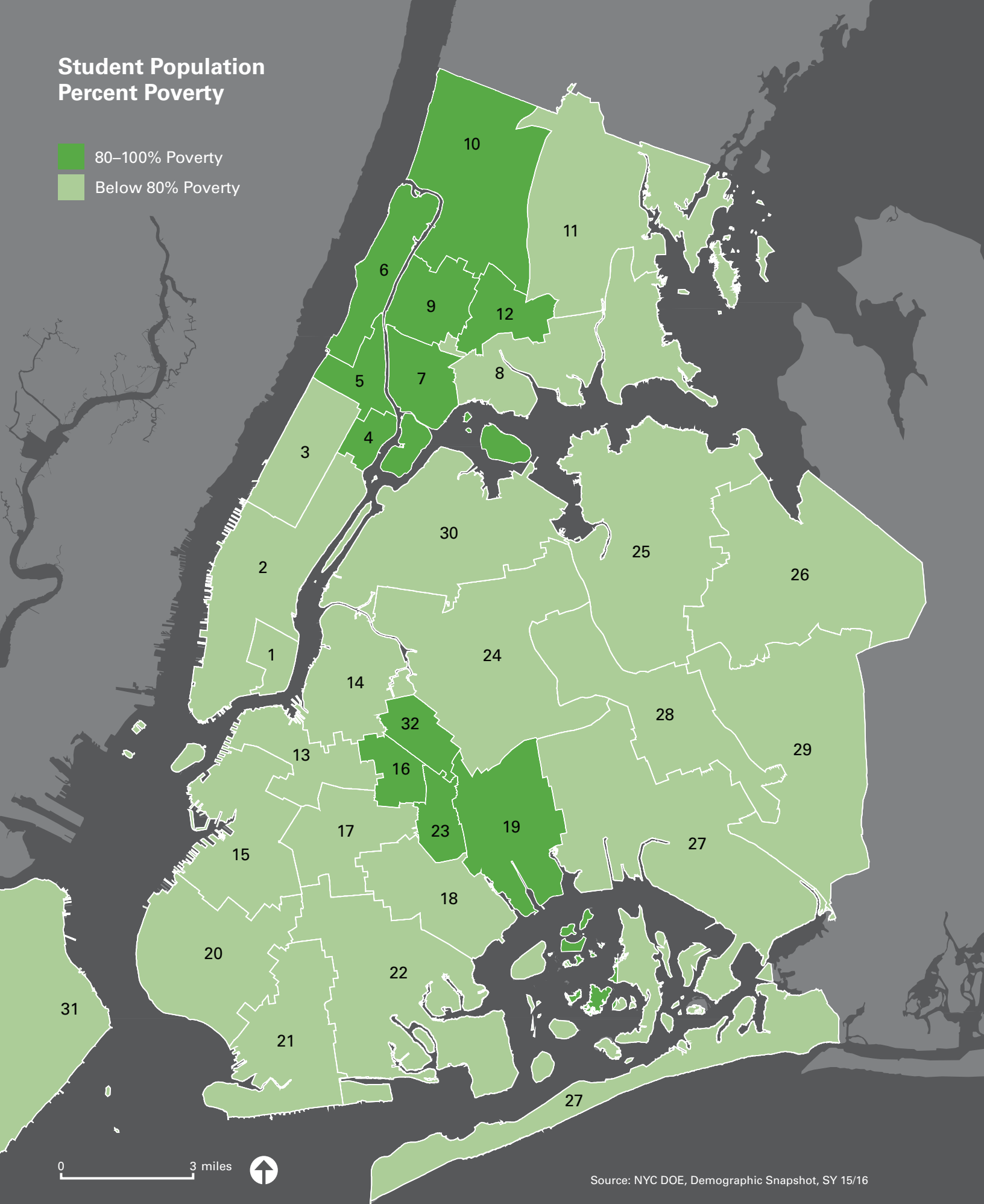
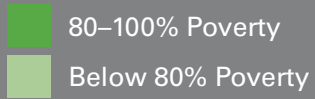
As has been noted, school segregation often reflects the patterns of persistent and pervasive housing segregation in New York City as well as policies such as school choice and selective admissions. Middle school presents a unique opportunity to tackle integration as these students have greater ability to travel independently and further from home.

School choice and the use of school screens proliferated under Michael Bloomberg's mayorship.<sup>14</sup> While a small number of school screens had existed previously, from 2002 to 2009, the number of schools using screens increased from 16% to 28%.<sup>15</sup> Further, in 2004, Mayor Bloomberg implemented a new high school choice process aimed at addressing school inequity by providing students with access to more high quality options and providing greater options for students in failing, segregated schools.

An analysis by New York Appleseed and Orrick, Herrington, & Sutcliffe suggests school choice policies and school screens tend to perpetuate racial segregation. The selective admissions process allows schools to disfavor lower performing and marginalized students and to favor privileged families with greater means.<sup>16</sup>

A 2017 analysis by *The New York Times* found that nearly 14 years into the high school choice process, black and Latino students are just as isolated in segregated high schools as they are in elementary schools.<sup>17</sup>

# Student Population Percent Poverty



Source: NYC DOE, Demographic Snapshot, SY 15/16

Analysis by the Brookings Institution suggests that school choice policies can lead to more segregated schools than if school assignments were made based on geographic catchment areas or zones.<sup>18</sup> This was the case in New York City's District 1 (D1); where a study<sup>19</sup> of socio-economic and racial stratification, from 1999 to 2011, within D1's schools, found that schools in the district became more segregated after the implementation of a school choice policy.

Despite these findings, leading scholars also suggest school choice policies have the potential to help or hinder school integration efforts and that the impacts of school choice are largely shaped by individual school and district policies.<sup>20</sup> John Kucsera, author of *New York State's Extreme School Segregation*, states that in order for school choice policies to be successful they must include diversity as an explicit goal, a commitment and leadership behind that goal, the active recruitment of a diverse student body, transportation to get student to their school of choice, and no screening mechanism.<sup>21</sup>

During the late 1990's and early 2000's, aligned to citywide trends, D15 began the transition from neighborhood, or geographically zoned, middle schools to a school choice model<sup>22</sup> in which fifth grade students applied to D15 middle schools, and middle schools admitted them based on such screens as grades, standardized test scores, disciplinary records, school absences, and interviews to admit students.

The shift from neighborhood schools to school choice aimed to draw middle-class families back into the D15 middle school system. At the time, many middle class families were attending D15 elementary schools but were enrolling in other NYC school districts or private school for middle school. School choice was seen as a mechanism to address the declining numbers in school enrollment and increase diversity by bringing more white students into the middle school system as schools were becoming majority Latino.<sup>23</sup>

In an effort to retain high-performing elementary students in D15, M.S. 51 in Park Slope initiated a Gifted & Talented (G&T) program and arts specialization, became the first middle school in the district to use a selective admissions process. Over time, all D15 middle schools started implementing screens as specialized programs across its middle schools proliferated. A few years after the implementation of the school

choice policy, schools became more integrated as more white students applied. However, without mechanisms to maintain a socio-economic or racial balance, schools have re-segregated over time.

As noted by the Brookings Institution, school choice systems have the potential to produce more diversity and promote integration, if mechanisms such as admissions priorities are in place to encourage applicants from underrepresented groups.<sup>24</sup>

NYC's District 1 (D1) provides an instructive case study of how this can be effective. D1 implemented an admissions priority for 67% of offers at elementary and pre-K schools for applicants living in temporary housing (STH), are English Language Learners (ELL) and who qualify for free & reduced lunch (FRL). Following the implementation of this admissions priority, seven out of 16 of D1's elementary schools fell within their target range, which was set at plus or minus 10 percentage points from the district average of FRL students (67%) or offering 57 to 77 percent of kindergarten seats. Additionally, five more schools moved closer to the target range as compared to the previous year's enrollment.

# Neighborhood Context

D15 is a district with a diverse mix of unique and vibrant neighborhoods and communities. The area's historical connection to immigrant communities continue to influence the evolution of its communities. Further, major infrastructure like the Brooklyn Queens Expressway, completed in 1961, still shapes how residents move throughout the district. The demographics of the neighborhoods within D15 have shifted over the last several decades. A comparison between 2000 and 2010 Census data indicates that overall the Asian population has quadrupled, while the Black and Latino populations have decreased by 21% and 12% respectively. While the proportion of White residents has increased from 42% to 46%, this belies an overall 14% increase in the total White population during the same period.

Cultural and demographic changes have also occurred within neighborhoods. Sunset Park has been home to many different immigrant communities over the last century. Historically, Sunset Park was home to Polish, Norwegian, Scandinavian and Finnish families up until the 1960s with some areas becoming known as "Finn Town" or "Little Norway."

However, following the decline of the local maritime industry and periods of disinvestment, Puerto Rican immigrants and later Latin American and Chinese immigrants began to revitalize the neighborhood. Today Sunset Park West is home to a large Latino immigrant and American community, which accounts for 69% of the local residential population and includes residents from Puerto Rico, Mexico and the Dominican Republic, among others.



Park Slope, Brooklyn.

The neighborhood's commercial core can be found along 5th Avenue. The neighborhood's high-quality historical housing, which was originally built for maritime workers, and the strong subway connections has led to some gentrification and local concerns about gentrification. While Sunset Park has historically been cut off from the waterfront by the Gowanus Expressway, the waterfront has also seen recent redevelopment through projects such as Industry City.

Further to the south and east in Sunset Park is Brooklyn's Chinatown, the largest Chinatown in the five boroughs, which is partially within District 15. During the 1990s, as the cost of housing and commercial rents increased in Manhattan, Chinese Americans and Chinese immigrants began to settle in Sunset Park where housing and commercial costs were lower. Sunset Park is now dotted with Chinese businesses on 8th Avenue stretching between 40th St and 68th Streets.<sup>25</sup> This area of Sunset Park has seen the Asian American community grow significantly, increasing by 70% from 2000 to 2010. During this same period, Latino and White residents decreased by 15% and 9% respectively. From 1990 to 2000, the racial demographics





5th Avenue in Sunset Park, Brooklyn.

of the northern neighborhoods of D15, communities such Boerum Hill, Carroll Gardens, Cobble Hill, Gowanus and Park Slope, remained relatively unchanged. However, from 2000 to 2010, the White residential population increased by more than 50% in Boerum Hill, representing 47% of Boerum Hill's population in 2010, compared to 33% in 2000. In other neighborhoods like Park Slope and Gowanus, the White residential population increased by 16% and 23% respectively, representing 71% and 49% of the total residential population in 2010. Correspondingly, these neighborhoods have seen the total Black and Latino population decrease by approximately 25%. Meanwhile, median home sale prices have risen by more than 60% from 2005 to 2015 in these neighborhoods.<sup>26</sup>

During the early 20th century Red Hook was an active industrial neighborhood where many Italian and Irish American dockworkers resided. Red Hook was also home to one of New York City's first Puerto Rican neighborhoods and one of the first and largest public housing projects in the country, the Red Hook Houses, built in 1938.<sup>27</sup> Red Hook's demographic have shifted over the last several decades.

The overall number of Black residents has decreased by 15% from 2000 to 2010, with the majority of Black residents still residing in the

Red Hook Houses public housing. While Red Hook remains the neighborhood with the highest proportion of Black residents within D15, the proportion of Black residents decreased from 43% to 36% from 2000 to 2010. At the same time, the number of White residents has more than doubled—while White residents represented just 8% of the Red Hook neighborhood population in 2000, by 2010, this proportion had increased to 17%. While the number of Red Hook Latino residents have decreased by 8% over the same period, Red Hook remains home to the second highest concentration of Latino residents within D15 after Sunset Park.

A comparison across D15's school-aged (ages 5–14) resident demographics<sup>28</sup>, the D15 Public School population and the D15 middle school population indicates White school-aged children account for 37% of all school aged children residents in D15 but represent 30% and 31% of the D15 overall school population and D15 middle school population, respectively. Latino students comprise 37% of school aged children in D15 and account for 37% of the overall D15 student population and 42% of the D15 middle school population.

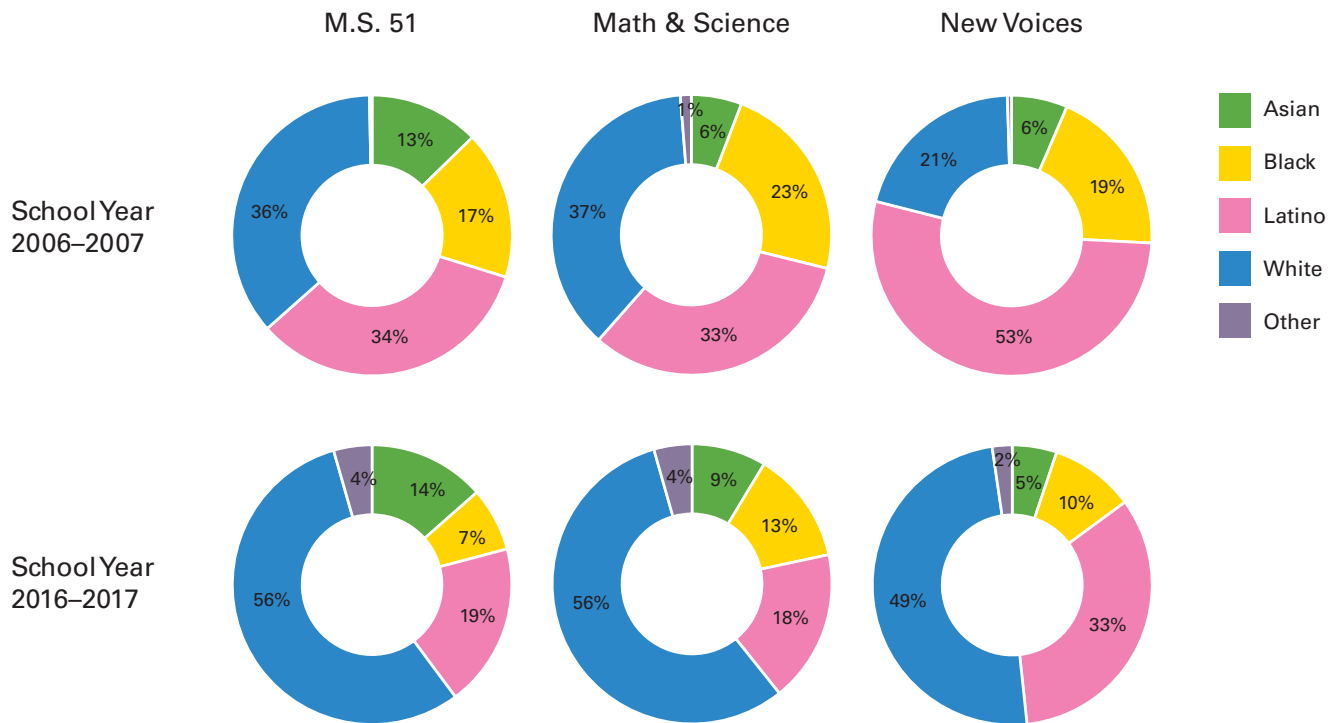


In 2007, Math & Science Exploratory School, MS 51 and New Voices School were the most popular schools with white students, with 67% of the District’s white students attending these three schools. By 2017, the number of white students enrolled in District 15 had almost doubled from 2007 and white students represented 50% or more of the total school population at the three aforementioned schools. When the white student population doubled during this period, 70% of that increase went to those same three school schools. During that time, there was a corresponding decrease of Latino students at those school of 28%.

Latino students favor I.S. 136, JHS 88 and Sunset Park Prep, with 49% of all Latino students in District 15 attending these three schools in 2007. By 2017, 64% of all District 15 Latino students were attending these three schools, representing more than 60% of the total school population at each of the schools. In particular, at IS 136, Latino students represented 82% of the total middle school population in 2017.

In 2007, 38% of Black students were enrolled in three schools—Brooklyn Secondary School for Collaborative Studies, MS 51 and JHS 88. By 2017, overall Black student enrollment had decreased by 46% across District 15 and was concentrated in 4 schools—JHS 88, Brooklyn Secondary School for Collaborative Studies, MS 51 and School for International Studies—with 57% of total Black students in these schools.

### Ten-Year Trend in D15 Middle School Demographics



Source: NYC DOE, Demographic Snapshot

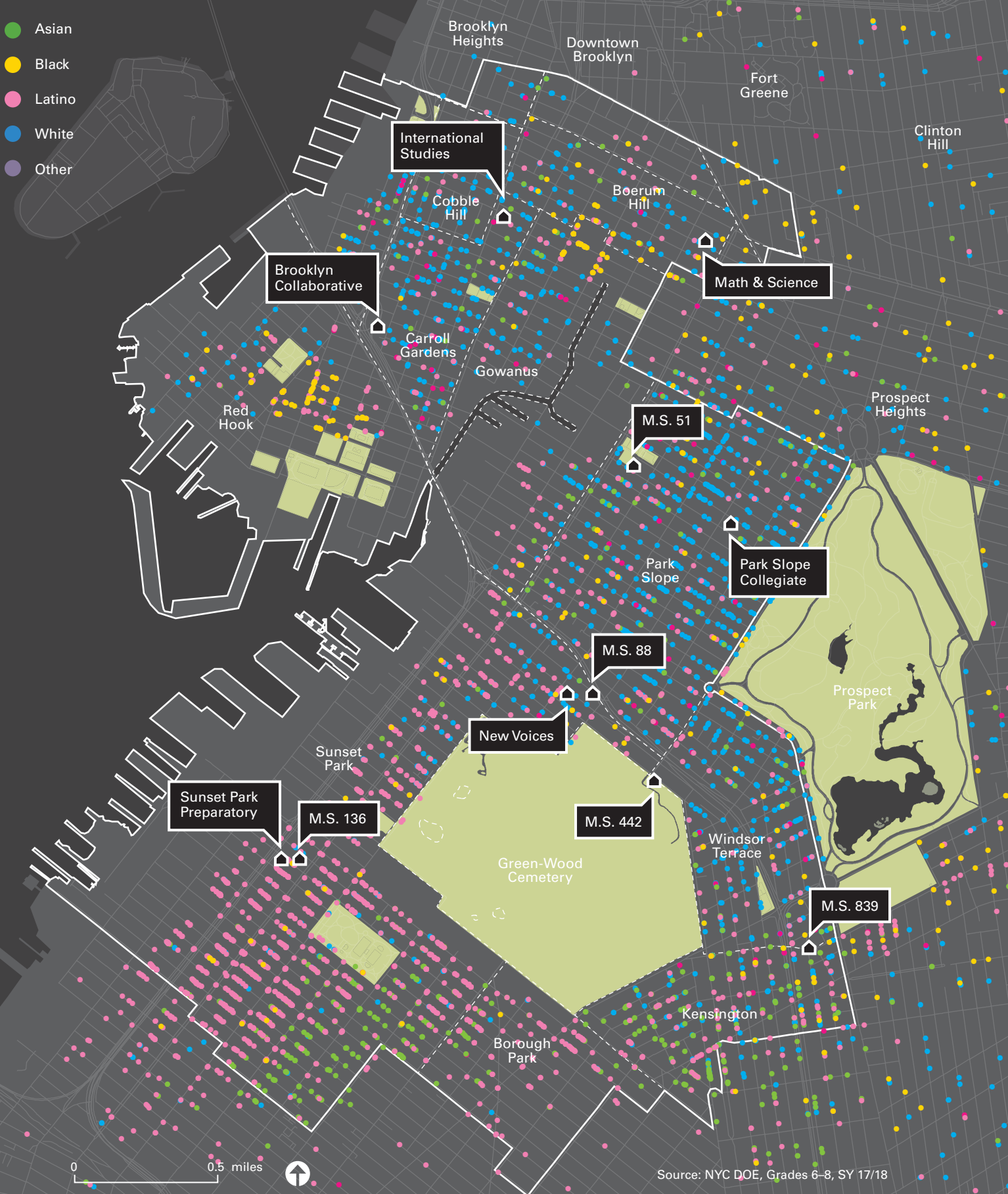
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# Data Analysis

<b>District 15</b>	<b>29</b>
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<b>School Screens</b>	<b>33</b>
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# Student Race Grades 6–8

- Asian
- Black
- Latino
- White
- Other



Source: NYC DOE, Grades 6–8, SY 17/18

# District 15

Data analysis served as a key component to the planning process and to the development of the final recommendations. Key data findings include:

- D15's patterns of racial segregation reflect patterns of residential housing segregation.
- D15's middle schools are socio-economically and racially segregated. In comparison to districtwide racial and socio-economic averages, schools have under-representations and over-representations of specific racial groups, low-income students and English language learners.
- School screens remove students of color, largely black and Latino students, disproportionately from the middle school applicant pool and function as a significant barrier to access.
- Elementary to middle school sending patterns illustrate how school choice can perpetuate segregation.
- Removing screens may not result in more integrated schools since the choice patterns of students and parents often reinforce segregation.
- Multiple factors such as grade inflation related to middle school admissions process, variation in the application of grading across elementary schools as it relates to state standards and implicit biases may account for the variations observed in elementary school grading.

New York City's Community School D15 is located in Brooklyn, NY, and is a choice school district for middle schools meaning there are no zoned middle schools in the district, and its 11 middle schools do not serve a specific geographic area within D15.

Ten of these middle schools currently use screens or a screened admissions method, which means schools consider students' grades, test scores, attendance, and/or other factors when making matches. At M.S. 839, students are matched via a randomly assigned lottery number. At Park Slope Collegiate, students from specific elementary schools are given an admission priority in order to balance their underrepresentation in the applicant pool. A full list of screens currently used by each D15 middle school is located in the Middle School Profiles Appendix.

There are roughly 6,000 middle school students in grades 6–8 in D15. The Department of Education uses five racial/ethnic categories to classify

students: Asian, black, Latino, white and Other. 12% of middle students in D15 are Asian, 12% are black, 42% are Latino, 32% are white, and 2% are classified as "Some Other Race" (School Year 2017–18).

Elementary schools students are eligible to attend a D15 middle schools if they previously attended a D15 elementary school, live within a D15 middle school enrollment zone, or live within the D15 administrative boundary. In the 2017–2018 School Year, 59% of D15 middle school students were zoned for and enrolled in D15, 34% of students were enrolled in D15 but lived outside of the D15 middle school zones, and 6% of students were enrolled in D15 but did not attend a D15 elementary schools or live within the D15 middle school enrollment zones.

49% of D15 middle school students within the D15 enrollment zones qualify as FRL students. 8% are Asian, 7% are black, 44% are Latino, and 38% are white. 59% of D15 middle school students outside of the D15 enrollment zones qualify as FRL students. 19% are Asian, 18% are black, 38% are Latino, and 22% are white.

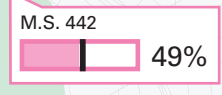
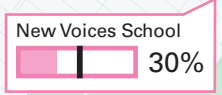
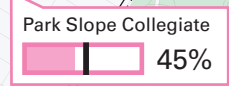
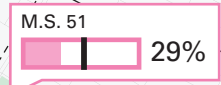
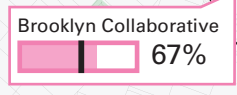
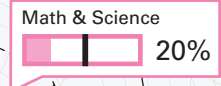
**While patterns of racial segregation and isolation are influenced by a multitude of factors, D15 middle school student residential housing data by race reflects patterns of housing segregation in D15.**

White students are clustered in the northern region of the district, particularly in Cobble Hill, Carroll Gardens, Park Slope and Windsor Terrace. Latino students are clustered in the south-western end of the district, predominantly in Sunset Park. Asian students are clustered in Sunset Park and Kensington, and enclaves of black students can be found in Red Hook, Gowanus and throughout the district.

D15's demographics have shifted over the last decade. From School Year 06/07 to School Year 16/17, the percentage of black and Latino middle school students decreased from 23% to 12% and from 52% to 43%, respectively. During that the same period, the percentage of white students increased from 16% to 31%. This report acknowledges the need to consider the impacts of gentrification in ongoing and future diversity and integration initiatives.

# Student Demographics Compared to D15 Average: FRL (Free & Reduced Lunch)

District Average: 52%



Source: NYC DOE, Grades 6-8, SY 17/18



# Segregation in District 15

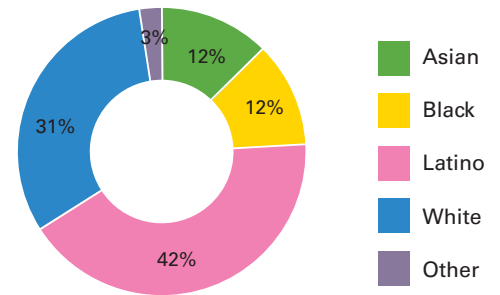
## Districts 15's middle schools are socio-economically and racially segregated.

Analysis of individual D15 middle school student demographics illustrates socio-economic and racial clustering. In comparison to districtwide racial and socio-economic averages, some individual schools have significant over-representations or under-representations of specific racial groups, low-income students and English language learners.

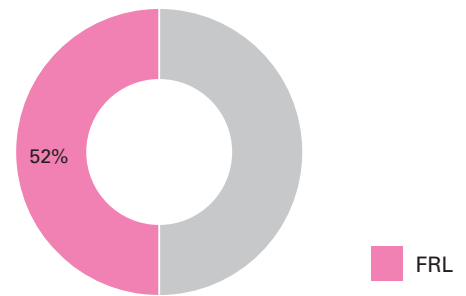
For example, 96% and 97% of students at Sunset Park Prep and M.S. 136 qualify for free & reduced lunch compared to the district average of 52%. Conversely, Math & Science, M.S. 51 and New Voices have lower percentages of students who qualify for free and reduced lunch; 20%, 29% and 30% compared to the district average of 52%.

Segregation analysis of DOE's five racial/ethnic categories<sup>29</sup>, English language learners, and students with Individualized Education Programs<sup>30</sup> are located in the appendix of this report.

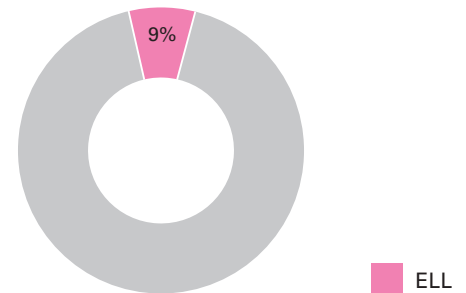
### Racial Demographics



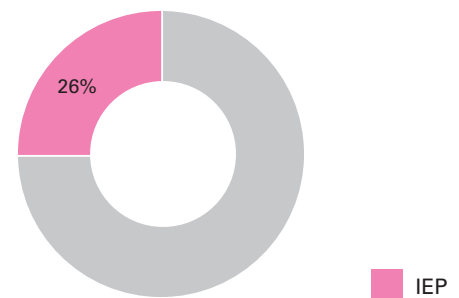
### Free & Reduced Lunch



### English Language Learners



### Individualized Education Program



Source: NYC DOE, Grades 6–8, SY 17/18

# School Screens

**School screens remove students of color, largely black and Latino students, disproportionately from the middle school applicant pool and function as a significant barrier to access.**

This disproportionate impact is highlighted by analyzing current D15 sixth graders (SchoolYear 2017–18) middle school application data. The analysis examined the percentage of middle school applicants who meet the criteria of schools screens currently in place by race. Across all five screens (or combination of screens) analyzed, black and Latino students are removed from the applicant pool at higher percentages than white and Asian students.

For example, 43.7% and 36.4% of black and Latino students, respectively, are removed from the middle school applicant pool because they do not meet the screen criteria “fewer than five tardies” compared to 16% of white students who are removed from the applicant pool. Further, 52% and 59% of black and Latino students, respectively, are removed from the middle school applicant pool because they do not meet the screen criteria “score a 3 or higher on the Math or ELA Standardized tests” compared to 27% of white students and 17% of Asian students who are removed from the applicant pool.

An analysis of D15 middle school sixth graders (SchoolYear 17/18) fourth grade scores suggests that grades may not be standardized across all D15 elementary schools. Multiple factors such as grade inflation related to middle school admissions process, variation in the application of grading across elementary schools as it relates to state standards and implicit biases may impact elementary school grading.

# School Sending Patterns

**Elementary to middle school sending patterns illustrate how school choice can perpetuate segregation.**

Predominantly white elementary schools send white students to predominantly white middle schools. These patterns, which are in large part formed by the way students and parents are choose their schools, were also observed for Asian and Latino students.

School sending patterns, or the movement of students from elementary schools to middle schools in D15, have been analyzed using enrollment data for students enrolled in D15 middle schools in grades 6–8 during the 2017–2018 SchoolYear for 4 out of the 5 student race categories—Asian, black, Latino and white. Sending patterns for the “Other” race category are negligible due to the small demographic population size.

The school sending patterns illustrates that the removal screens may not result in more integrated schools because the choice patterns of students and parents often reinforce segregation. Encouraging students and families to consider a wider range of choices will be critical to increasing diversity and integration within D15’s middle schools. There are a number of recommendations related to creating better access to information and new programmatic connections between elementary and middle schools that can help to establish new patterns.

**District 15 Grades by Race**  
(Students with Standard 1–4+ Grades)

	Math Mean	ELA Mean	Social Studies Mean	Science Mean	Time Management Mean	Organization Mean	Perseverance Mean	Asks for Help Mean	Follows the Rules Mean
White	3.34	3.35	3.49	3.59	3.49	3.52	3.54	3.55	3.65
Black	2.86	2.92	3.14	3.22	3.06	3.13	3.06	3.20	3.22
Latino	2.64	2.59	3.02	2.99	3.04	3.12	3.10	3.19	3.34
Asian	3.26	2.94	3.21	3.30	3.44	3.44	3.44	3.45	3.55
Other	3.46	3.48	3.56	3.63	3.60	3.64	3.70	3.66	3.80

**Impact of Screens by Race**

Asian	Black	Latino	White	Other	Total
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Screen Criteria: Fewer than 5 Tardies

Total Applicants	605	268	1047	842	55	2,817
% of Applicants Removed	<b>12.7%</b>	<b>43.7%</b>	<b>36.4%</b>	<b>16.0%</b>	<b>10.9%</b>	<b>25.4%</b>
# of Applicants Removed	77	117	381	135	6	716

Screen Criteria: Fewer than 5 Absences and 5 Tardies

Total Applicants	605	268	1047	842	55	2,817
% of Applicants Removed	<b>27.1%</b>	<b>66.8%</b>	<b>64.2%</b>	<b>40.4%</b>	<b>41.8%</b>	<b>48.9%</b>
# of Applicants Removed	164	179	672	340	23	1,378

Screen Criteria: Either Math or ELA Standardized Test Scores of 3 or Over

Total Applicants	519	253	989	810	54	2,625
% of Applicants Removed	<b>16.6%</b>	<b>51.8%</b>	<b>58.6%</b>	<b>26.9%</b>	<b>33.3%</b>	<b>39.4%</b>
# of Applicants Removed	86	131	580	218	18	1,033

Screen Criteria: Math and ELA Standardized Test Scores of 3 or Over

Total Applicants	519	253	989	810	54	2,625
% of Applicants Removed	<b>45.1%</b>	<b>70.0%</b>	<b>77.1%</b>	<b>39.0%</b>	<b>38.9%</b>	<b>57.6%</b>
# of Applicants Removed	234	177	763	316	21	1,511

Screen Criteria: Fewer than 5 Absences and 5 Tardies and Math Scores of 3 or Over

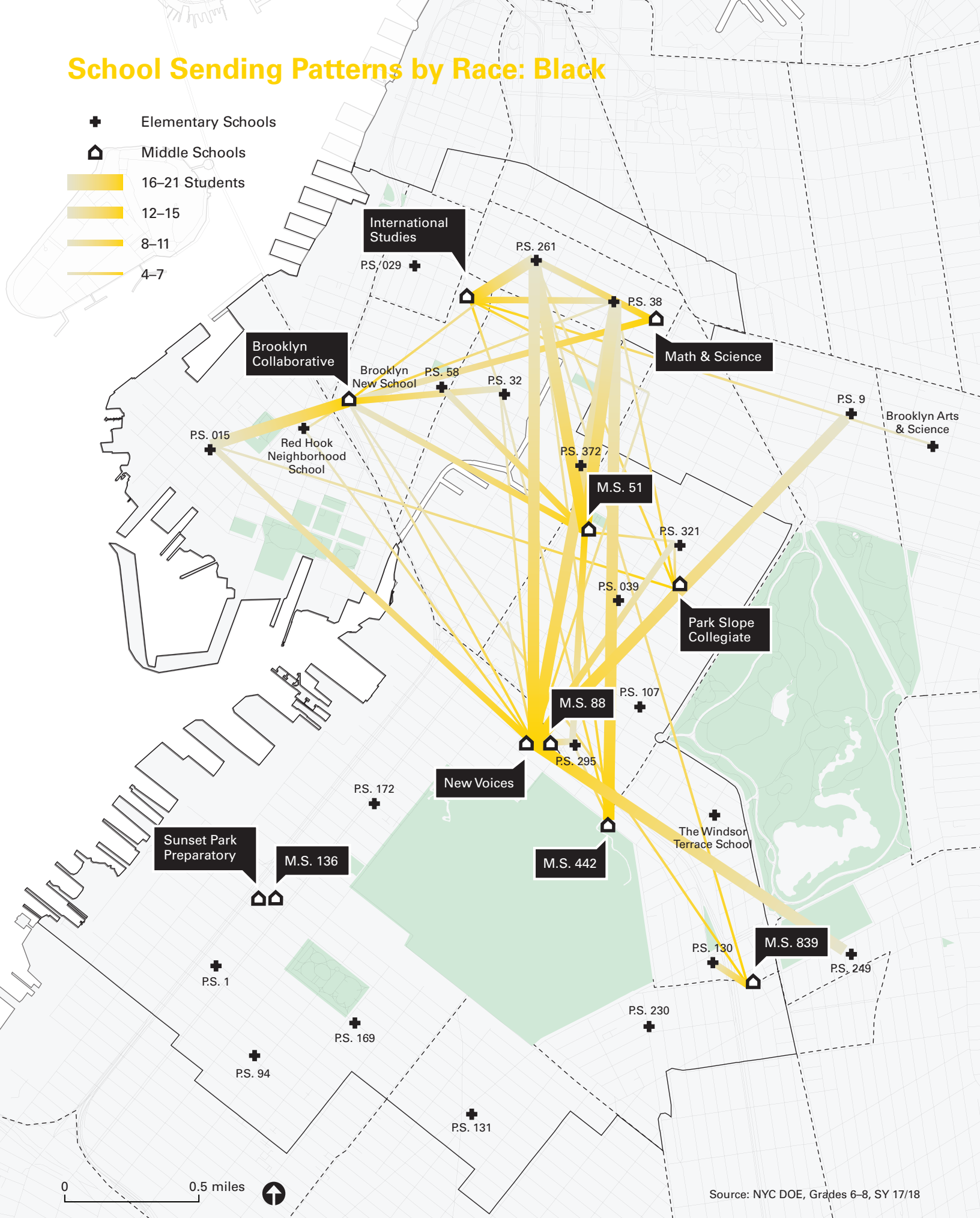
Total Applicants	519	253	989	810	54	2,625
% of Applicants Removed	<b>38.3%</b>	<b>83.0%</b>	<b>84.4%</b>	<b>57.7%</b>	<b>61.1%</b>	<b>66.4%</b>
# of Applicants Removed	199	210	835	467	33	1,744

Source: NYC DOE, D15 6th Graders SY 17/18, Middle School Application Data



# School Sending Patterns by Race: Black

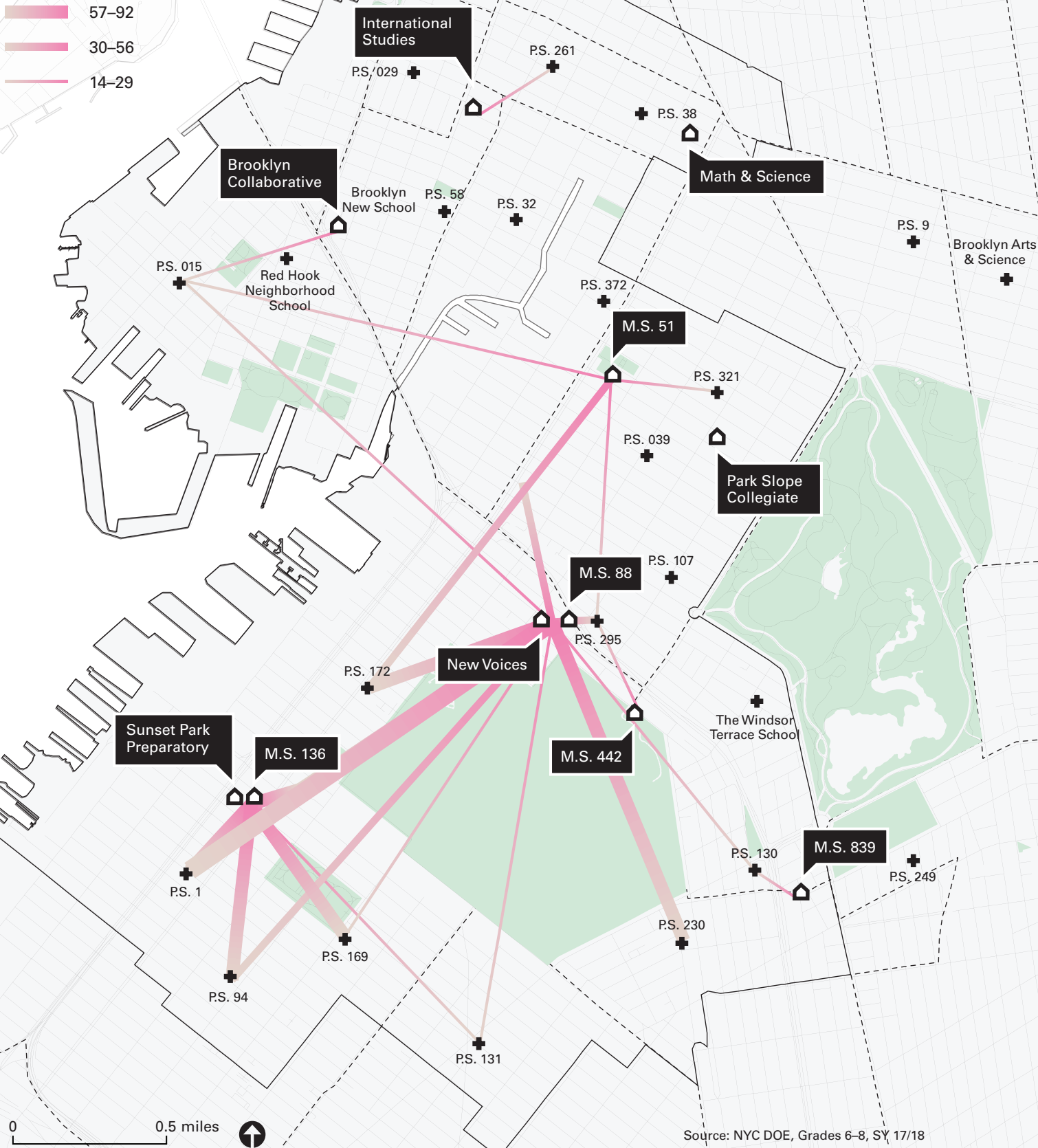
- ⊕ Elementary Schools
- 🏠 Middle Schools
- 🟡 16–21 Students
- 🟠 12–15
- 🟡 8–11
- 🟡 4–7



Source: NYC DOE, Grades 6–8, SY 17/18

# School Sending Patterns by Race: Latino

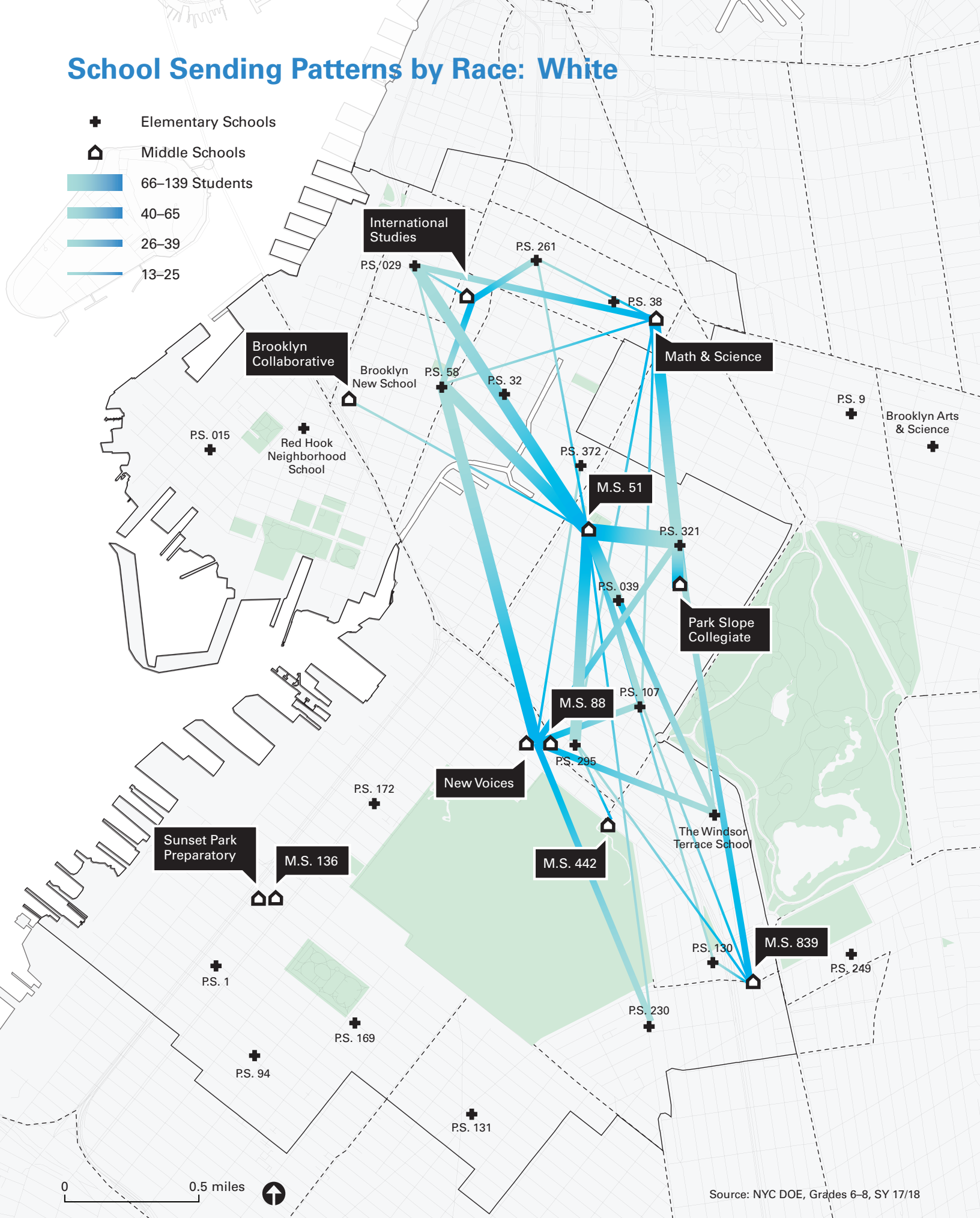
- ✚ Elementary Schools
- 🏠 Middle Schools
- 93-131 Students
- 57-92
- 30-56
- 14-29



Source: NYC DOE, Grades 6-8, SY 17/18

# School Sending Patterns by Race: White

- Elementary Schools
- Middle Schools
- 66–139 Students
- 40–65
- 26–39
- 13–25



Source: NYC DOE, Grades 6–8, SY 17/18



**Community  
Process**



<b>The Planning Process</b>	<b>40</b>
<b>Working Group Selection</b>	<b>41</b>
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<b>Additional Engagement</b>	<b>45</b>
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<b>Public Workshop #2</b>	<b>48</b>
<b>Public Workshop #3</b>	<b>50</b>
<b>Final Community Presentation</b>	<b>52</b>

# The Planning Process

The Diversity Plan aims to express values and priorities as well as concrete recommendations. It balances community input with data analysis and background information and includes recommendations for future monitoring and tracking.

The Plan seeks to create diverse and meaningfully integrated middle schools by utilizing a comprehensive framework of Integration and Inclusion that addresses District 15's needs. Recommendations were developed through the following process:

## **A. Input from Public Workshops formed the basis of the recommendations**

The planning process was underpinned by three large Public Workshops and one final Community Presentation. In addition, the project facilitators conducted varied informal and formal engagement throughout the planning process. Details about each of the three Public Workshops and final Community Presentation were made public to all D15 community members, including parents, students, staff members and administrators. The workshops provided community members with an opportunity to share ideas, experiences, concerns and priorities related to school diversity and integration in D15. Input from the Public Workshop directly informed the Working Group recommendations.

## **B. Working Group members developed the draft recommendations (with the support of the project facilitators)**

The project Working Group was comprised of stakeholders from across D15, including; students, parents, teachers, principals, local advocates and community-based organizations. In preparation for the community planning process, Working Group members completed an anti-racist & anti-bias training led by Border Crossers, an organization which trains and empowers educators to dismantle patterns of racism and injustice.

The Working Group was responsible for guiding the planning process, ensuring an accessible and inclusive process, generating interest in Public Workshops, and incorporating community input into a framework and set of recommendations. Because Working Group members were either based in D15 or do valuable work in the district,

they brought meaningful expertise, perspective, and shared resources to this process.

## **C. Advisory Groups provided feedback on the draft recommendations**

A set of Advisory Groups were identified by the Working Group and Facilitators to ensure the inclusion of expertise from local and national stakeholders not represented within the project Working Group. The Advisory groups reviewed and provided formal feedback regarding the community's findings and the Working group's recommendations.

## **Advisory Groups**

### **Policy Experts**

- New York Appleseed
- The Century Foundation

### **District 15 Diversity Initiatives**

- Brooklyn Collaborative
- Brooklyn New School
- Park Slope Collegiate

### **Citywide & Local Advocates**

- Fifth Avenue Committee
- NYC Alliance for School Integration
- and Desegregation

### **Advocates for Children with Special Needs**

## **D. Working Group members reviewed and approved final recommendations**

Draft recommendations were presented to Working Group for formal approval in the weeks following Public Workshop #3. The Working Group voted to edit and approve final recommendations. 12 out of the 16 Working Group members were required to approve a recommendation or move it forward, and opposing members were allowed to note their objections to a recommendation in the report text.

# Working Group Selection

The Working Group member selection was informed by stakeholder analysis and engagement, conducted over a five month period, with the DOE, the DOE's District 15 Office, Community Education Council 15, local advocacy groups, elected officials, community-based organizations, citywide school diversity organizations and education policy experts. Through this stakeholder engagement and analysis, a set of guiding principles was developed to inform the final selection of Working Group members:

## Working Group Members

Anita Skop, DOE, District 15 Office  
Antelma Valdez, PTA President, P.S. 1  
Benji & Eliza, IntegrateNYC (Student Reps)  
Carrie McLaren, Coalition for Equitable Schools  
Coleta Walker, Red Hook Community Justice Center  
Denise Watson, Principal, P.S. 32  
Feryal Abuhammoud, SLT, Sunset Park Prep  
Julie Stein Brockway, Center for Family Life  
Laura Espinoza, SLT Secretary, Sunset Park Prep  
Lenore DiLeo-Berner, Principal M.S. 51  
Lynn Shon, STEM Teacher, M.S. 88  
Maria Diaz, Literacy Coach, P.S. 24  
Miriam Nunberg, Parents for Middle School Equity  
Neal Zephyrin, Community Education Council 15  
Raymond Chen, Chinese Planning Council  
Sadye L. Campoamor & Andy McClintock, DOE, Central Office

### District Geography

D15 covers a large geographic area with several distinct neighborhoods. The selection of Working Group members sought to be representative of middle school families across the district.

### Experience Working on Issues of Diversity in D15

The selection of Working Group members sought to engage individuals, organizations, and school community members who could speak directly to issues of diversity and equity initiatives.

### Local to District 15

The selection of Working Group members sought to engage individuals, organizations and school communities rooted in D15.

### Diverse Representation

The selection of Working Group members sought to include members of the school community across a wide range of races, ethnicities, educational backgrounds, and incomes. The selection of Working Group member also sought to include non-English speaking members of the community. It is to be noted that two of the Working Group members were mono-lingual Spanish speakers.

### Communities of Color

The selection of Working Group members sought to acknowledge the exclusion of communities of color and historically disenfranchised communities from previous diversity and integration initiatives and sought to ensure the inclusion and center the voices of communities of color within this process.

# Community Survey

A community survey was distributed between Public Workshop #3 and the Final Community Presentation to solicit feedback on the middle school application process, including the use of schools screens, admissions priorities and different admissions approaches.

The survey was utilized as a small part of a broad engagement process and was not intended to be used as a “vote” on critical issues. It was well understood by the Working Group that the responses gathered are not fully representative of the community.

A total of 879 people responded to the survey. Park Slope residents were overrepresented in the survey. Park Slope residents accounted for 37% of responses but only comprise 16% of residents. Conversely, Sunset Park was underrepresented in the survey. Sunset Park residents accounted for 18% of responses but comprise 41% of residents.

The Working Group’s review of the survey results considered carefully the responses from the different neighborhoods. Analysis and interpretation of the data collected acknowledges the barriers to access and challenges related to survey collection including; internet access, language access, educational backgrounds and familiarity with the admissions process.

The survey was released on Friday, June 1st and was closed on Monday, June 18th. The survey was largely distributed digitally through a D15 email blast along with outreach partnerships with individual schools and elected officials. Additionally, paper surveys were distributed and collected in Sunset Park at St. Michaels Parish and at the Chinese Planning Council’s Annual Health Fair and Family Day.

An overwhelming majority of total survey respondents (78%) indicated support for the use of an admissions priority for low-income students, English language learners, and students in temporary housing. Overall, 58% of respondents indicated support for the use of school screens and 42% did not think the use of school screens was appropriate. However, an examination of the results by neighborhood illustrates contrasting views on the use of screens. 62% of respondents in Park Slope supported the use of screens, 38% did not.

Additionally, the survey introduced 6 approaches, listed below, that discussed several concepts related to school admissions, including: school choice, the removal of school choice, controlled choice, a choice-based lottery system, school screens and admissions priorities.

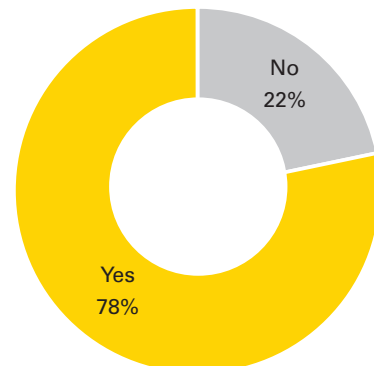
- Approach A: Remove all screens and conduct a lottery
- Approach B: Remove all screens and conduct a weighted preference lottery
- Approach C: Remove most screens and apply weighted preference
- Approach D: Remove most screens, apply weighted preference, and use elementary school representation limits
- Approach E: Remove all screens, modified choice
- Approach F: Remove all screens, DOE to assign middle school placement

The survey results indicated a strong preference to maintain school choice. Further, the preference of the admissions approaches is reflective of responses to the use of screens. Respondents in Sunset Park favored the removal of all screens, while respondents in Park Slope favored maintaining the use of some screens.

Additional survey results can be found in the Appendix of this report.

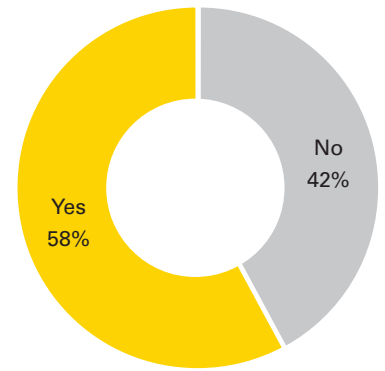
**Do you think it is appropriate for middle schools to give preference to students who may be facing challenging circumstances or additional barriers in the middle school application process?**

All Respondents: 879

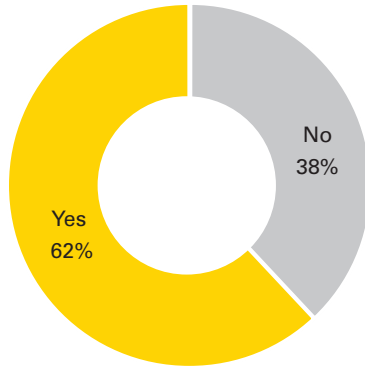


Do you think it is appropriate for middle schools to use student behavior, lateness, attendance, report card grades, standardized test scores, admissions exams auditions or interviews, to determine which students are accepted into their schools?

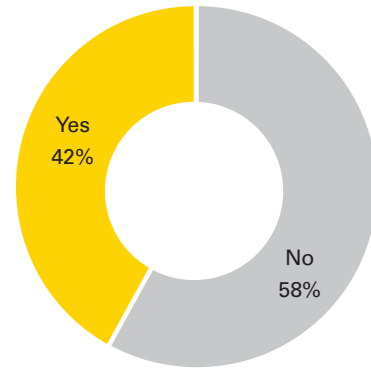
All Respondents: 879



Park Slope: 321



Sunset Park: 162



Collecting survey responses in Sunset Park, Brooklyn.

I don't want to send my kids to school in a predominantly white neighborhood. My kids get racially profiled and are stopped by the police.

Public Housing residents are often asked by the city to participate in community planning processes, and we do! But our ideas and contributions are usually disregarded. Where's the follow-up?

How can I make informed decisions about my child's school when I don't receive critical information from the DOE in my home language?

We need additional support and clearer pathways for children with special needs and IEPs to receive the services they are supposed to.

Historically, students of color have always had to travel when integration initiatives are implemented. How do we ensure don't place that burden on students of color in District 15?

# Additional Engagement

In addition to the Public Workshops and community survey, the project facilitators held several targeted meetings focused on reaching communities of color and historically marginalized communities within D15, including meetings with public housing residents in Gowanus, community members in Red Hook, and Spanish- and Mandarin- language meetings in Sunset Park. These conversations touched on numerous, critical topics including: community trauma, racial profiling, immigration status, transit access, discipline and access to information. Specific outreach to Spanish and Mandarin language communities included:

- 2 Spanish lead community conversations (approx. 20–30 attendees)
- Interpretation services throughout community engagement process
- Translation of informational, marketing, and outreach materials
- 100+ outreach calls to community members
- Social Media Outreach: including Madres y Padres de Sunset Park
- Collaboration with St. Michael’s Parish
- Partnership with Council Member Menchaca’s office to engage with Sunset Park Latino Community
- Partnership with Council Member Menchaca’s office to engage with Sunset Park Asian-American community

All relevant presentations, Public Workshop booklets, animations, data analysis and flyers related to the D15 Diversity Plan process were posted to the project site, [www.d15diversityplan.com](http://www.d15diversityplan.com). The website will remain live and continue to act as a resources for the community once the formal engagement process has ended.

The D15 Diversity Plan process was conducted in a relatively compressed time period. The Working Group was given the opportunity to produce a community-based plan by the end of the 2017-18 School Year. Along with this opportunity came the responsibility to be timely and responsive. As a result, a process that could have taken years was condensed to approximately 8 months.

While engagement for the D15 Diversity Plan was robust, additional time and resources could have allowed even greater reach. Also, while Spanish and Mandarin interpretation was available at all four of the Public Workshops, and the draft recommendations presented at Public Workshop #3 were translated into Spanish and Mandarin, more time and resources could have allowed more and better effective reach to Mandarin-speakers and mono-lingual Spanish speakers in the community.



A basketball court in Gowanus Houses.



The Red Hook East/Joseph Miccio Community Center.

# Public Workshop #1

**February 13th, 2018  
6:30–8:30 pm  
at Sunset Park High School**

**240 Participants**

Public Workshop #1 was the kick-off event that served to inform the D15 school community about the community planning process. Opening remarks were shared by members of IntegrateNYC, highlighting the importance of student voices in creating education policy. Participants learned about segregation in NYC's public schools, segregation in D15, the benefits of integrated school communities and the process goals and roles. Participants also discussed the middle school admission process, middle school demographics, schools screens and segregation in small break out groups. Finally, participants worked collaboratively to identify the challenges and potential solutions to work toward school integration.

Major discussion topics included: an admissions process which favored parents with more time and resources, a burdensome admissions process on both parents and students, the mental hardship and stress on students related to rejection, the need to address school quality and resource equity throughout the district, creating more welcome school environments and the desire of some communities to keep their families closer to home.





Workshop participants in discussion.



Sadye L. Campoamor shares opening remarks.

# Public Workshop #2

**March 12th, 2018**  
**6:30–8:30 pm**  
**at Sunset Park High School**

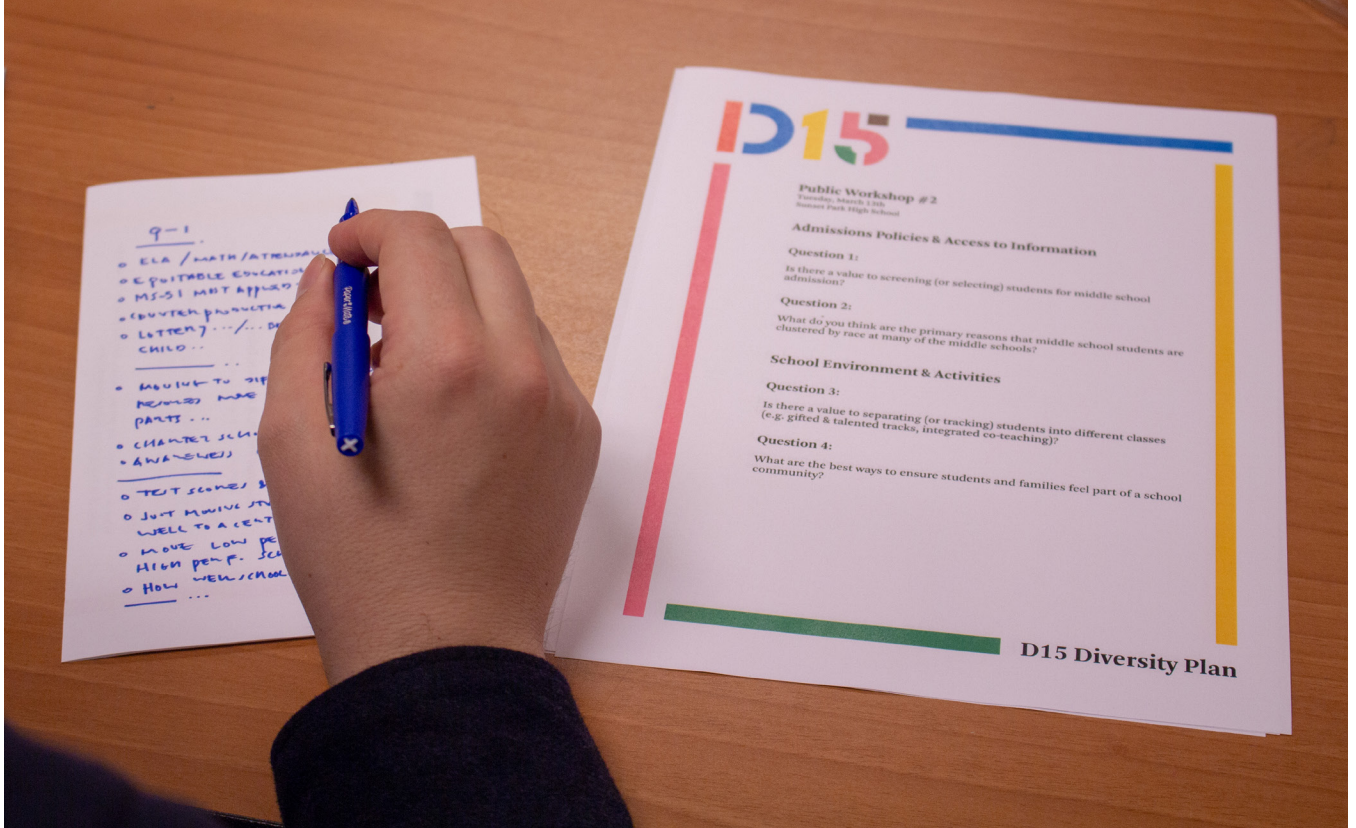
**175 Participants**

The second Public Workshop focused on best practices in fostering inclusive school communities and introduced new data analysis on student travel patterns, sending school patterns, and on middle school offer and demand data. The session kicked-off with a performance by the Epic Theatre Ensemble who performed scenes from *Laundry City*; a play conceived, written, and performed by NYC Public High School students that explores what “Separate but Equal” means to us today. Participants had conversations about the role of school screens, segregation in middle schools, separating students into different academic tracks and ways to ensure all students feel welcomed in their school communities.

Major discussion topics included: creating connections between student’s culture and the larger school community, providing teachers with the necessary resources and training to teach in a diverse classroom setting, resource equity, language access as a barrier to access for families, the role of specialization at the middle school level and the emotional toll of the application process on students.



Workshop participants in discussion.



A note-taker at Public Workshop #2.

# Public Workshop #3

**May 12th, 2018  
12:00–4:00 pm  
at the Miccio Community  
Center**

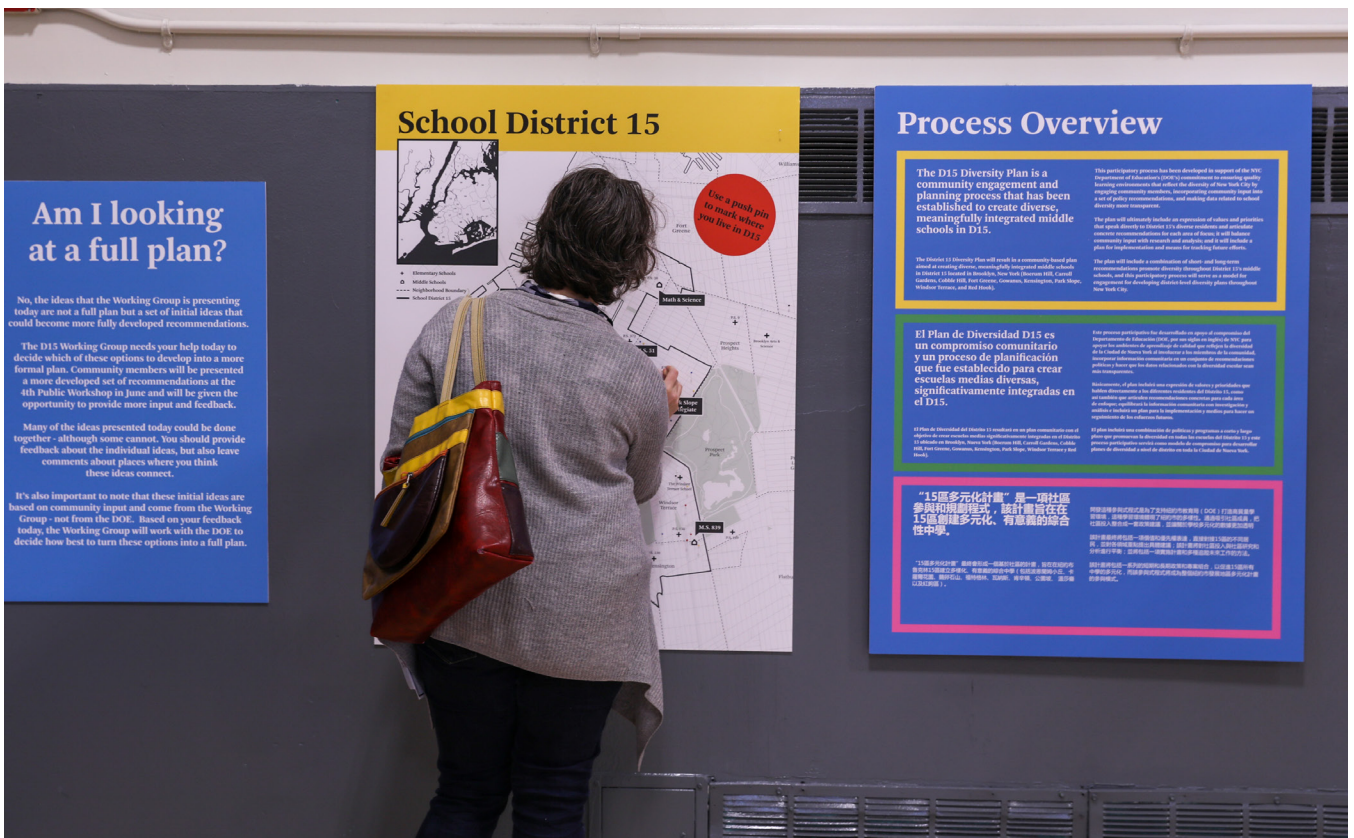
**120 Participants**

A set of initial draft recommendations were presented at Public Workshop #3 for community input and feedback. The Workshop was an open house and invited participants to move through the information and ideas at their own pace. Workshop participants revisited the planning process and goals, reviewed the feedback collected at Public Workshop #1 and #2 and expressed their support, concerns and ideas on a set of draft recommendations focused on Integration, including admissions policies and access to information, and Inclusion which addressed supporting integrated schools and inclusive school communities. Participants learned about key data findings and were introduced to new data such as the impacts of school screens and student suspension data. Border Crossers facilitated small group discussions on racial equity throughout the open house.

Participants at Public Workshop #3 expressed an overwhelming support for recommendations aimed at creating more welcoming school environments such as expanding anti-racist trainings for teachers, administrators, parents and students; developing hiring practices to hire more teachers of color and increasing language access throughout the district. Participants also expressed strong support for the removal of school screens and for the implementation of admissions priority for students facing challenging circumstances in the admissions process. Support for recommendations that limited or modified choice was split.



Workshop participants share their feedback on the draft recommendations.



A Workshop participant marks where they live in D15.

# Final Community Presentation

**June 20th, 2018  
6:30–8:00 pm  
at Sunset Park High School**

**150 Participants**

The Final Community Presentation provided D15 school community members the opportunity to recap the planning process and to learn about the final recommendations approved by the Working Group. The event included remarks from Sadye L. Campoamor, Director of Community Affairs, Lynn Shonn, Working Group Member & M.S. 88 STEM Teacher, Benji & Eliza, Working Group student members and IntegrateNYC representatives, and Neal Zephyrin, Working Group member and Community Education Council 15 Member.

The session began with an overview and background on the D15 Diversity plan process that outlined the way recommendations of the plan were developed and approved. The overview also included a recap of the information discussed at Public Workshops #1, #2 and #3 as well as the results from the community survey on the middle school application process. The integration and inclusion recommendations were presented to participants, who had the opportunity to share their reactions, thoughts and feedback on comment cards. The evening wrapped up with food and an informal Q&A session where community members had the opportunity to ask the DOE, WXY and Working Group members about the final recommendations presented.



Neal Zephyrin shares closing remarks.



Council Member Carlos Menchaca.

**Integration**





<b>Key Challenges</b>	<b>58</b>
<b>Impact of Screens by Race</b>	<b>59</b>
<b>Equitable Admissions</b>	<b>60</b>
<b>Access to Information</b>	<b>62</b>
<b>Transportation</b>	<b>63</b>
<b>Monitoring &amp; Coordination</b>	<b>64</b>



A mono-lingual Spanish parent meeting in Sunset Park.



Workshop participants sign in to the Final Community Presentation.



Border Crossers lead participants in a breakout session at Public Workshop #3.



The Integration recommendations present a phased approach to integrating D15's middle schools, including recommendations on the use school screens and an admissions priority, over the next five years. The recommendations reflect the D15 community's support to maintain school choice, which also aims to ensure that the challenge of integration does not fall disproportionately on students and families of color by forcing them to travel farther than they chose to. The recommendations also seek to remove barriers for low-income and students of color through the removal of screens, the implementation of a choice-based districtwide lottery and the implementation of an admissions priority, which was overwhelmingly supported throughout the district, reflective of the district average for low-income students.

The phased approach seeks to provide resources to build new relationships between elementary and middle schools and additional support to schools that do not meet the districtwide targets. Further, the recommendations address the need to improve access of information, language access, transit and the need for ongoing monitoring, coordination and transparency as it relates to school integration and diversity.

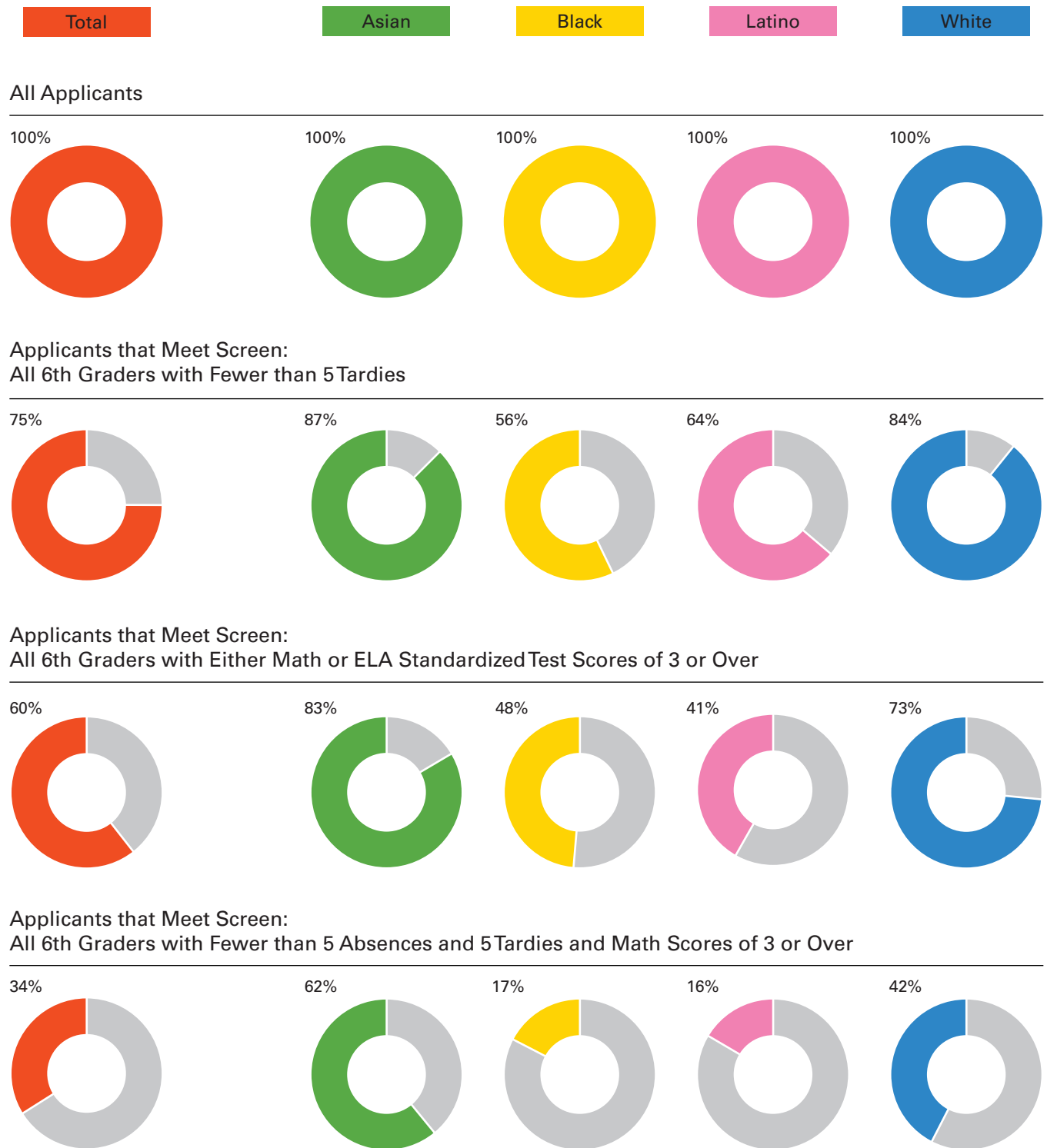
# Key Challenges

The Diversity Plan addresses several challenges identified by data analysis and school community members. Key challenges are described below:

- Maintaining a school choice admissions model requires students and families to select a wider range of middle schools in order for integration efforts to be effective.
- Barriers and a lack of access to information can reinforce or discourage diversity and integration.
- Diversity initiatives must ensure that the challenges of integrating schools does not fall disproportionately on students and families of color.
- District 15's middle schools are racially and socio-economically segregated. Individual middle schools have significant over-representations or under-representations of racial groups, low-income students and English language learners.
- School screens remove students of color, largely Black and Latino students, disproportionately from the middle school applicant pool and function as a significant barrier to access.
- Elementary to middle school sending patterns illustrate how school choice can perpetuate segregation. Removing screens may not result in more integrated schools since the choice patterns of students and parents often reinforce segregation.
- School segregation in D15 reflects patterns of residential housing segregation.

# Impact of Screens by Race

School screens remove students of color, largely Black and Latino students, disproportionately from the middle school applicant pool and function as a significant barrier to access.



Source: NYC DOE, D15 6th Graders SY 17/18, Middle School Application Data

# Equitable Admissions

## YEAR 1

1. Remove all screens. (These screens include: lateness, attendance, student behavior, admissions exams/tests, standardized test scores, report card grades, & auditions. Maintain the current system of school choice.)
2. Create an admissions priority for students who qualify as low-income, are English Language Learners (ELLs) and/or are Students in Temporary Housing for 52% of all seats at all D15 middle schools.
  - A more specific & accurate metric will be developed & used to identify low-income students status. For example, using the DOE's economic need index & median income data from the US Census.
  - The admissions priority would be adjusted yearly to match the previous year's district average for low-income students.
3. Allow elementary students who have completed a dual language program to be automatically eligible for middle school dual language programs. Utilize a transparent & objective assessment to determine bi-literacy for new students entering a middle school dual language program.
4. Encourage the citywide School Diversity Advisory Group to research & explore the impacts of Dual Language programs as they relate to school diversity & integration.
5. Improve support & funding for existing programs in middle schools which have historically been ranked lower by applicants.
6. Explore, implement & fund specialized programs in middle schools which have historically been ranked lower by applicants, such as Spanish and/or Chinese dual language programs & specialized STEM programs.
  - Strengthen relationships between elementary schools & middle schools which have historically been ranked lower by applicants.
7. Conduct an assessment of all middle schools to identify inequities with respect to resources & program offerings. Use the results of the assessment to develop strategies to address inequities between schools, including the development of programs needed to support & challenge a range of learners at all middle schools in D15. Make the assessment & action plan publicly available.
8. Allow students with physical disabilities the option to be prioritized for barrier free schools within their local school district.
9. Once students are matched to a middle school, create an optional opportunity to identify & connect "cohorts" or clusters of students from the same elementary school to facilitate familiarity for incoming 6th graders.
10. Align mid-year enrollment policies & mechanisms with district wide admissions priority. Ensure that the middle school appeals process is clear & easy-to-navigate.

*78% of survey respondents support the use of an admissions priority.*

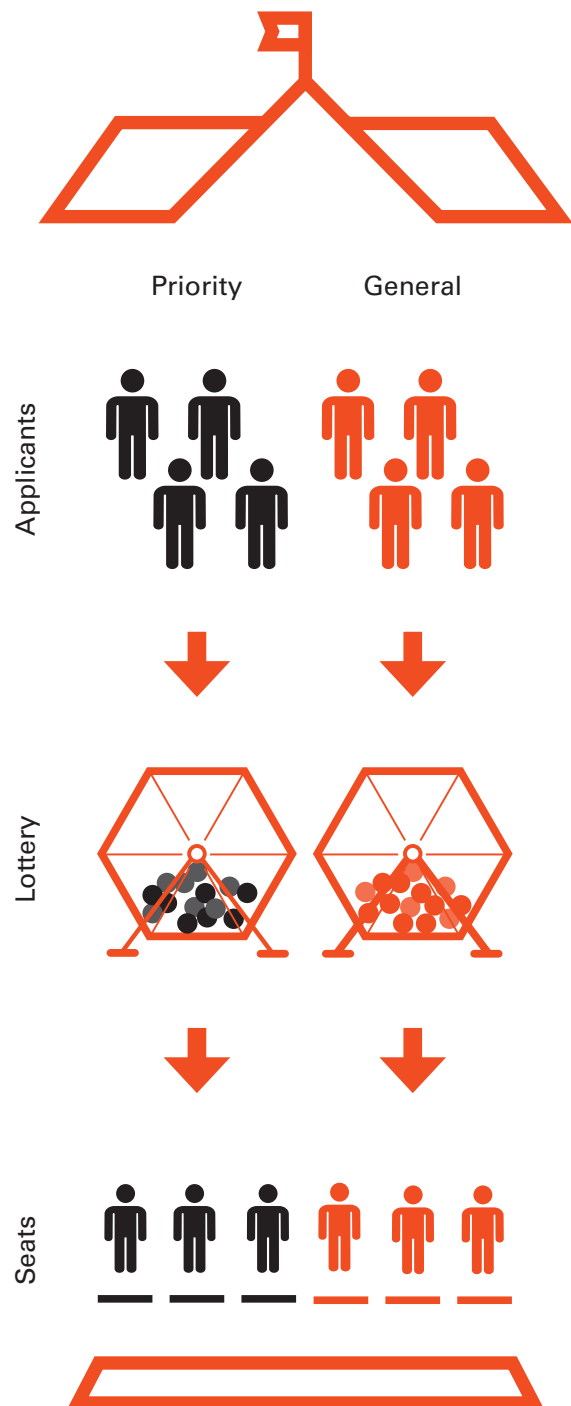
# How does the process work?

1. Students rank their middle school choices. The DOE tries to place every student in their top choice.
2. If there are more applicants than available seats at that choice, students are given an offer based on a randomized lottery number.
3. At every school 52% of available seats are prioritized for the district's FRL, STH, and ELL students.
4. If a student doesn't get an offer to their top choice, DOE tries to place the student at their second choice, and so on down their application.

Under the priority program, schools use a two-part lottery. First, only students who meet the priority criteria are eligible and the lottery proceeds until the number of priority seats are filled.

Any priority student who does not receive a seat is then entered into the general lottery for the remainder of the available seats.

If there aren't enough priority applicants to fill the priority seats, those priority seats then become available to the general lottery.



## YEARS 2 & 3

11. Assess whether all D15 middle schools have the required applicants to fill the 52% district wide admission priority for FRL students based on district average by the end of Year 2. Conduct a district wide survey to better understand student & parent choices.
12. Provide funding & support to develop strategies with D15 middle schools who do not have the required applicant pool to fill the 52% district wide admission priority for low-income students in partnership with parents, students, & community partners.
13. Continue to support & fund existing & specialized programs, such as Spanish and/or Chinese dual language programs & STEM programs. Strengthen relationships between elementary schools & middle schools which have historically been ranked lower by applicants. Ensure that any new specialized programs serve the entire school population (no tracking).

## YEAR 4

14. Assess whether all D15 middle schools fall within 40%–75% for low-income students by the end of Year 4. Current FRL averages for the two Sunset Park middle schools are 96% & 97%, & the higher range above the 52% district average has been set to ensure that the challenge of integration does not fall disproportionately on the students of Sunset Park. Conduct a district wide survey to better understand student & parent choices.
15. Engage in a community planning process to explore & implement other approaches if all D15 schools have not met this target by the end of Year 4.

## YEAR 5

16. Utilize the outcomes of the community planning process to implement new admissions approaches & to set appropriate goals & benchmarks.

### CASE STUDY

## Cambridge Public Schools

Cambridge Public School implemented a Controlled Choice Policy designed to create diverse, academically rigorous schools. Under the policy each school needs to have a percentage of students eligible for Free and Reduced Price Lunch (FRL) that is within 10 percentage points of the districtwide proportion of FRL students to meet the district's targeted definition for socioeconomic balance and desegregation.

## Access to Information

1. Create a centrally-funded full-time D15 Middle School Admissions Coordinator position to facilitate access to information on the middle schools admission process & middle school offerings. Their responsibilities would include overseeing the equitable & culturally responsive distribution of information, coordinating partnerships between elementary & middle schools & connecting D15 families to language services.
2. Develop a D15 Language Access Action Plan to address information access districtwide. Ensure middle school open houses and tours are offered in multiple languages, with funding provided for translation.
3. Create targeted information sessions between middle schools & the elementary schools that currently don't have many students applying to them, based on analysis of the previous year's applications & with assurance that DOE provides funds & resources to support this process (e.g. through the D15 Middle School Admissions Coordinator).



4. Ensure that parents receive real-time, complete, & accurate information in the language of the family's home choice regarding their rights, their individual student's needs & abilities, & school choice.
5. Embed a multi-lingual informational component into the online middle school application process highlighting the unique programmatic offerings of each middle school (not including standardized test scores).
6. Standardize all the D15 middle schools distribution materials in terms of length & graphic formatting so that there is equity in school marketing materials & resources. Ensure that the distribution materials uses language accessible across educational backgrounds.
7. Provide training & support to Guidance Counselors & Parent Coordinators to ensure the non-biased distribution of information on all D15 middle schools to parents & students.
8. Execute targeted promotion of new admissions changes (& the larger D15 Diversity Plan) across D15. Ensure the D15 school community is informed about & understands admissions policies. Conduct personal, direct outreach to all parent coordinators in underserved communities.

**Le hemos pedido al departamento que nos mande todas las notificaciones e información educativa en español y sigue llegando en inglés.**

We've asked the department that they send us all notifications and educational information in Spanish and they are all still coming in in English.

## Transportation

1. Update the DOE's existing policy (with new & clearer publicity) to provide 6th, 7th & 8th graders who qualify as "low-income" or travel beyond 1 mile to their middle schools with free unlimited-use MetroCards.
2. Encourage the citywide School Diversity Advisory Group (SDAG) to explore citywide transit solutions for middle school students.

***On average,  
Black students travel  
the farthest to  
get to middle school  
in D15.***

3. Pilot a busing program for 6th grade students traveling beyond 1 mile to their middle schools. Ensure bus routes provide access for students with limited subway & bus access.
4. Utilize the D15 Diversity, Equity & Integration Team to help establish travel groups & networks between middle school parents & guardians with children going to the same school. In collaboration with school leaders, teachers & parents, work with elementary schools to hold students with siblings 30-minutes longer to allow middle school siblings to pick them up.

# Monitoring & Coordination

1. Conduct an audit on enrollment results to ensure that equitable numbers of students from the admissions priority are chosen for each D15 middle school. Ensure that the results of the audit are made publicly accessible & are easily understood by all D15 school community members. Use modeling & data simulation to illustrate how other admissions models would impact integration.
2. Create an annual review of the D15 Diversity Plan that is publicized by the D15 Superintendent's Office & CEC15, including a checklist of what has been accomplished, an update on inclusion initiatives, what items are outstanding & a comparison of the year-by-year demographic information contained in the DOE Demographic Snapshot of the individual middle schools & overall district. This would also monitor the number of students attending the D15 middle schools relative to previous years & the latest census data. Host a district wide forum for stakeholders to review & discuss the results.
3. Create a centrally-funded full-time D15 Diversity, Equity & Integration Coordinator that partners with D15 administrators, educators, staff, parents & students on diversity & integration initiatives. The coordinator would track integration initiatives in D15 & solicit feedback to inform future plans & other NYC integration efforts. This coordinator would work in collaboration with the D15 Restorative Justice Coordinator & D15 Admissions Coordinator.

## CASE STUDY

### Dallas Public Schools

Dallas Independent School District developed a plan to establish 35 new schools of choice to improve integration in the school district. These schools are open to all students in the district regardless of academic ability and geography. Admission is by lottery, with 50% of seats set aside for students eligible for Free and Reduced Price Lunch (FRL) and 50% for non-FRL students.

The district conducts equity audits of schools after admissions decisions occur to ensure that all geographic areas of the district and all types of students are represented.

**Measurement and accountability is not about punishing schools who aren't meeting targets but providing more support in any area a school needs it.**

You can have  
diverse schools,  
but the classrooms  
in that school can  
still be segregated.  
Lunchrooms can  
still be segregated.  
Curriculum and  
content can still not  
be inclusive.

– Neal Zephyrin, CEC15 Member

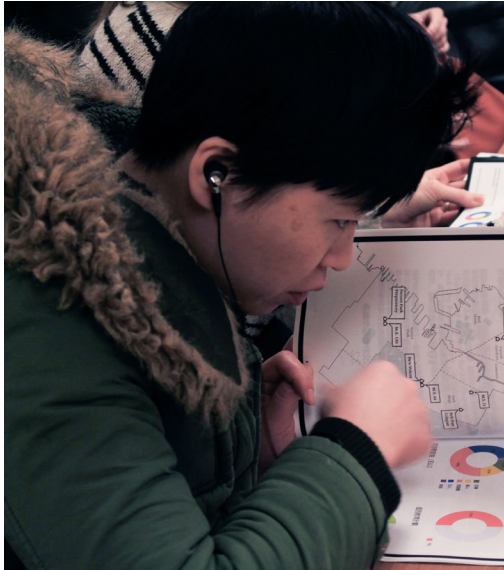


**Inclusion**

<b>Key Challenges</b>	<b>70</b>
<b>Demographic Data</b>	<b>71</b>
<b>Integrated Schools</b>	<b>72</b>
<b>Restorative Practices</b>	<b>72</b>
<b>Collaboration &amp; Engagement</b>	<b>73</b>
<b>Inclusive Classrooms</b>	<b>73</b>
<b>Resource Inequity</b>	<b>75</b>
<b>Students with Special Needs &amp; Physical Access</b>	<b>75</b>



An interpreter and community member at Public Workshop #3.



Public Workshop #1.



IntegrateNYC students share their perspective at Public Workshop #1.

The Inclusion recommendations seek to ensure D15's middle schools are welcoming and inclusive for students of all demographic, racial, ethnic, linguistic backgrounds, learning abilities and physical abilities. While implementing the admissions mechanisms to allow access to all schools is critical, equally important is the need to foster schools communities which celebrate and encourage students from all backgrounds and experiences. Creating schools that are welcoming to a diverse range of students will play a critical role in expanding the choice that D15 students and parents consider.

Further the recommendations seek to provide support to D15 integrated school communities, address the racial disparity in student discipline, foster collaboration and additional community engagement, provide a baseline of resources to all schools, mitigate resource inequities, and to provide equitable access for students with specials and students with disabilities.



# Key Challenges

The Diversity Plan addresses several challenges identified by data analysis and school community members. Key challenges are described below:

- District 15 educators need support and training to implement best practices for academically, racially and socio-economically mixed classrooms.
- A full range of student experiences and identities are not always reflected in a school's environment and culture causing certain students to feel isolated.
- Differences in resources across D15 middle schools are not well understood and reinforce perceptions of each school.
- Black and Latino students are suspended at disproportionately high rates in District 15 compare to White and Asian students. Black students make up 12% of the middle school population but represent 33% of Principal suspensions. Latino students make up 42% of the middle school population but represent 53% of Principal suspensions.
- Middle school teacher racial demographics do not closely reflect middle student racial demographics. Latino students make up the largest racial group in the district (42%), while Latino teachers make up 12% of D15 middle school teachers. White teachers make up the largest racial contingency comprising 67% of the district in a district of 32% white students.



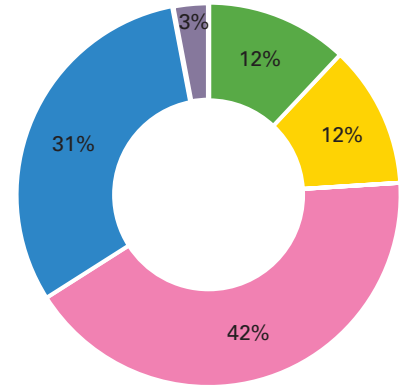
# Demographic Data

A demographic analysis of D15 middle school students, middle school teachers, and student suspensions is included below.



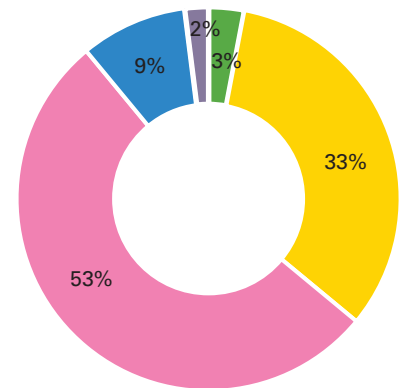
**D15 MS Student Demographics**  
(6,016 Students)

Race	Students	Percentage
Asian	746	12%
Black	703	12%
Latino	2,510	42%
White	1,893	31%
Other	143	3%



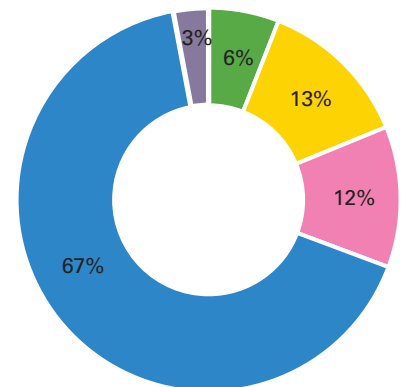
**Student Suspensions**  
(218 Suspensions)

Race	Students	Percentage
Asian	7	3%
Black	73	33%
Latino	115	53%
White	19	9%
Other	4	2%



**D15 MS Teacher Demographics**  
(569 Teachers)

Race	Students	Percentage
Asian	35	6%
Black	72	13%
Latino	68	12%
White	379	67%
Other	15	3%



Source: NYC DOE, Grades 6–8, SY 17/18  
 NYC DOE, District 15 Principal Suspensions, SY 2016–2017  
 NYC DOE, Middle School Teacher Demographics, SY 2017–2018

# Integrated Schools

1. Expand & incentivize opportunities for anti-racist, anti-bias, cultural sensitivity & disability bias trainings for D15 administrators, teachers, parents & students.
2. Provide support for D15 educators in adopting best practices for academically, racially & socioeconomically mixed classrooms.
3. Support short-term & long-term hiring practices, funding & incentives to hire more teachers of color.
4. Identify an “equity team,” including the principal & a cohort of teachers & staff, who serve as in house support to coach teachers, develop curriculum, & guide Culturally Responsive practices at each middle school. Provide training opportunities on Culturally Responsive practices to “equity team.” Ensure opportunity to join cohort is open to all teachers & staff.

# Restorative Practices

1. Address the racial disparities in student discipline by investing, supporting, & incentivizing restorative justice circles & best practices to support student-centered, healing & restorative approaches to discipline, conflict, & community-building.
2. Create a Restorative Justice Coordinator (full-time DOE) position tasked with implementing, supporting & tracking a districtwide approach to restorative practices at all D15 middle schools. Designate a Restorative Justice leader at every D15 middle school to lead restorative practices within each school. Track, monitor & report disciplinary data by race, gender & ethnicity.
3. Increase investment for multilingual social-emotional & mental health supports in D15 middle schools; such as guidance counselors & social workers. Add investments in trainings for students in conflict & peer mediation. Ensure access to services for English Language Learners.
4. Encourage the citywide School Diversity Advisory Group to address the disparate impact & use of metal detectors on students of color.

## CASE STUDY

### Integrate NYC

IntegrateNYC is a youth-led organization that stands for integration and equity in New York City high schools and representation of students in decision-making at all political levels. Having developed a framework that addresses issues of school integration comprehensively, IntegrateNYC advocates reclaiming the 5Rs of Real Integration: Race & Enrollment, Resources, Relationships, Restorative Justice & Representation.

*Black students comprise 13% of the middle school population but account for 33% of all suspensions.*

# Collaboration & Engagement

1. Create mechanisms & develop ongoing opportunities for intra-district family, parent, & student engagement & collaboration (i.e. Districtwide after school programming, including sports, language, technology, music & arts programs). Partner with local community-based organizations to build on existing community programs.
2. Bolster & strengthen community engagement & invest in parent networks in historically marginalized communities & communities of color in collaboration with local community-based organizations & partners.

We need more investment in leadership development & parent networks. Some schools don't have a functioning PTA.

3. Pair intra-district PTAs to encourage collaboration & cross-cultural community building (this should be paired with support & trainings to ensure meaningful & productive engagement).
4. Conduct an internal review of PTA guidelines in order to better understand & encourage opportunities for intra-district fundraising.

# Inclusive Classrooms

1. Provide training & support for the implementation of anti-racist & Culturally Responsive Education across all D15 middle schools.
2. Require a plan on how to incorporate a cultural & ethnic studies curriculum through existing classes & advisory programs; providing opportunities for students to learn about different social & cultural topics relevant to NYC students for all D15 middle school students. The curriculum should focus on African, Latinx, Asian, Middle Eastern & Native heritage people in NYC schools as well as the intersections with gender, LGBTQ/GNC, religious, disability diversity, while highlighting their contributions to society. Additionally, the curriculum will highlight the vast historical contributions of non-white groups & seek to dispel the many non-truths/lies related to American & World History.
3. Expand academic & social emotional programs which create safer spaces & strengthen connectedness through student-led conversations & exploration around race, culture, identity & ability such as middle school advisory programs.

## CASE STUDY

### Culturally Responsive Education (CRE)

CRE is a means of eradicating racial disparities in public education and addressing biases and inequities in the system. CRE connects curriculum and teaching to students' experiences, histories and cultures, fosters positive academic, racial and cultural identities, enhances students' ability to connect across cultures and empowers students as agents of social change.

**Our students need social-emotional and mental health supports. But we don't always have the resources to provide them.**

4. Expand healthy food access for middle school students throughout the day, while working collaboratively with school communities to create culturally responsive lunch menus which celebrate the cultures of students in schools.
5. Provide support for English Language Learners in all D15 middle schools consistent with state & federal requirements & guidelines. Ensure that there is a point person who is multilingual & fluent in the predominant language of the school community at every D15 middle school.
6. Engage with students & families to understand their language dialects to avoid penalizing alternate language interpretations for multilingual students. Create spaces & opportunities that allow multilingual students to express themselves in languages other than English outside of dual language programs.
7. Explore & create opportunities for school staff to build authentic relationships with surrounding neighborhoods & communities in partnership with local neighborhood partners & community-based organizations.
8. Develop a set of district wide guidelines & resources to promote inclusivity, diversity & equity within Parent Teacher Associations. The district wide guidelines should seek to address the inclusion of all parents across diverse educational backgrounds, socio-economic status, English language proficiency, nationality & immigration status.

9. Partner with community based organizations & partners to implement middle school student success programs designed to support middle school participants in navigating the NYC high school admissions process & in making informed choices.

***In School Year 17/18, four out of 11 D15 middle schools received Title I Funding.***

# Resource Inequity

1. Track & monitor D15 middle school resources such as arts, music, technology, sports & PTA contributions across all D15 middle schools; develop an action plan to reduce inequities between schools. Provide clear, accessible & transparent information on school funding.
2. Develop an equitable baseline of funding to support school supplies, arts, music, technology & sports at all D15 middle schools.
3. Work to decrease class sizes across all D15 middle schools. Create equity between middle schools for classroom student-teacher ratios & ensure class sizes of historically disadvantaged students do not increase. Support the resources required (physical space, teachers) to decrease class sizes.
4. Ensure that individual schools do not lose out Title I funding if a school drops below the 60% free & reduced lunch threshold.
5. Encourage the citywide School Diversity Advisory Group to research & explore new Title I funding models.
6. Create middle schools seats (grades 6–8) in Red Hook.

I shouldn't have to send my student out of the district to get the services they need. Students with special needs should be able to attend school in the district where they live.

# Students with Special Needs & Physical Access

1. Ensure that all D15 middle school students with disabilities have equitable access to all school programming while also receiving the additional support services. Measure & evaluate schools on their social & programmatic inclusion approaches.
2. Ensure that all D15 middle school students with disabilities have equitable physical access to school sites & programming (including access to art classes, gymnasiums, lunch rooms, & recess areas). Measure & evaluate schools on their physical inclusion approaches.
3. Encourage principals, teachers & staff to work together to create opportunities for meaningful partnership & interaction among students with & without special needs (within schools & between co-located schools).
4. Create clear, easy-to navigate pathways within the DOE for families of students with disabilities seeking support to address unmet needs & to request physical access improvements.
5. Develop Building Accessibility Profiles for all (D15 Middle) schools.
6. Appropriate funding for improvements to the physical accessibility of buildings.

*1 out of every 4 middle school students in D15 has an IEP.*

# Appendix



<b>Appendix A – Segregation in D15</b>	<b>82</b>
<b>Appendix B – Demographic Trends</b>	<b>90</b>
<b>Appendix C – Middle School Profiles</b>	<b>94</b>
<b>Appendix D – Application Process Survey</b>	<b>106</b>

# Appendix A – Segregation in D15

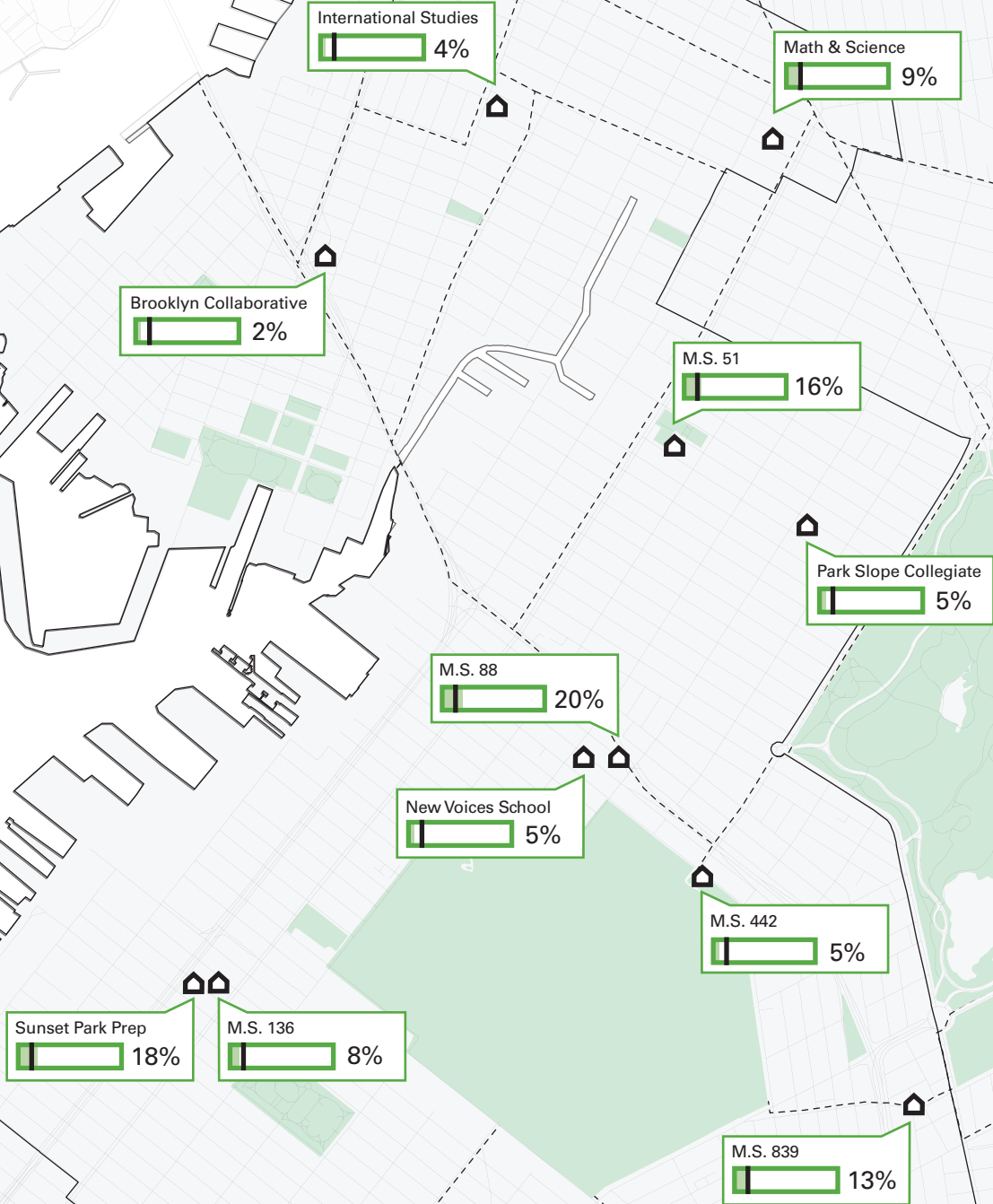
Appendix A contains segregation analysis of DOE's five racial/ethnic categories, English language learners, and students with Individualized Education Programs.

Analysis of individual District 15 middle school student demographics illustrates racial and socio-economic segregation or clustering. In comparison to districtwide racial and socio-economic averages, some individual schools have significant over-representations or under-representations of specific racial groups, low-income students and English language learners.



# Student Demographics Compared to D15 Average: Asian

District Average: 10%



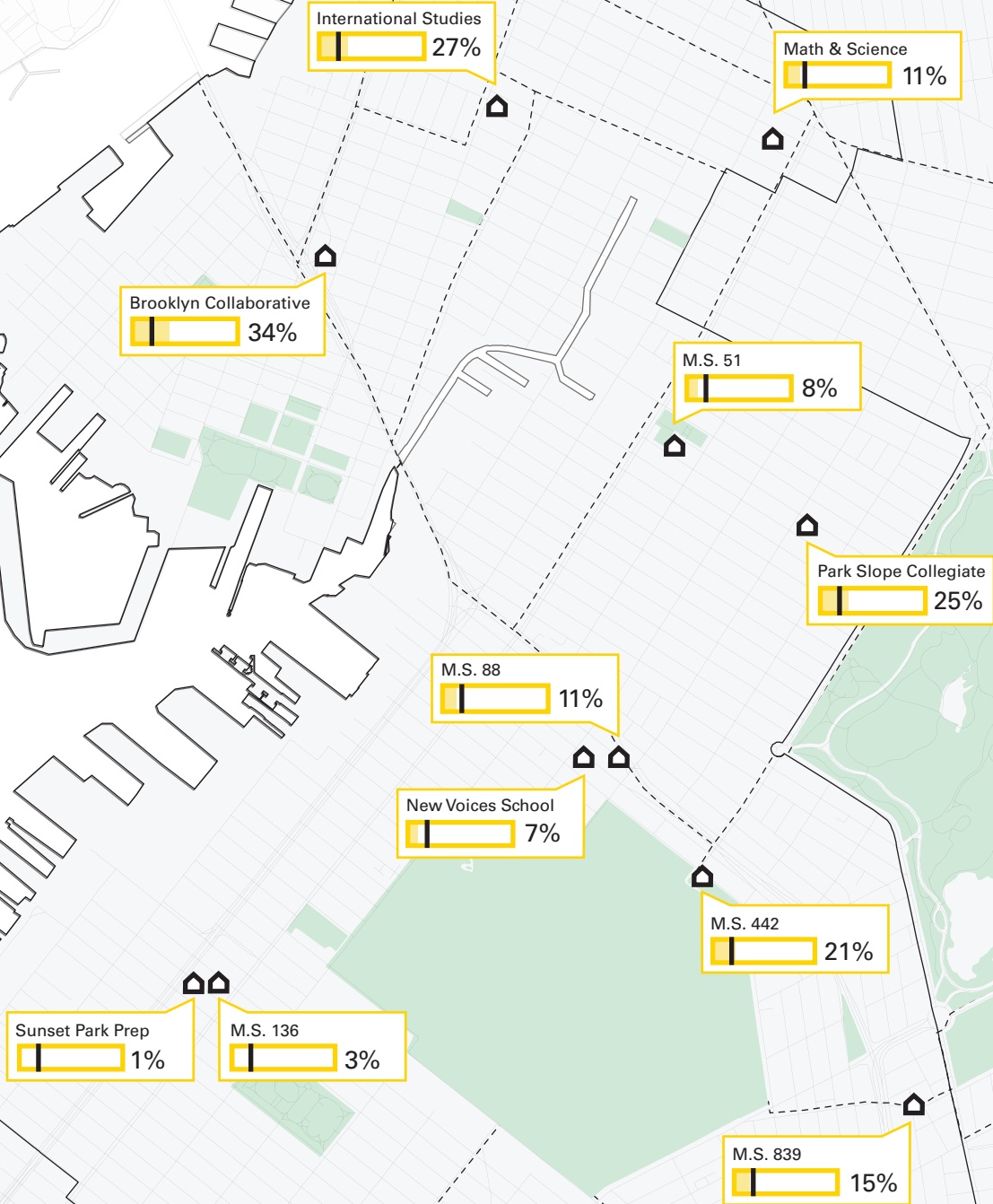
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Source: NYC DOE, Grades 6-8, SY 17/18

# Student Demographics Compared to D15 Average: Black

District Average: 15%



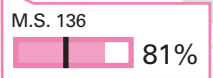
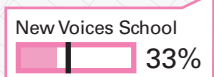
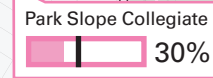
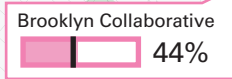
0 0.5 miles



Source: NYC DOE, Grades 6-8, SY 17/18

# Student Demographics Compared to D15 Average: Latino

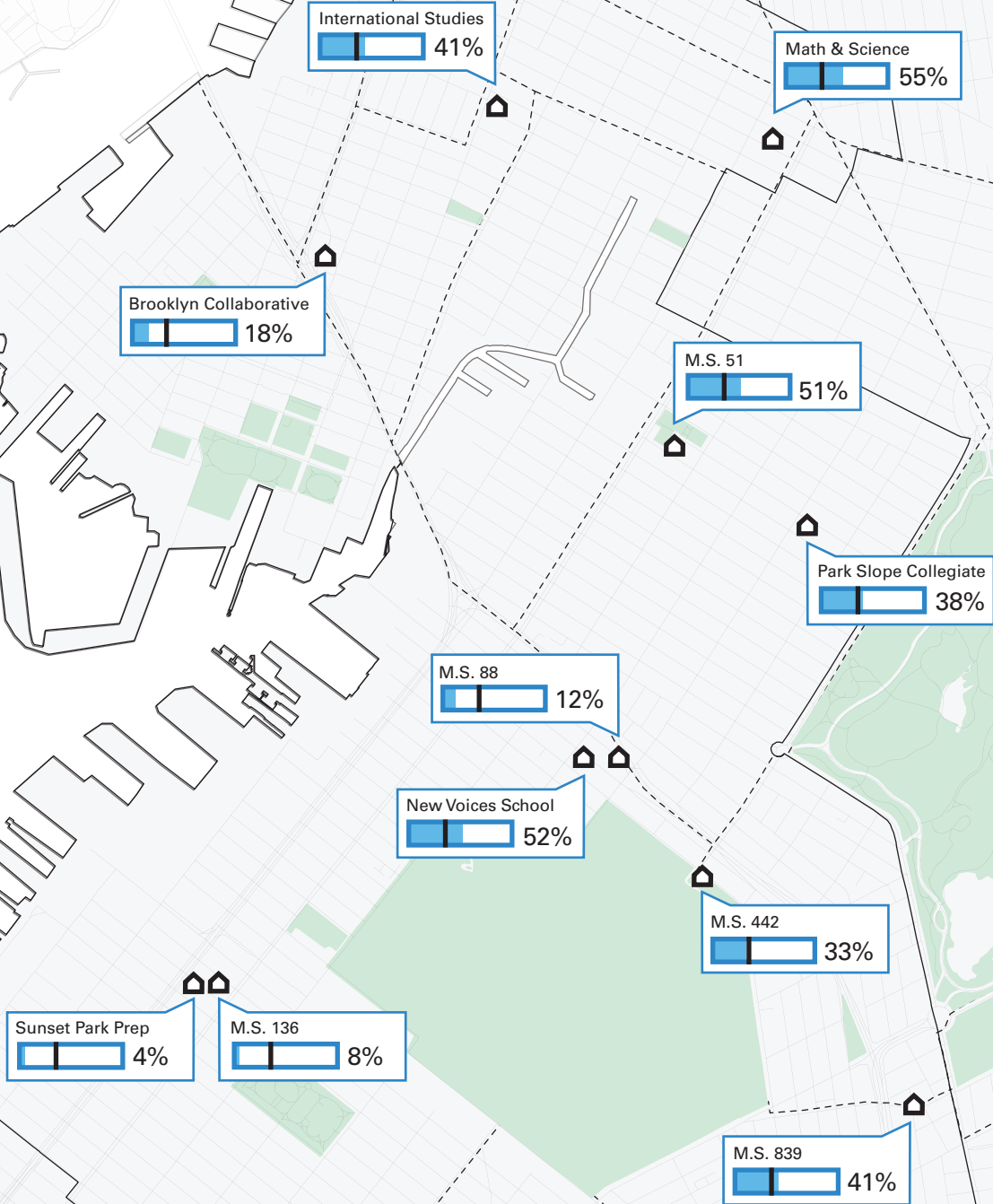
District Average: 41%



Source: NYC DOE, Grades 6-8, SY 17/18

# Student Demographics Compared to D15 Average: White

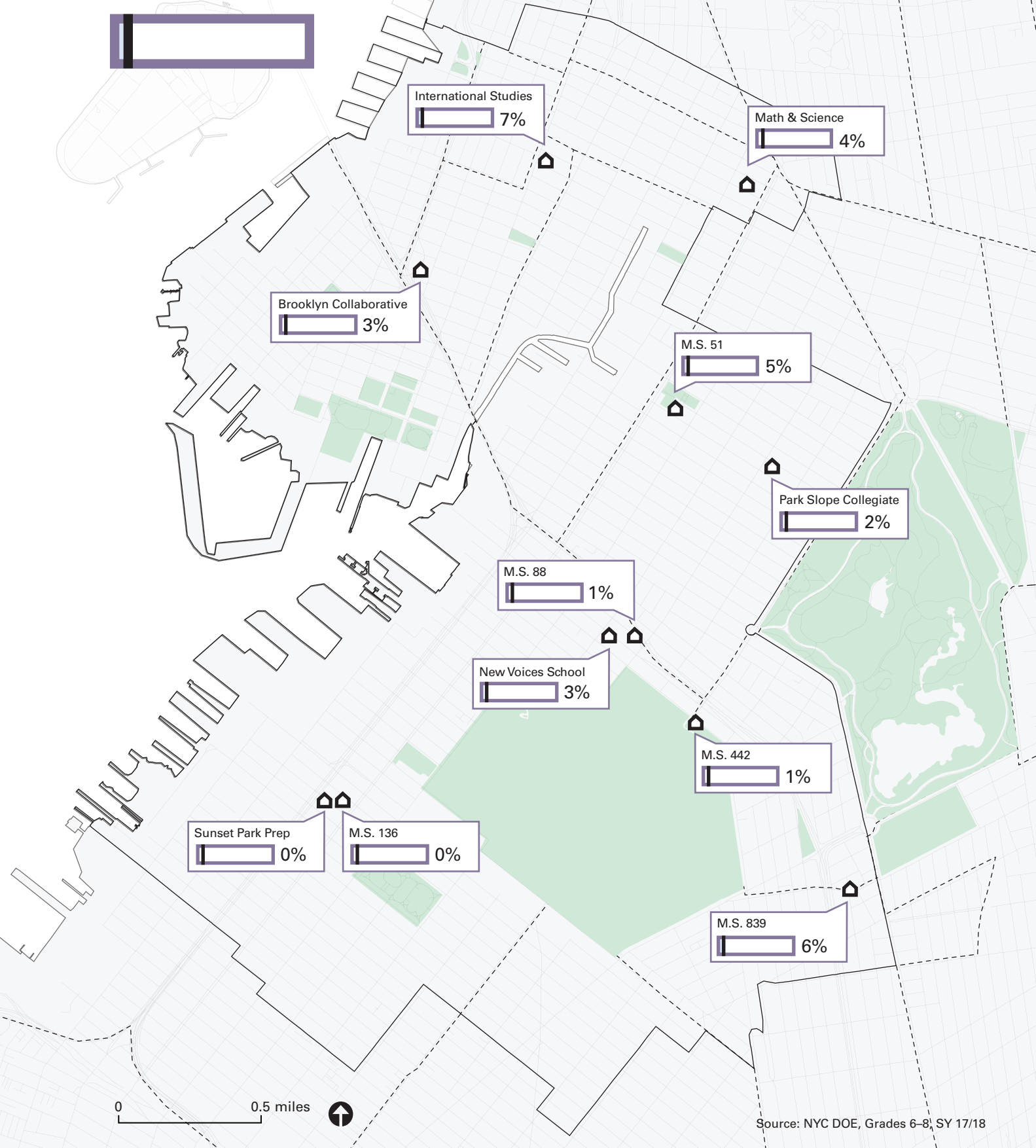
District Average: 32%



Source: NYC DOE, Grades 6-8, SY 17/18

# Student Demographics Compared to D15 Average: Other

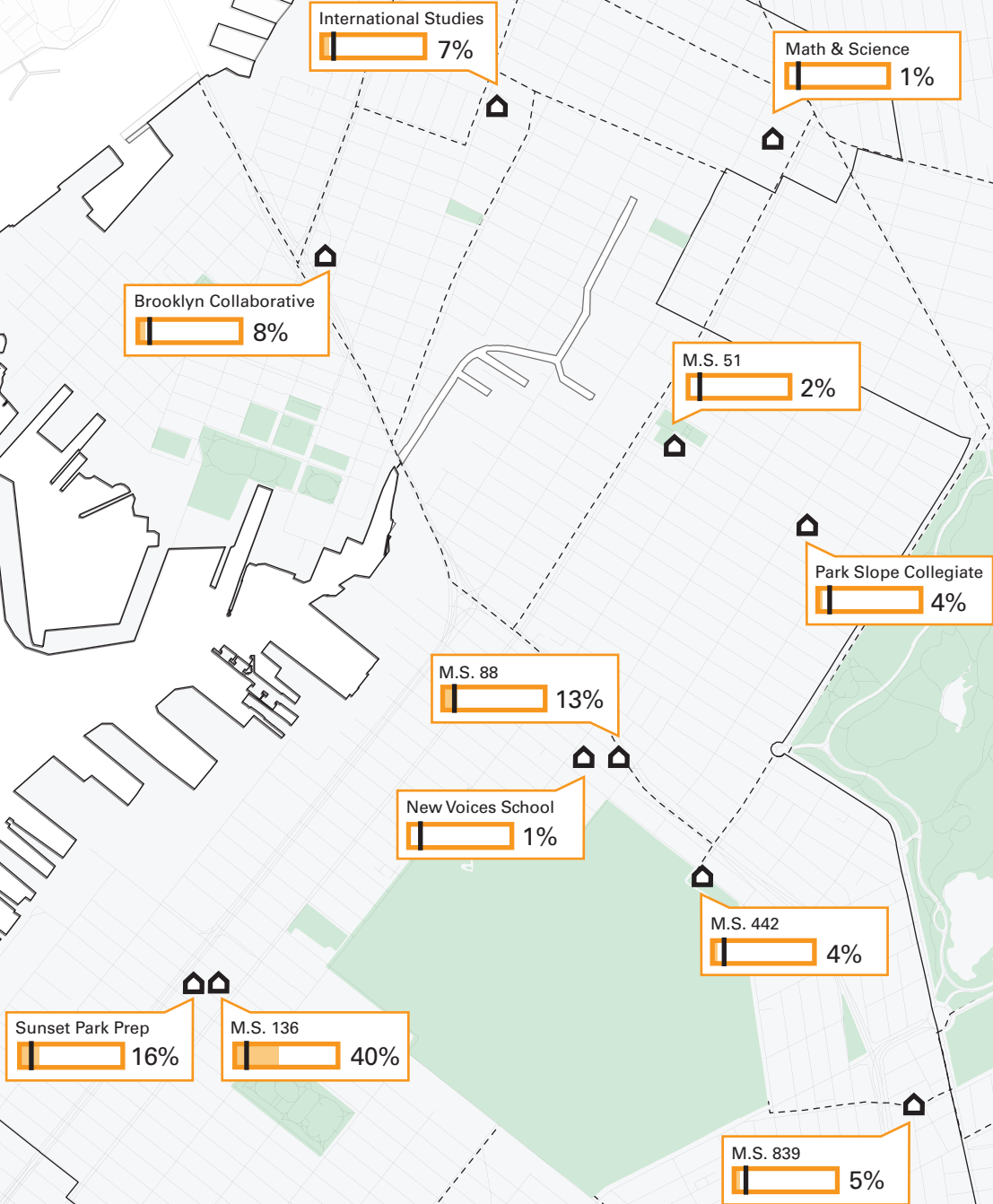
District Average: 2%



Source: NYC DOE, Grades 6-8, SY 17/18

# Student Demographics Compared to D15 Average: ELL

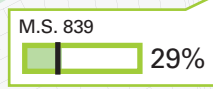
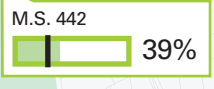
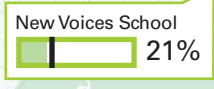
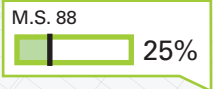
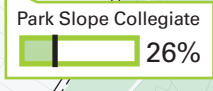
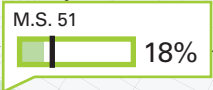
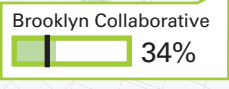
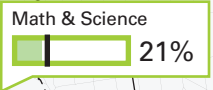
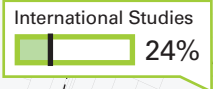
District Average: 9%



Source: NYC DOE, Grades 6-8, SY 17/18

# Student Demographics Compared to D15 Average: IEP

District Average: 26%



Source: NYC DOE, Grades 6-8, SY 17/18

# Appendix B – Demographic Trends

Appendix B contains demographic analysis of citywide population data, DOE enrollment data and DOE demographic data.

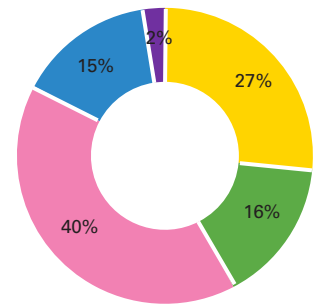
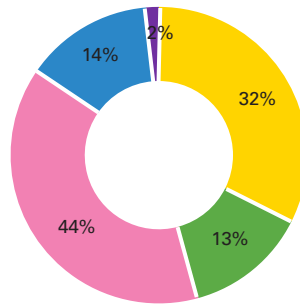




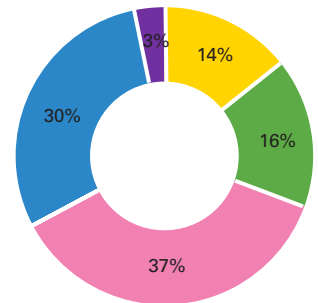
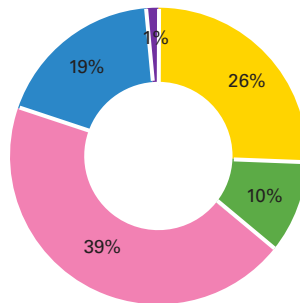
School Year  
2006–2007

School Year  
2016–2017

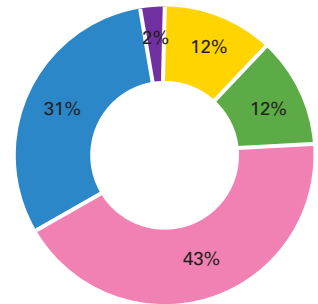
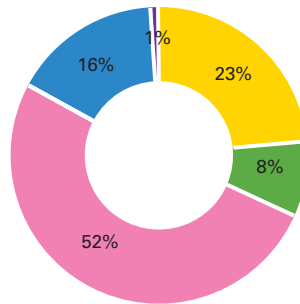
**DOE Citywide  
Public School  
Population**



**District 15  
Population**



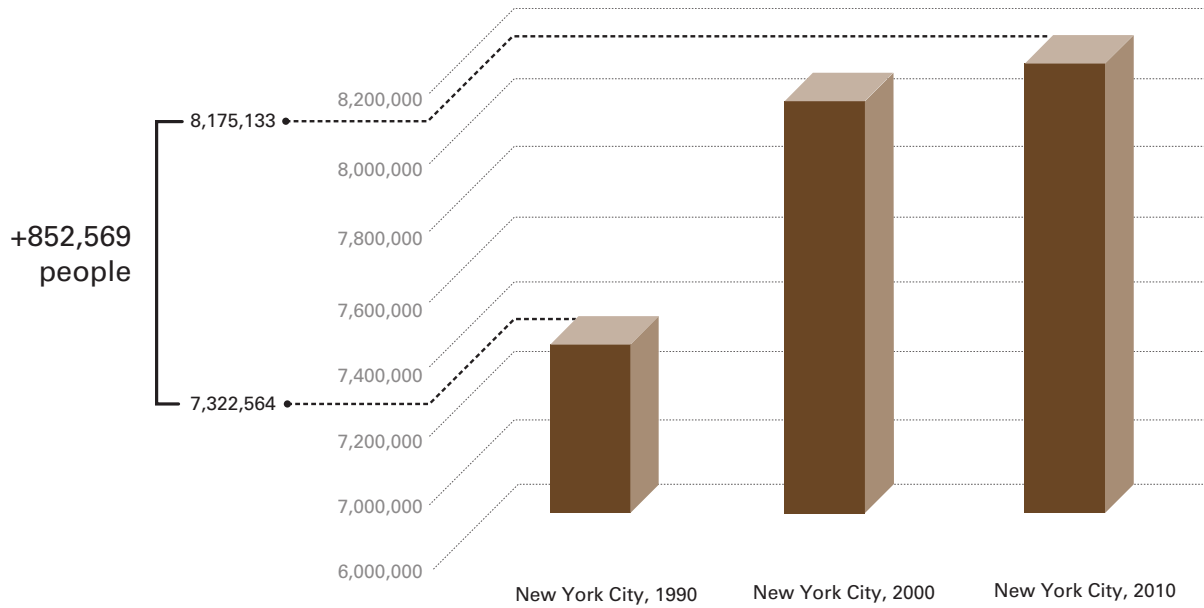
**D15 Middle School  
Population  
(Grades 6–8)**



Source: NYC DOE, Demographic Snapshot

# Citywide Population Growth

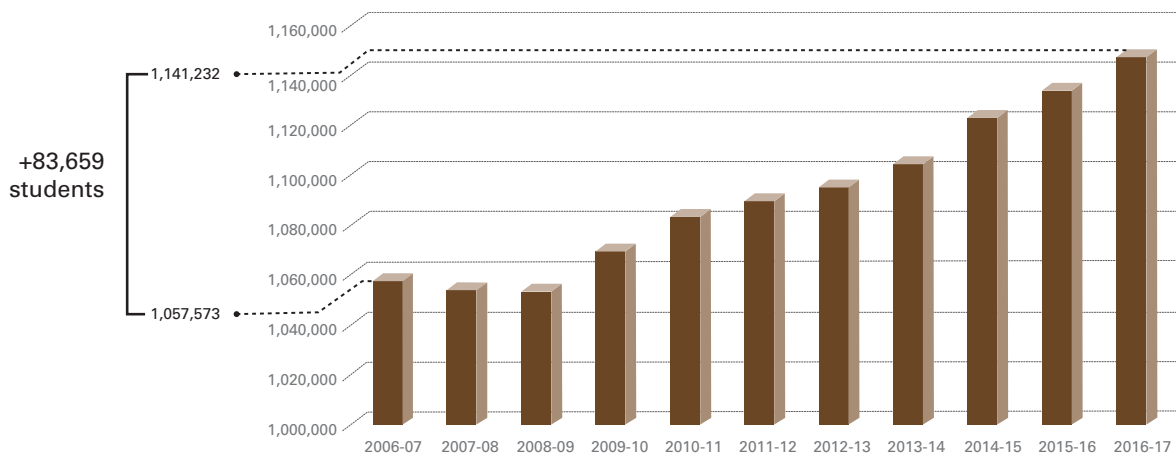
New York City's population grew by over 800,000 residents from 1990 to 2010.



Source: NYC Planning, Demographic Profile

# DOE Citywide Enrollment

The New York City Department of Education's enrollment increased by over 80,000 students from School Year 2006–2007 to School Year 2016–2017.

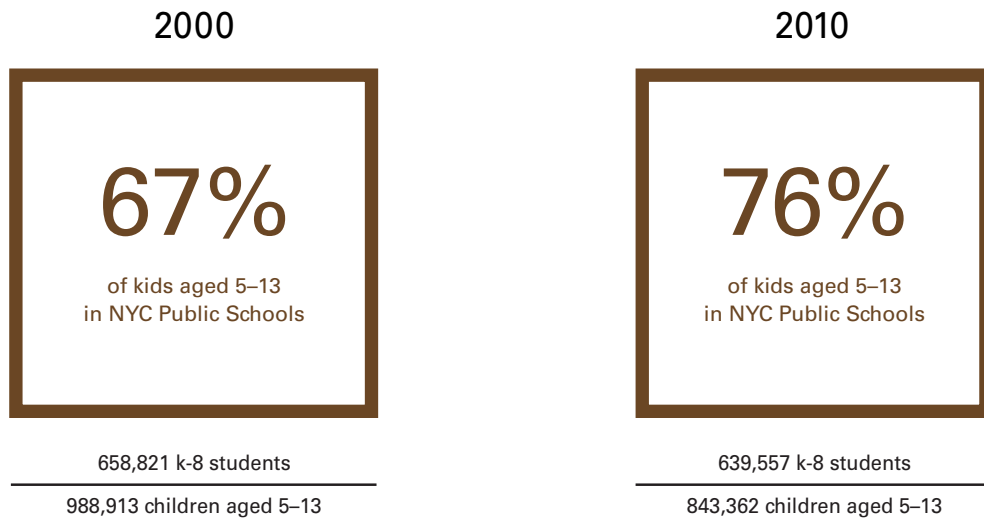


Source: NYC DOE, Demographic Snapshot

Note: Total enrollment includes NYC DOE Public Charter Schools

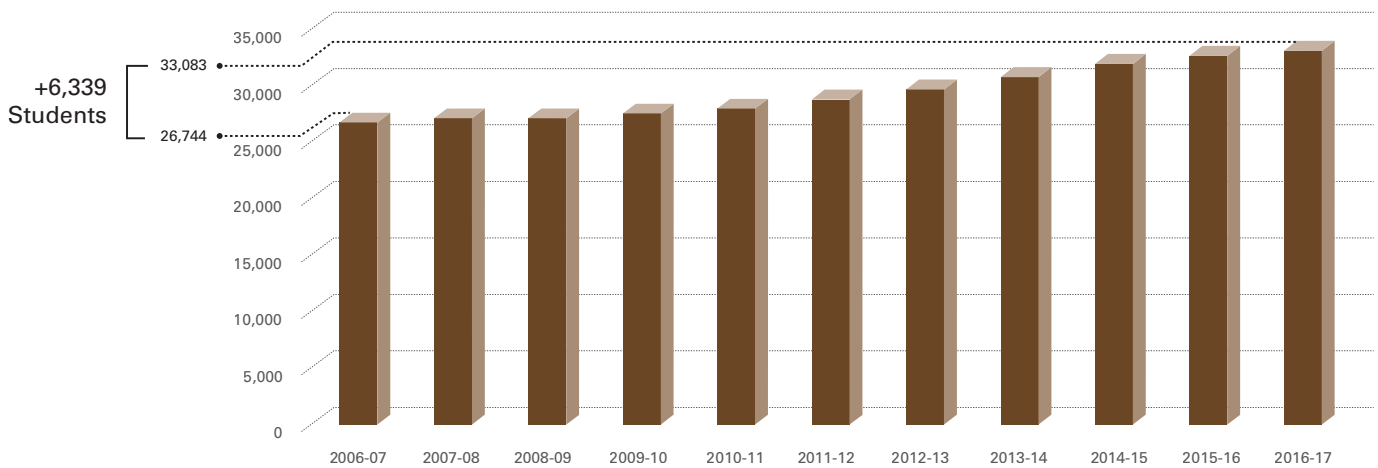
# Citywide Uptake

More New York City children are attending public schools.  
 From 2000 to 2010, a higher percentage of NYC kids aged 5–13 were in NYC DOE public schools.



# School District 15 Enrollment

School District 15’s student population increased by over 6,000 students from School Year 2006–2007 to School Year 2016–2017.



Source: NYC DOE, Demographic Snapshot  
 Note: Total D15 enrollment does not include NYC DOE Public Charter Schools

# Appendix C – D15 Middle School Profiles

Appendix C contains a middle school profile for each of D15’s 11 middle schools. Each profile includes the information outlined below:

## **Student Race**

Racial make-up of students at each individual school using the Department of Education’s five racial categories: Asian, Black, Latino, White and Other.

## **School Screens**

Selection criteria schools use to admit students. Ten of District 15’s eleven middle schools use screens. M.S. 839 is lottery school—a school where students who apply are randomly selected.

## **Sending Elementary Schools**

For each District 15 middle school we have listed the top five elementary schools that send the greatest number of students to each middle school.

## **Offer Score**

Metric to compare a student’s likelihood of receiving an offer to a specific middle school analyzed by student demographics. The demographics studied include: student race, English Language Learner (ELL), Individualized Education Plan (IEP) and Free and Reduced Lunch (FRL) status. Offer scores were calculated using middle school application demand and offer data from the 2017–18 school year. They account for districtwide school popularity and total population size of schools. These scores are not intended to qualify institutions as “good” or “bad”; they are a measurement tool to observe the likelihood of receiving an offer.

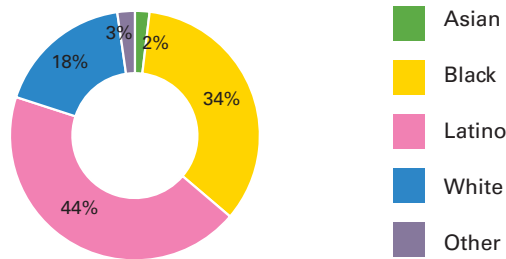
An offer score of 0 depicts neutrality in admissions for that demographic. The higher a positive (+) score is, the higher the likelihood of receiving an offer. The lower a negative (-) score is, the lower the likelihood of receiving an offer.

A detailed methodological write-up of the Offer Score is available at [www.d15diversityplan.com](http://www.d15diversityplan.com).

# Brooklyn Collaborative

## Student Race

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



Enrollment (Grades 6–8): 226

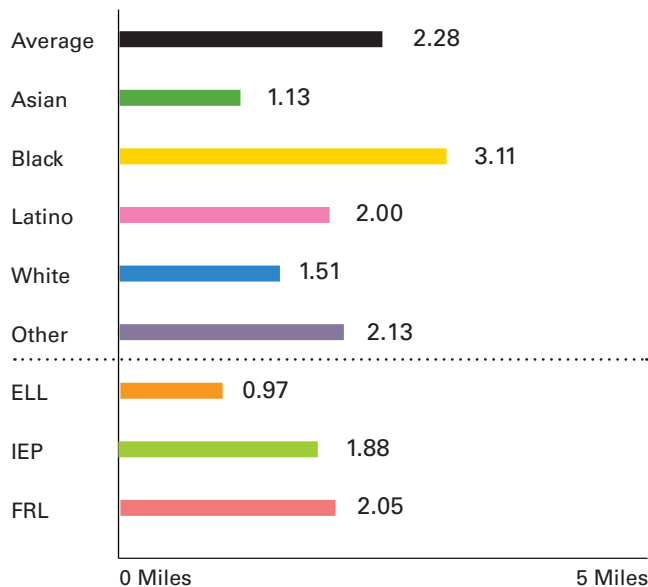
## Top 5 Sending Elementary Schools

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)

1. P.S. 146 (63)
2. P.S. 015 Patrick F. Daly (38)
3. P.S. 032 Samuel Mills Sprole (23)
4. Red Hook Neighborhood School (15)
5. P.S. 261 Philip Livingston (12)

## Student Travel Distance

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



## School Screens

Source: NYC DOE

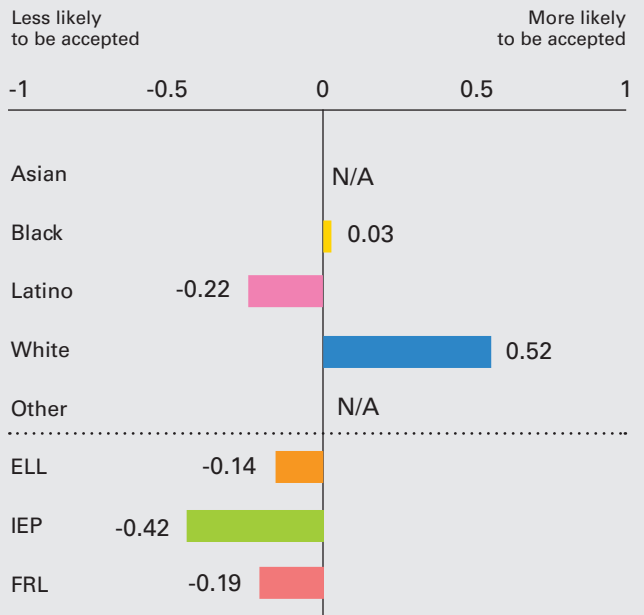
- Academic and Personal Behaviors
- Attendance
- Course Grades: ELA
- Course Grades: Math

## Offer Score

Source: NYC DOE (District 15 Students / Grade 6 / SY 17-18)

Offer and demand scores show how different groups compare in their success at being offered a spot in a school depending on the popularity and population size of the school. The scores were calculated using middle school application demand and offer data from the 2017–18 school year.

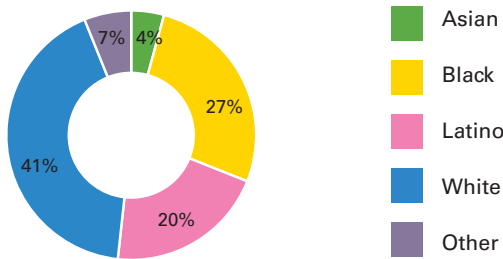
An offer score of 0 depicts neutrality in admissions for that demographic. The higher a positive (+) score is, the higher the likelihood of receiving an offer. The lower a negative (-) score is, the lower the likelihood of receiving an offer.



# International Studies

## Student Race

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



Enrollment (Grades 6–8): 376

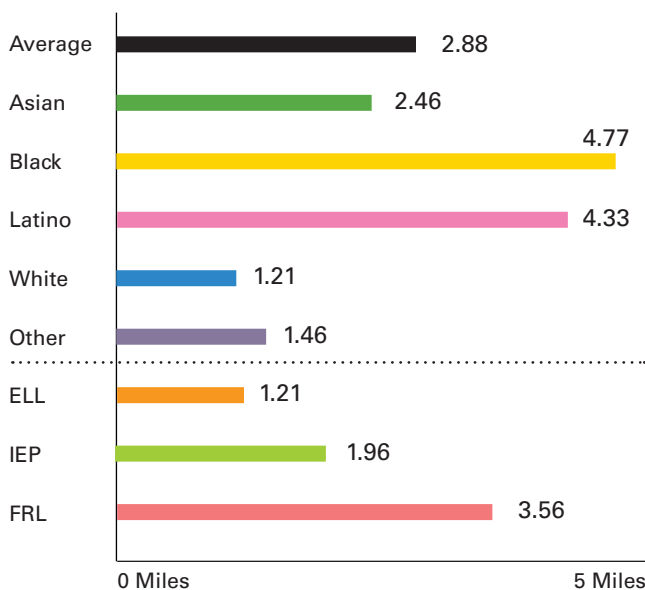
## Top 5 Sending Elementary Schools

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)

1. P.S. 261 Philip Livingston (81)
2. P.S. 058 The Carroll (50)
3. P.S. 029 John M. Harrigan (18)
4. Brooklyn Arts and Science Elementary (16)
5. P.S. 133 William A. Butler (16)

## Student Travel Distance

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



## School Screens

Source: NYC DOE

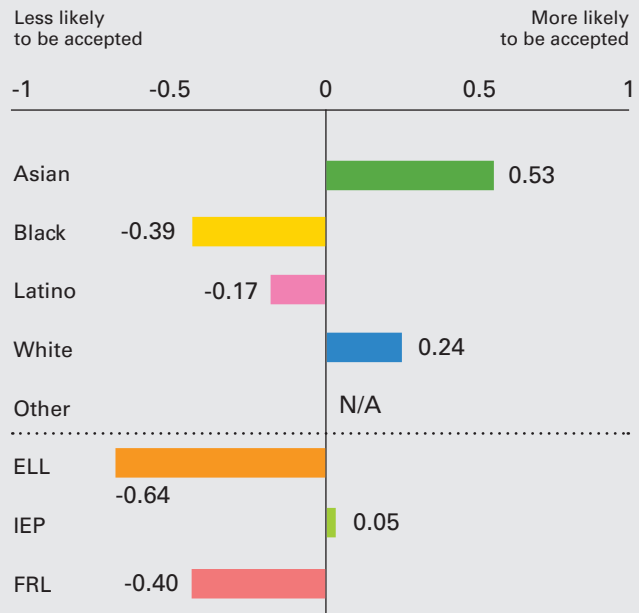
- Attendance / Punctuality
- Attendance at an Open House / School Tour
- Final 4th Grade Report Card
- 4th Grade New York State ELA and Math Exams
- Interview

## Offer Score

Source: NYC DOE (District 15 Students / Grade 6 / SY 17-18)

Offer and demand scores show how different groups compare in their success at being offered a spot in a school depending on the popularity and population size of the school. The scores were calculated using middle school application demand and offer data from the 2017–18 school year.

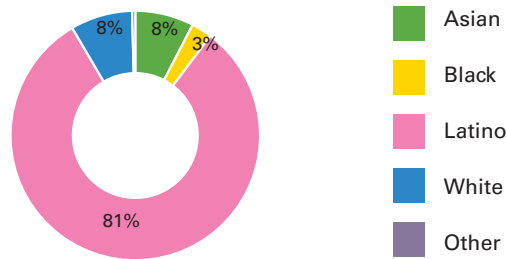
An offer score of 0 depicts neutrality in admissions for that demographic. The higher a positive (+) score is, the higher the likelihood of receiving an offer. The lower a negative (-) score is, the lower the likelihood of receiving an offer.



# M.S. 136 Charles O. Dewey

## Student Race

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



Enrollment (Grades 6–8): 485

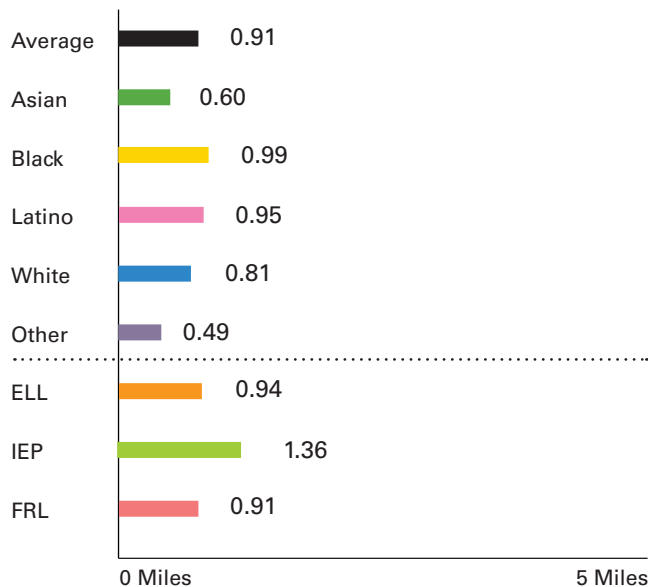
## Top 5 Sending Elementary Schools

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)

1. P.S. 094 The Henry Longfellow (102)
2. P.S. 001 The Bergen (98)
3. P.S. 024 (85)
4. P.S. 169 Sunset Park (45)
5. P.S. 131 Brooklyn (23)

## Student Travel Distance

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



## School Screens

Source: NYC DOE

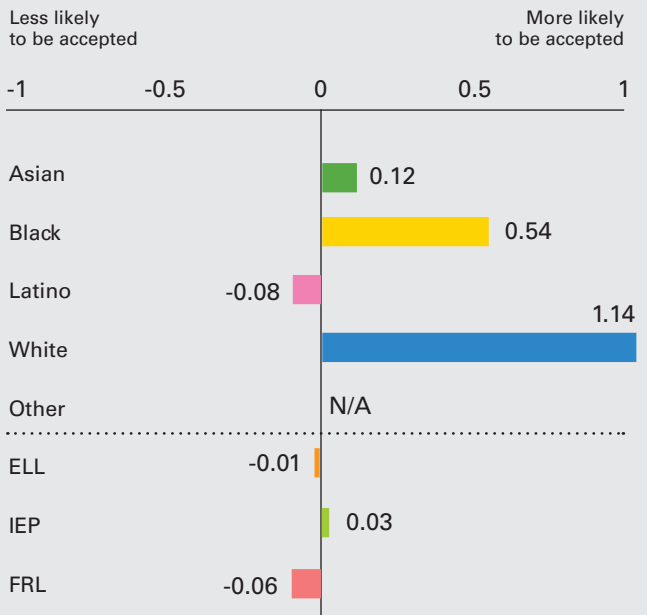
- Academic and Personal Behaviors
- Attendance
- Final 4th Grade Report Card
- 4th Grade New York State ELA and Math Exams
- Demonstrated interest: school visit

## Offer Score

Source: NYC DOE (District 15 Students / Grade 6 / SY 17-18)

Offer and demand scores show how different groups compare in their success at being offered a spot in a school depending on the popularity and population size of the school. The scores were calculated using middle school application demand and offer data from the 2017–18 school year.

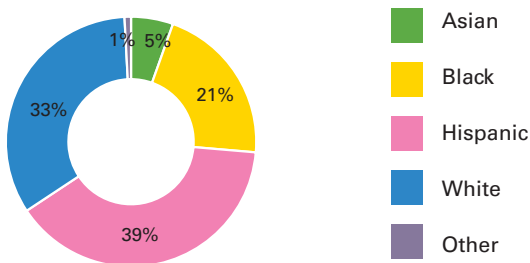
An offer score of 0 depicts neutrality in admissions for that demographic. The higher a positive (+) score is, the higher the likelihood of receiving an offer. The lower a negative (-) score is, the lower the likelihood of receiving an offer.



# M.S. 442 School for Innovation

## Student Race

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



Enrollment (Grades 6–8): 239

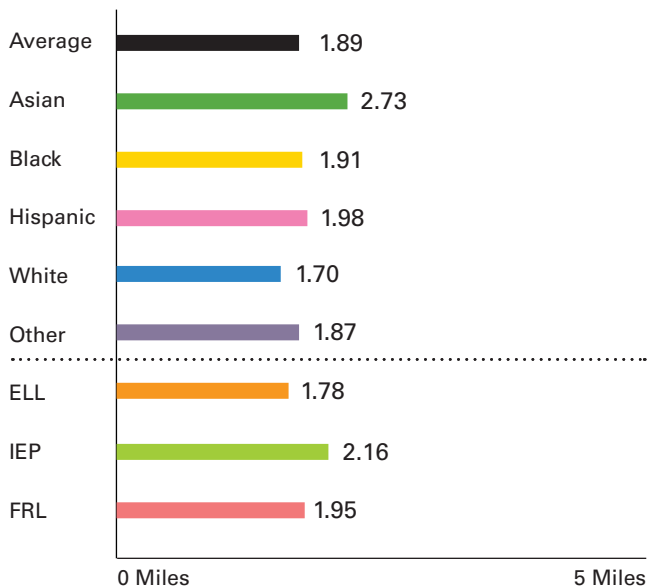
## Top 5 Sending Elementary Schools

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)

1. Magnet School of Math, Science and Design (49)
2. P.S. 032 Samuel Mills Sprole (25)
3. P.S. 038 The Pacific (20)
4. P.S. 261 Philip Livingston (16)
5. P.S. 058 The Carroll (14)

## Student Travel Distance

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



## School Screens

Source: NYC DOE

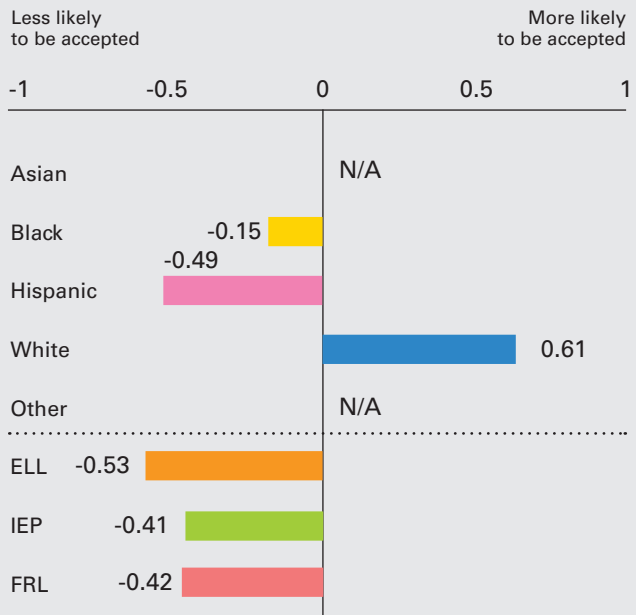
- Academic and Personal Behaviors
- Attendance / Punctuality
- Course Grades: ELA
- Course Grades: Math

## Offer Score

Source: NYC DOE (District 15 Students / Grade 6 / SY 17-18)

Offer and demand scores show how different groups compare in their success at being offered a spot in a school depending on the popularity and population size of the school. The scores were calculated using middle school application demand and offer data from the 2017–18 school year.

An offer score of 0 depicts neutrality in admissions for that demographic. The higher a positive (+) score is, the higher the likelihood of receiving an offer. The lower a negative (-) score is, the lower the likelihood of receiving an offer.

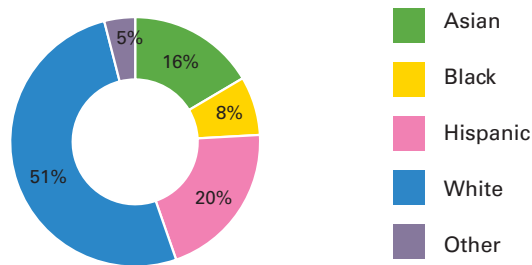




# M.S. 51

## Student Race

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



Enrollment (Grades 6–8): 1,130

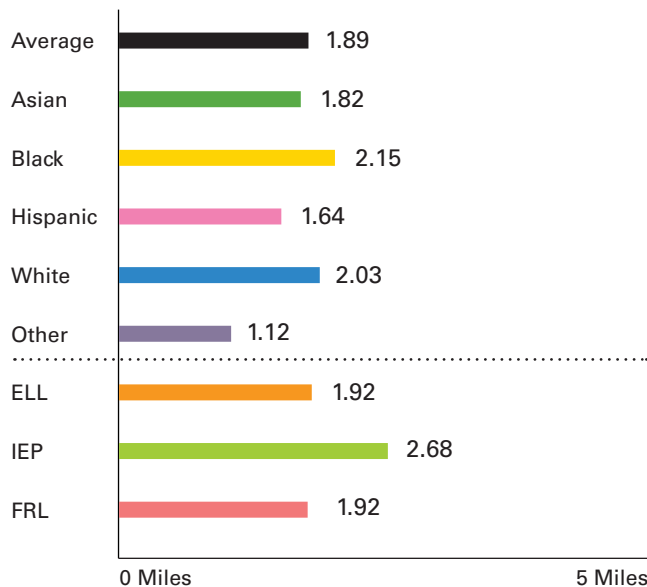
## Top 5 Sending Elementary Schools

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)

1. P.S. 321 William Penn (184)
2. P.S. 058 The Carroll (104)
3. Magnet School of Math, Science and Design (95)
4. P.S. 029 John M. Harrigan (73)
5. P.S. 230 Doris L. Cohen (68)

## Student Travel Distance

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



## School Screens

Source: NYC DOE

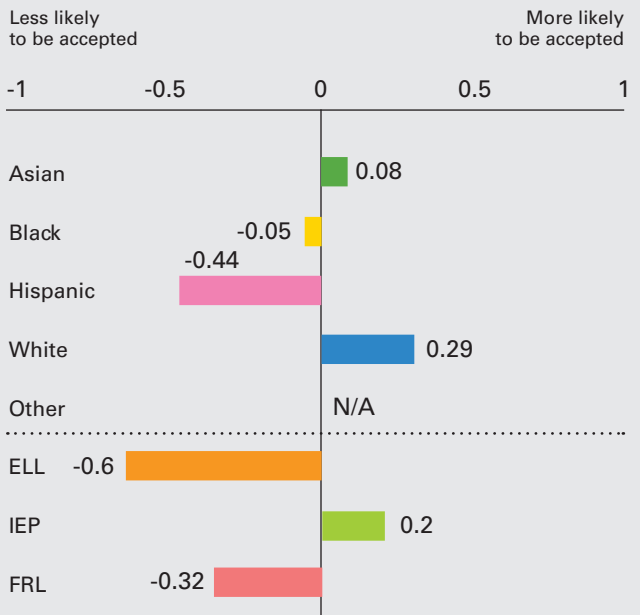
- Academic and Personal Behaviors
- Attendance
- Final 4th Grade Report Card
- 4th Grade New York State ELA and Math Exams

## Offer Score

Source: NYC DOE (District 15 Students / Grade 6 / SY 17-18)

Offer and demand scores show how different groups compare in their success at being offered a spot in a school depending on the popularity and population size of the school. The scores were calculated using middle school application demand and offer data from the 2017–18 school year.

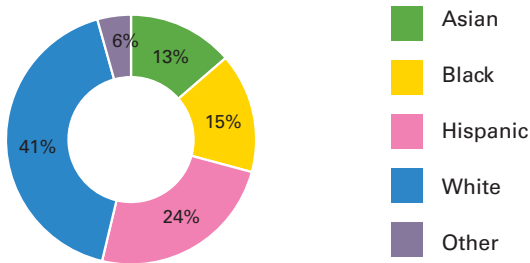
An offer score of 0 depicts neutrality in admissions for that demographic. The higher a positive (+) score is, the higher the likelihood of receiving an offer. The lower a negative (-) score is, the lower the likelihood of receiving an offer.



# M.S. 839\*

## Student Race

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



Enrollment (Grades 6–8): 326

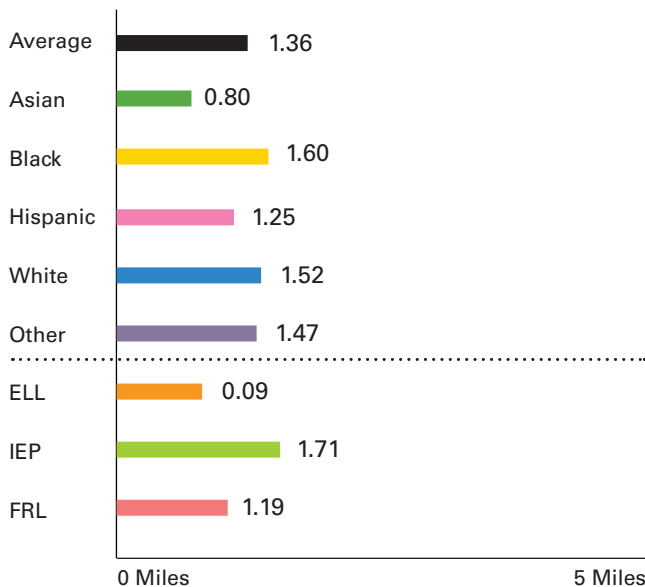
## Top 5 Sending Elementary Schools

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)

1. P.S. 130 The Parkside (80)
2. P.S. 321 William Penn (36)
3. P.S. 146 (22)
4. P.S. 230 Doris L. Cohen (20)
5. Magnet School of Math, Science and Design (19)

## Student Travel Distance

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



## School Screens

Source: NYC DOE

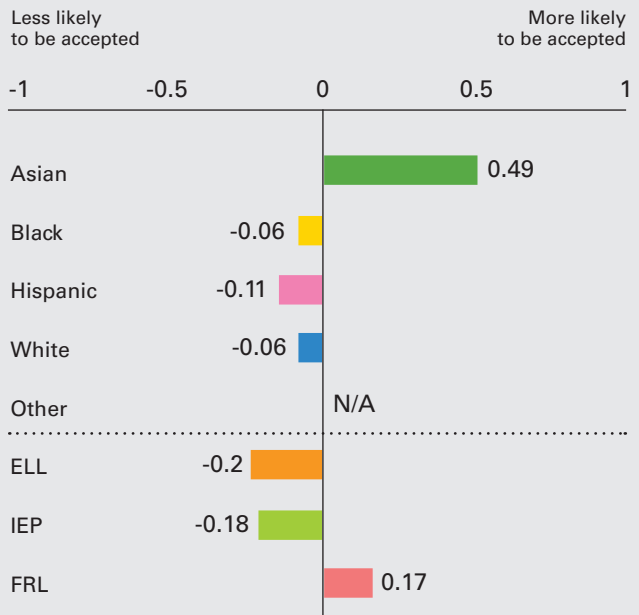
- Students who apply to this program will be randomly selected

## Offer Score

Source: NYC DOE (District 15 Students / Grade 6 / SY 17-18)

Offer and demand scores show how different groups compare in their success at being offered a spot in a school depending on the popularity and population size of the school. The scores were calculated using middle school application demand and offer data from the 2017–18 school year.

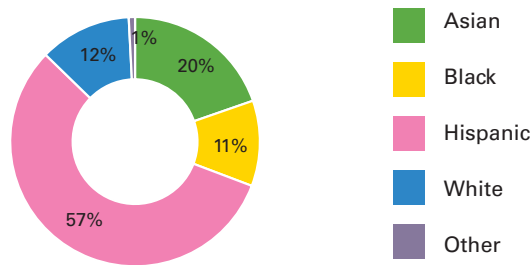
An offer score of 0 depicts neutrality in admissions for that demographic. The higher a positive (+) score is, the higher the likelihood of receiving an offer. The lower a negative (-) score is, the lower the likelihood of receiving an offer.



# M.S. 88

## Student Race

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



Enrollment (Grades 6–8): 1,350

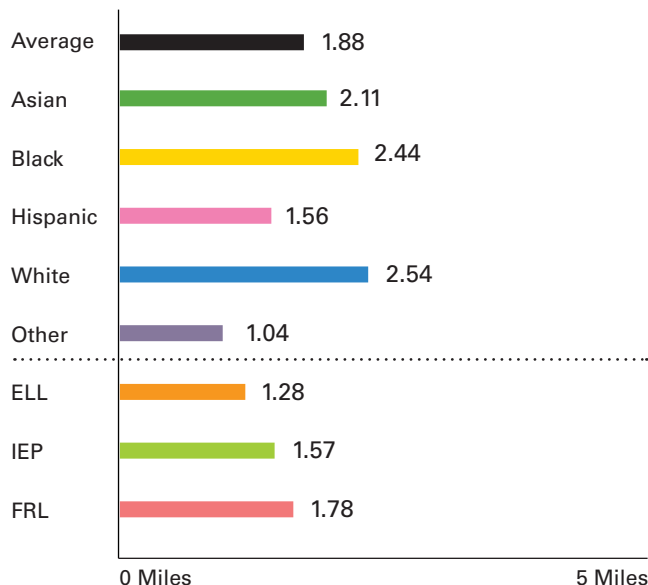
## Top 5 Sending Elementary Schools

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)

1. P.S. 230 Doris L. Cohen (220)
2. P.S. 001 The Bergen (141)
3. P.S. 172 Beacon School of Excellence (102)
4. P.S. 094 The Henry Longfellow (102)
5. P.S. 024 (75)

## Student Travel Distance

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



## School Screens

Source: NYC DOE

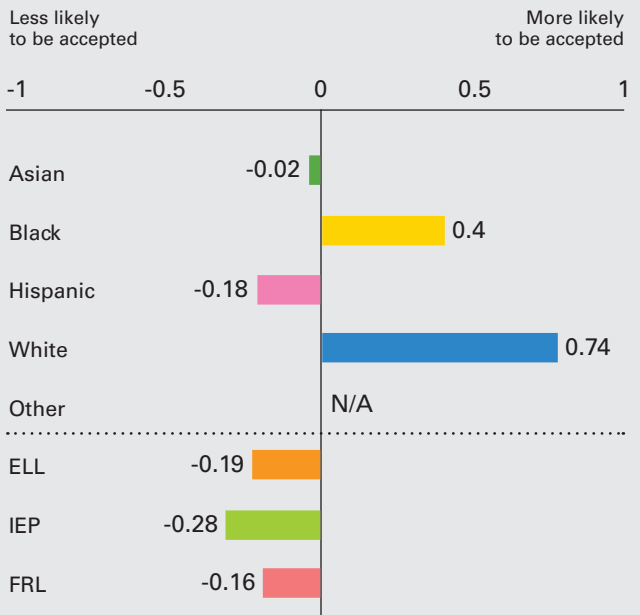
- Academic and Personal Behaviors
- Attendance
- Final 4th Grade Report Card
- 4th Grade New York State ELA and Math Exams

## Offer Score

Source: NYC DOE (District 15 Students / Grade 6 / SY 17-18)

Offer and demand scores show how different groups compare in their success at being offered a spot in a school depending on the popularity and population size of the school. The scores were calculated using middle school application demand and offer data from the 2017–18 school year.

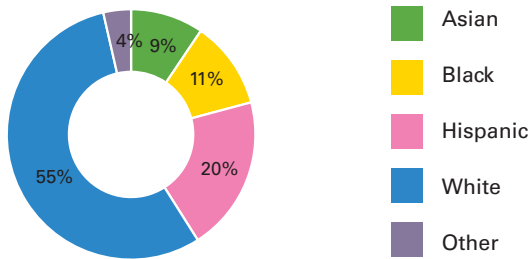
An offer score of 0 depicts neutrality in admissions for that demographic. The higher a positive (+) score is, the higher the likelihood of receiving an offer. The lower a negative (-) score is, the lower the likelihood of receiving an offer.



# Math & Science

## Student Race

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



Enrollment (Grades 6–8): 528

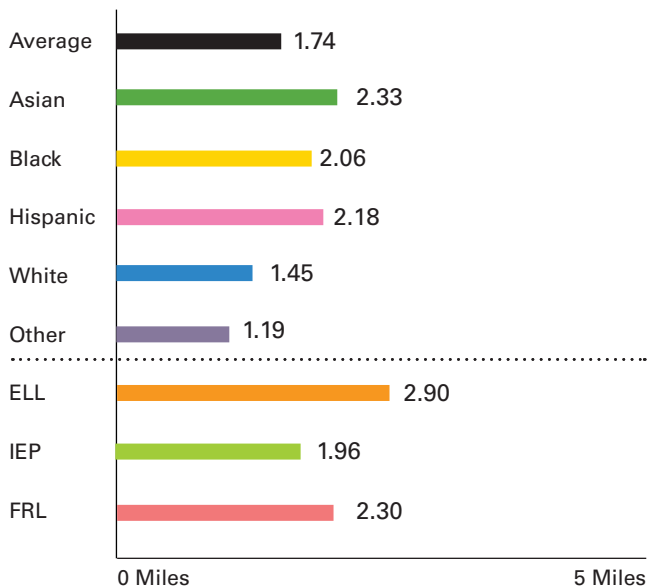
## Top 5 Sending Elementary Schools

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)

1. P.S. 321 William Penn (72)
2. P.S. 029 John M. Harrigan (51)
3. P.S. 261 Philip Livingston(45)
4. Magnet School of Math, Science and Design (39)
5. P.S. 107 John W. Kimball (32)

## Student Travel Distance

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



## School Screens

Source: NYC DOE

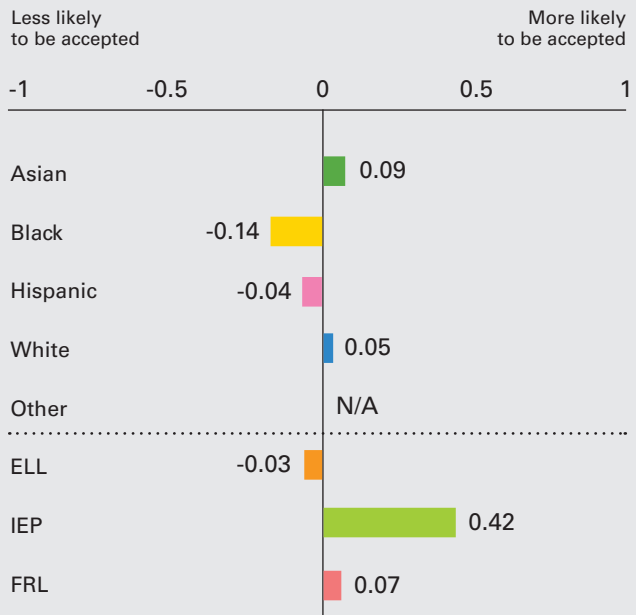
- Final 4th Grade Report Card
- M.S. 447 Entrance Assessment
- Academic and Personal Behaviors

## Offer Score

Source: NYC DOE (District 15 Students / Grade 6 / SY 17-18)

Offer and demand scores show how different groups compare in their success at being offered a spot in a school depending on the popularity and population size of the school. The scores were calculated using middle school application demand and offer data from the 2017–18 school year.

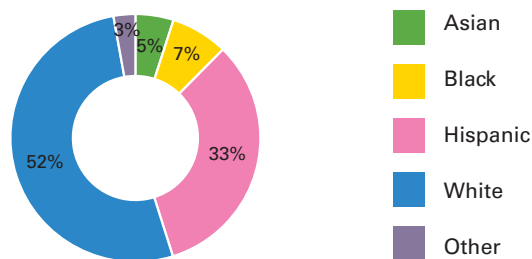
An offer score of 0 depicts neutrality in admissions for that demographic. The higher a positive (+) score is, the higher the likelihood of receiving an offer. The lower a negative (-) score is, the lower the likelihood of receiving an offer.



# New Voices

## Student Race

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



Enrollment (Grades 6–8): 567

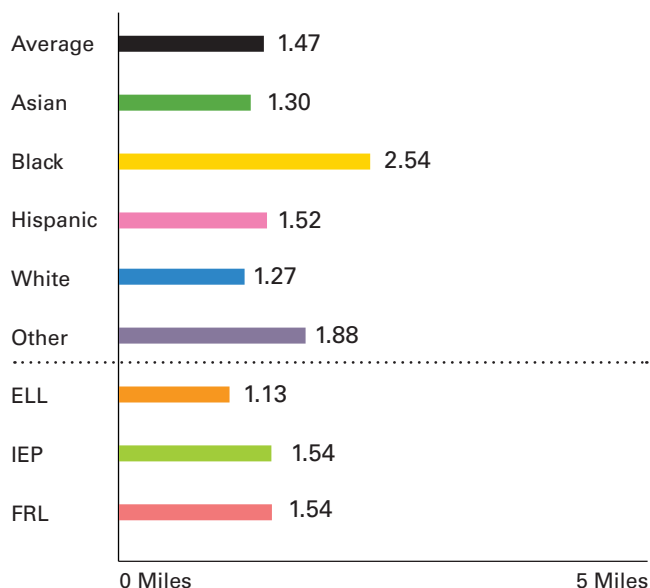
## Top 5 Sending Elementary Schools

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)

1. P.S. 058 The Carroll (69)
2. Magnet School of Math, Science and Design (64)
3. P.S. 295 (59)
4. The Windsor Terrace School (50)
5. P.S. 321 William Penn (49)

## Student Travel Distance

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



## School Screens

Source: NYC DOE

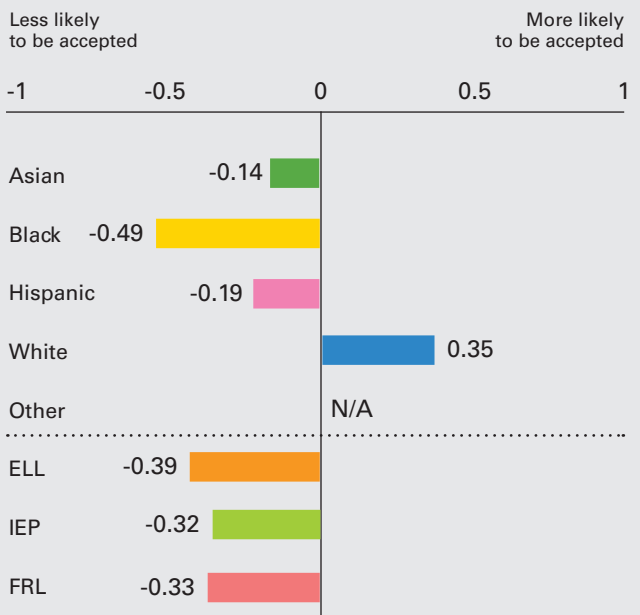
- Audition
- Interview

## Offer Score

Source: NYC DOE (District 15 Students / Grade 6 / SY 17-18)

Offer and demand scores show how different groups compare in their success at being offered a spot in a school depending on the popularity and population size of the school. The scores were calculated using middle school application demand and offer data from the 2017–18 school year.

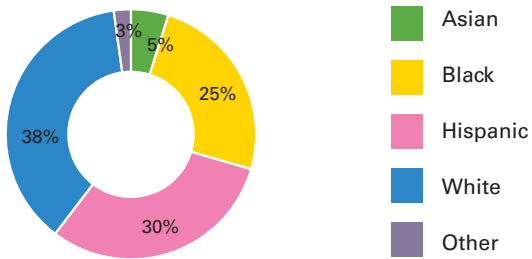
An offer score of 0 depicts neutrality in admissions for that demographic. The higher a positive (+) score is, the higher the likelihood of receiving an offer. The lower a negative (-) score is, the lower the likelihood of receiving an offer.



# Park Slope Collegiate

## Student Race

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



Enrollment (Grades 6–8): 226

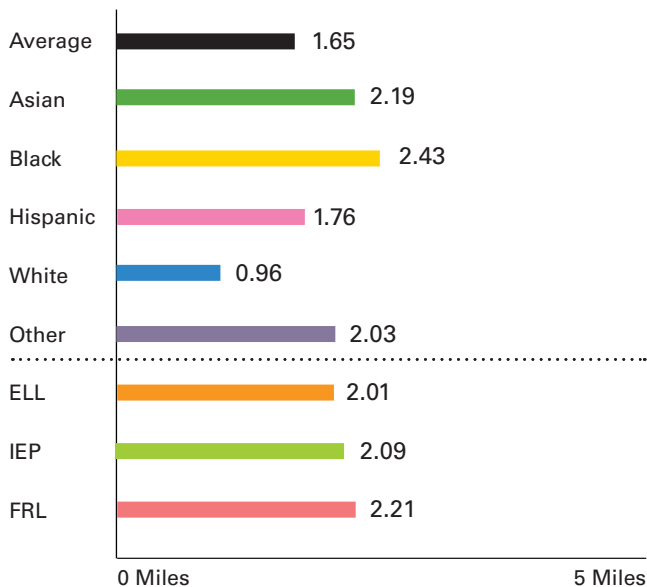
## Top 5 Sending Elementary Schools

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)

1. P.S. 321 William Penn (62)
2. P.S. 146 (15)
3. P.S. 295 (15)
4. P.S. 372 The Children’s School (14)
5. P.S. 038 The Pacific (12)

## Student Travel Distance

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



## School Screens

Source: NYC DOE

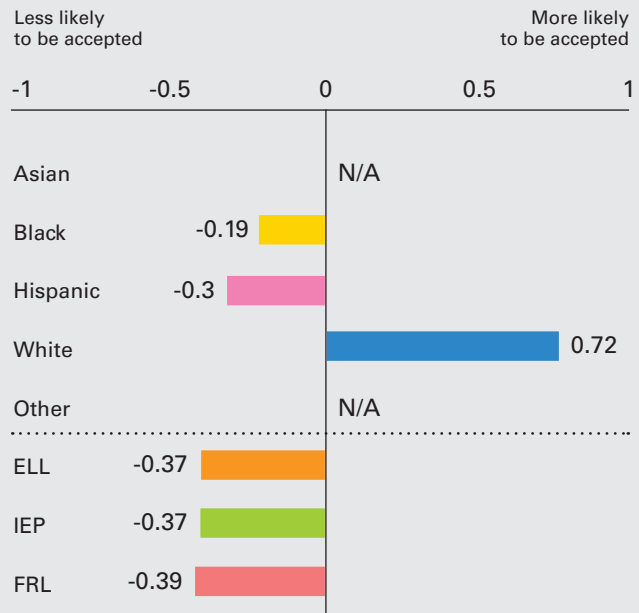
- Gives priority to students who attend the following elementary schools in order to balance their underrepresentation in the applicant pool: 1, 15, 24, 38, 94, 124, 131, 169, 172, 676.

## Offer Score

Source: NYC DOE (District 15 Students / Grade 6 / SY 17-18)

Offer and demand scores show how different groups compare in their success at being offered a spot in a school depending on the popularity and population size of the school. The scores were calculated using middle school application demand and offer data from the 2017–18 school year.

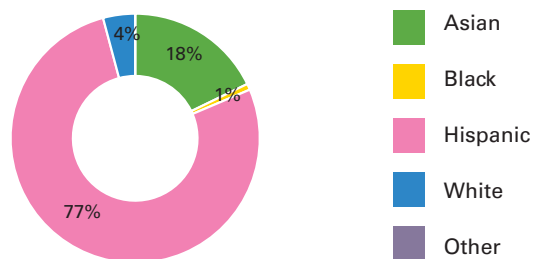
An offer score of 0 depicts neutrality in admissions for that demographic. The higher a positive (+) score is, the higher the likelihood of receiving an offer. The lower a negative (-) score is, the lower the likelihood of receiving an offer.



# Sunset Park Preparatory

## Student Race

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



Enrollment (Grades 6–8): 504

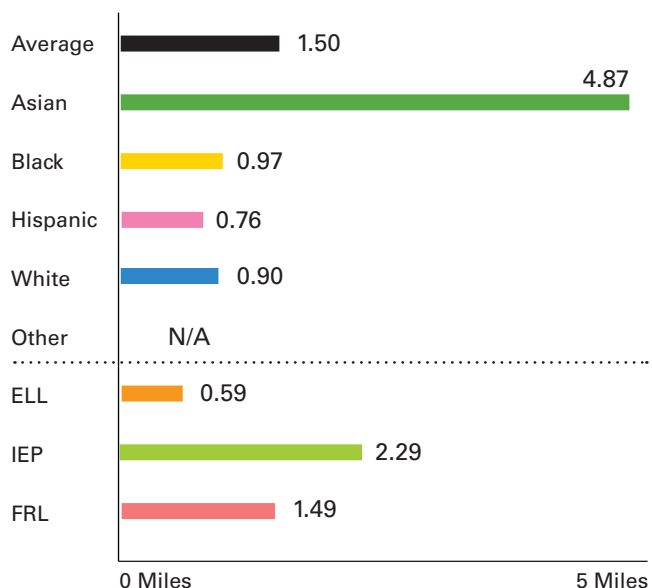
## Top 5 Sending Elementary Schools

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)

1. P.S. 169 Sunset Park (139)
2. P.S. 001 The Bergen (94)
3. P.S. 094 The Henry Longfellow (94)
4. P.S. 024 (86)
5. P.S. 131 Brooklyn (34)

## Student Travel Distance

Source: NYC DOE (District 15 Students / Grades 6–8 / SY 17–18)



## School Screens

Source: NYC DOE

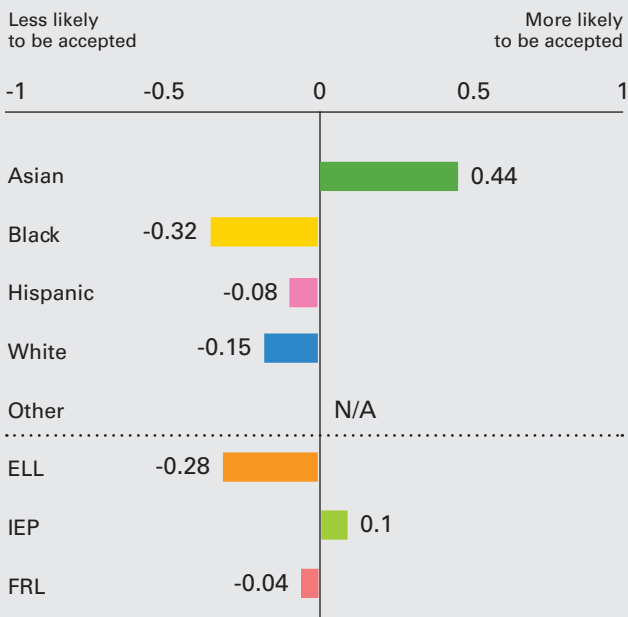
- Academic and Personal Behaviors
- Attendance
- Final 4th Grade Report Card
- 4th Grade New York State ELA and Math Exams

## Offer Score

Source: NYC DOE (District 15 Students / Grade 6 / SY 17-18)

Offer and demand scores show how different groups compare in their success at being offered a spot in a school depending on the popularity and population size of the school. The scores were calculated using middle school application demand and offer data from the 2017–18 school year.

An offer score of 0 depicts neutrality in admissions for that demographic. The higher a positive (+) score is, the higher the likelihood of receiving an offer. The lower a negative (-) score is, the lower the likelihood of receiving an offer.



# Appendix D – Application Process Survey

A community survey was distributed between Public Workshop #3 and the Final Community Presentation to solicit feedback on the middle school application process, including the use of schools screens, admissions priorities and different admissions approaches.

The survey was utilized as a small part of a broad engagement process and was not intended to be used as a “vote” on critical issues. It was well understood by the Working Group that the responses gathered are not fully representative of the community.

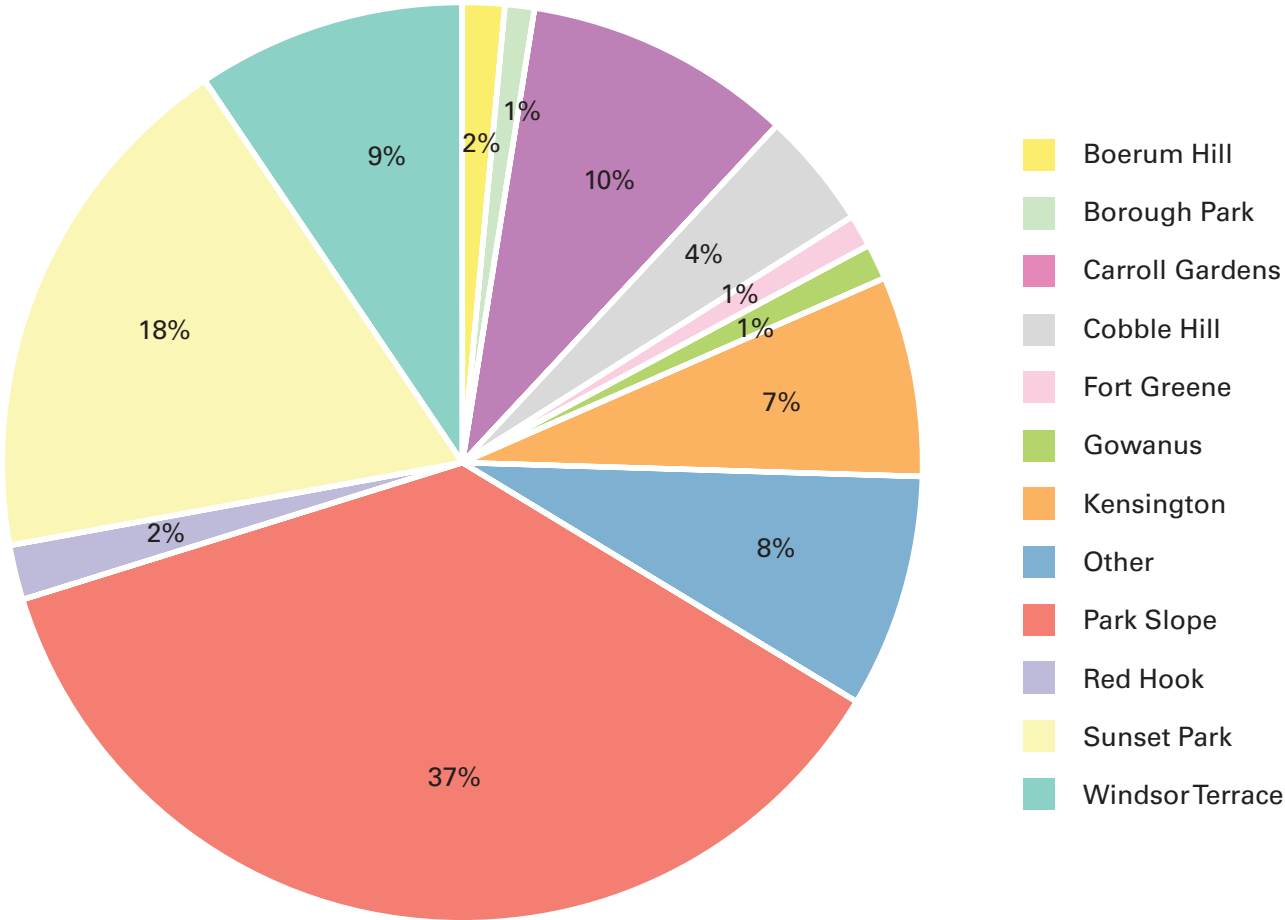
A total of 879 people responded to the survey. Park Slope residents were overrepresented in the survey. Park Slope residents accounted for 37% of responses but only comprise 16% of residents. Conversely, Sunset Park was underrepresented in the survey. Sunset Park residents accounted for 18% of responses but comprise 41% of residents.

The Working Group’s review of the survey results considered carefully the responses from the different neighborhoods. Analysis and interpretation of the data collected acknowledges the barriers to access and challenges related to survey collection including; internet access, language access, educational backgrounds and familiarity with the admissions process.

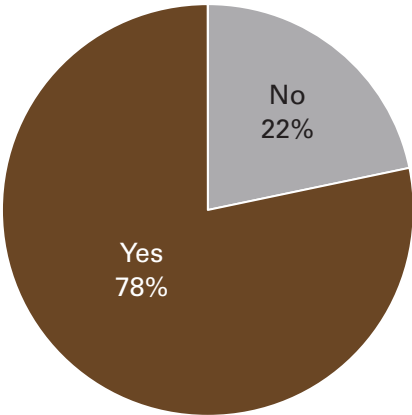
The survey was released on Friday, June 1st and was closed on Monday, June 18th. The survey was largely distributed digitally through a D15 email blast along with outreach partnerships with individual schools and elected officials. Additionally, paper surveys were distributed and collected in Sunset Park at St. Michaels Parish and at the Chinese Planning Council’s Annual Health Fair and Family Day.



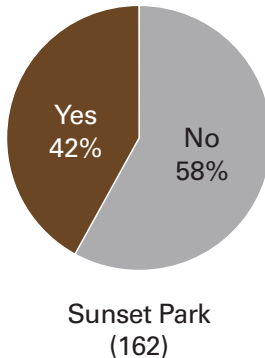
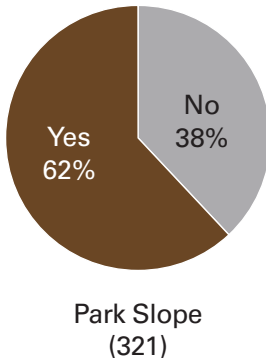
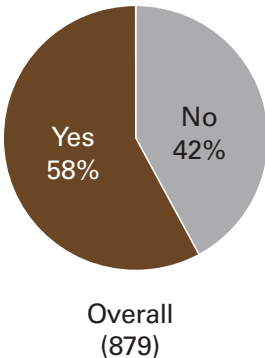
# Middle School Application Survey Respondents



Do you think it is appropriate for middle schools to give preference to students who may be facing challenging circumstances or additional barriers in the middle school application process?



Do you think it is appropriate for middle schools to use student behavior, lateness, attendance, report card grades, standardized test scores, admissions exams auditions or interviews, to determine which students are accepted into their schools?



# Admission Approach

An analysis of recent application data demonstrated that the current choice-based admissions model reinforces racial and socio-economic segregation. We are considering alternative admissions approaches to create more equitable middle schools access for all D15 students.

**Please rank your top 3 admission approaches, with #1 being the most preferred:**

- **Approach A: Remove all screens and conduct a lottery**

Students rank their choices of middle schools. Students' report card grades, test scores, behavior, and other selective criteria will not be considered. Students are matched with schools via lottery based on the student ranking of choices. This approach removes the selection criteria that have reinforced segregation. However, this doesn't necessarily ensure a wider and more diverse pool of applicants at the middle schools.

- **Approach B: Remove all screens and conduct a weighted preference lottery**

Students rank their choices of middle schools. Report card grades, test scores, behavior, and other selective criteria will not be considered. Students are matched with schools via lottery based on the student ranking of choices, but those matches will be shaped by a weighted preference. This approach removes application screens that have reinforced segregation and will actively increase the admission of students facing additional barriers or challenging circumstances.

- **Approach C: Remove most screens and apply weighted preference**

Students rank their choices of middle schools. Middle schools can use an agreed upon screen (e.g. report card grades) along with weighted approach to ensure a mix of student groups. This approach will actively increase the admission of students facing additional barriers or challenging circumstances.

- **Approach D: Remove most screens, apply weighted preference, and use elementary school representation limits**

This option is the same as Approach C except in that there would be a limit on the number of students going from elementary schools to the highly "popular" middle schools. The limit would be fixed in proportion to the size of the sending elementary school. This approach would work to ensure that highly popular schools have students from a range of elementary schools. For example, if X elementary school has 8% of all D15 middle school applicants, they can only take a maximum of 15% of the spaces at one of the highly "popular" middle schools.

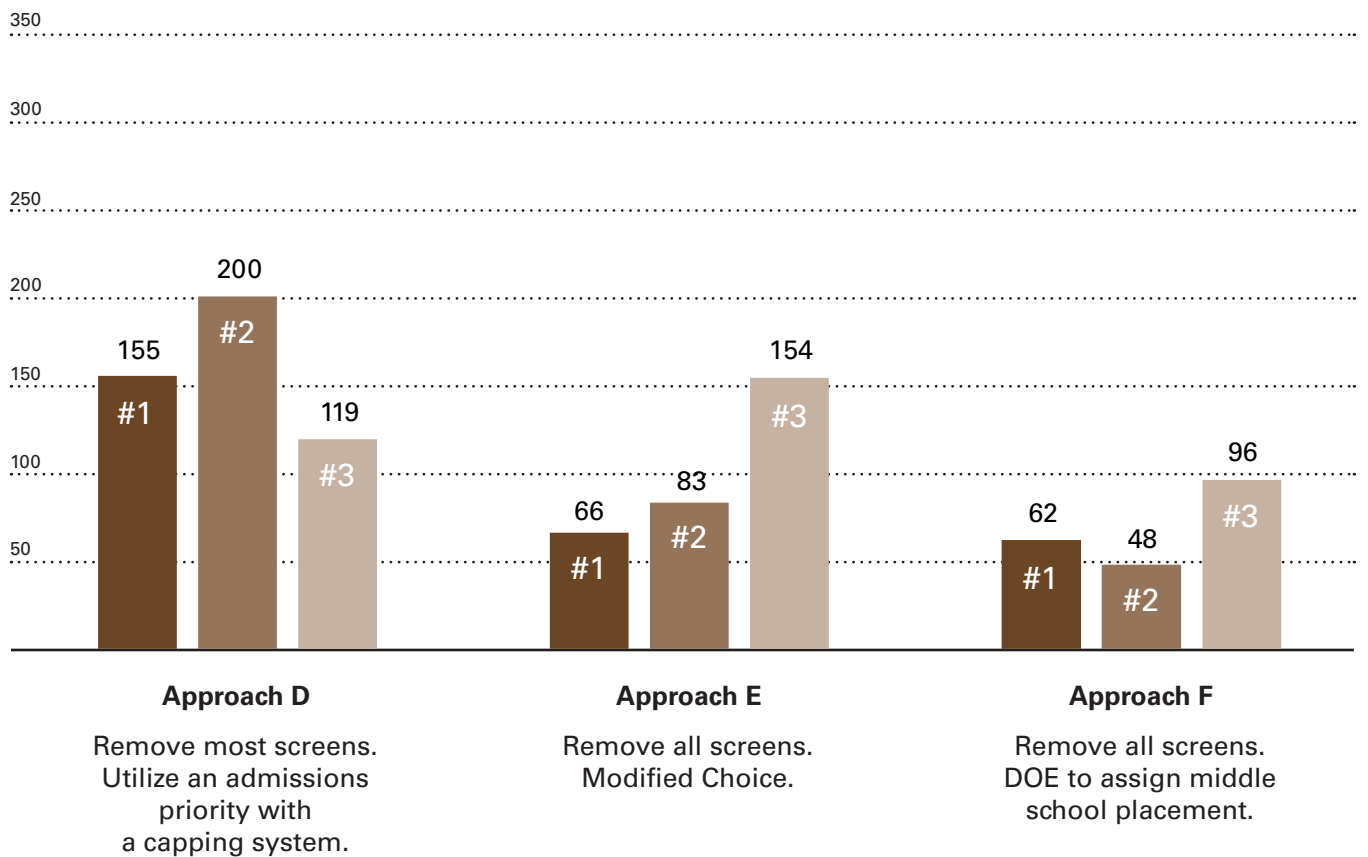
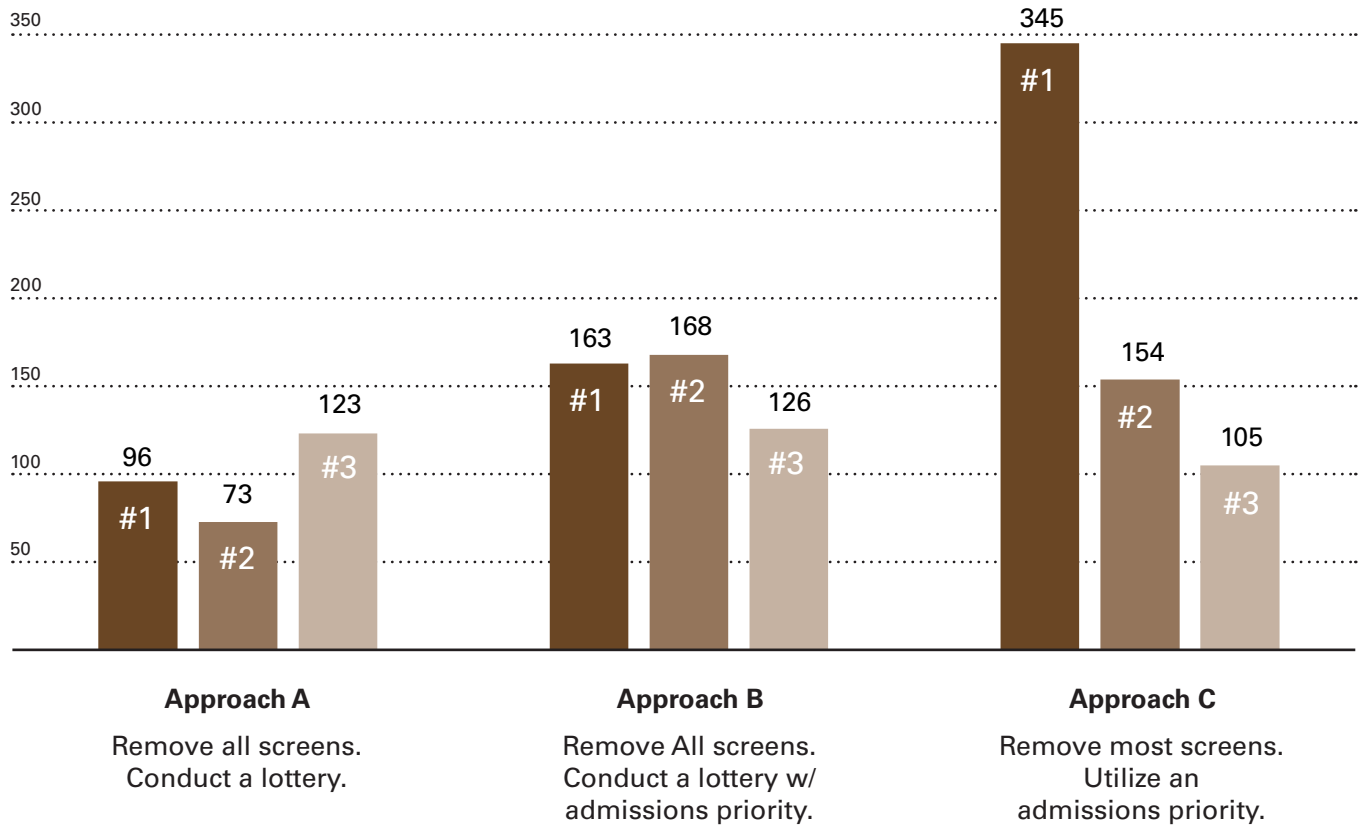
- **Approach E: Remove all screens, modified choice**

Students would receive a preselected list of middle schools to apply to based on criteria to ensure a mix of student groups throughout all D15 middle schools. This approach would reduce the number of choices available to students and actively lessen the ability to self-segregate, as is presently observed in the current choice-based system.

- **Approach F: Remove all screens, DOE to assign middle school placement**

DOE would assign students to middle schools to ensure a mix of student groups. Assignments would aim to minimize student travel and keep small groups of students from the same elementary school together to ensure a sense of familiarity.

A full copy of the Middle School Application Process Survey is available at [www.d15diversityplan.com](http://www.d15diversityplan.com).



# Endnotes

- 1 NYC Department of Education. (n.d.) Equity and Excellence for All. Retrieved from: <https://www.schools.nyc.gov/about-us/vision-and-mission/equity-and-excellence>
- 2 NYC Department of Education. (n.d.) Diversity in Our Schools. Retrieved from: <https://www.schools.nyc.gov/about-us/vision-and-mission/diversity-in-our-schools>
- 3 The Century Foundation. (Feb 10, 2016) The Benefits of Socio-economically and Racially Integrated Schools and Classrooms. Retrieved from <https://tcf.org/content/facts/the-benefits-of-socio-economically-and-racially-integrated-schools-and-classrooms/>
- 4 DOE Personnel, interview, July 23, 2018
- 5 Kucsera, J. & Orfield, G. (2014). New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Future. UCLA: The Civil Rights Project / Proyecto Derechos Civiles. Retrieved from: <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/ny-norfl-et-report-placeholder/Kucsera-New-York-Extreme-Segregation-2014.pdf>
- 6 Smith, A. N. (n.d.), Separate Is Not Equal: Brown v. the Board of Education of Topeka, Kansas. Retrieved from <http://americanhistory.si.edu/brown/resources/pdfs/projectessay.pdf>
- 7 Library of Congress Digital Collection. (n.d.), School Segregation and Integration. Retrieved from <https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/school-segregation-and-integration/>
- 8 National Museum of African America History & Culture & Library of Congress. (n.d.), Civil Rights History Project. Retrieved from <https://nmaahc.si.edu/explore/initiatives/civil-rights-history-project>
- 9 American Civil Rights Movement. (n.d.) In Encyclopaedia Britannica online. Retrieved from <https://www.britannica.com/event/American-civil-rights-movement>
- 10 Library of Congress Digital Collection. (n.d.), School Segregation and Integration. Retrieved from <https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/school-segregation-and-integration/>
- 11 Orfield, G., Ee, J., Frankenberg, E., & Siegel-Hawley, G. (2016). Brown at 62: School Segregation by Race, Poverty and State. UCLA: The Civil Rights Project / Proyecto Derechos Civiles. Retrieved from <https://escholarship.org/uc/item/5ds6k0rd>
- 12 The NYC school system is divided into 32 geographic Community School Districts (CSD). This current configuration was established under the 1969 school decentralization law for NYC, which was passed by the New York State Legislature. Though the number and size of New York's CSDs have varied widely historically, the 1969 law required that there can be no fewer than 30 and no more than 33 CSDs, with each CSD serving a minimum of 20,000 elementary and junior high/middle school students based on average daily attendance. As the City Board is not required to adjust district lines or to create new districts, the current boundaries of the 32 CSDs remain largely similar to the 1969 configuration with only minor amendments.
- 13 NYC DOE "Poverty" counts are based on the number of students with families who have qualified for free or reduced price lunch or are eligible for Human Resources Administration (HRA) benefits. The poverty indicator also includes students enrolled in a Universal Meal School.
- 14 Whitehurst, G. & Whitfield, S. (2013). School Choice and School Performance in the New York City Public Schools – Will the Past be Prologue? Brown Center on Education Policy at Brookings. Retrieved from <https://www.brookings.edu/wp-content/uploads/2016/06/School-Choice-and-School-Performance-in-NYC-Public-Schools.pdf>
- 15 Disare, M. (2016). Great divide: How extreme academic segregation isolates students in New York City's high schools. Chalkbeat. Retrieved from: <https://www.chalkbeat.org/posts/ny/2016/12/19/great-divide-how-extreme-academic-segregation-isolates-students-in-new-york-citys-high-schools/>
- 16 New York Appleseed & Orrick, Herrington & Sutcliffe. (2014). Within Our Reach: Segregation in High Schools and What We Can Do About It: High School Choice. Retrieved from <https://nyappleseed.org/wp-content/uploads/Within-Our-Reach-3rd-Brief-April-2014-FINAL.pdf>
- 17 Harris, E. & Fessenden, F. (2017). The Broken Promises of Choice in New York City Schools. The New York Times. Retrieved from: <https://www.nytimes.com/2017/05/05/nyregion/school-choice-new-york-city-high-school-admissions.html>
- 18 Whitehurst, G. (2017). New evidence on school choice and racially segregated schools. Economic Studies at Brookings: Evidence Speaks, 2(33). Retrieved from: <https://www.brookings.edu/wp-content/uploads/2017/12/whitehurst-report.pdf>
- 19 WXY, Youth Studies Inc. & George M. Janes Associates. (2013). Community School District 1: A Study of Assignment Policy Effects. Retrieved from: <https://www.scribd.com/document/180549235/2013-10-31-CEC1-WXY-Assignment-Policy-Study-FINAL-with-edits-pdf>
- 20 The Century Foundation. (2013). Does School Choice Help or Hurt School Integration? Retrieved from: <https://tcf.org/content/commentary/does-school-choice-help-or-hurt-school-integration/>
- 21 Kucsera, J. & Orfield, G. (2014). New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Future. UCLA: The Civil Rights Project / Proyecto Derechos Civiles. Retrieved from: <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/ny-norfl-et-report-placeholder/Kucsera-New-York-Extreme-Segregation-2014.pdf>
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- 23 DOE Personnel, interview, July 23, 2018
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# Key Terms & Abbreviations

## **Culturally Responsive Education (CRE)**

A means of eradicating racial disparities in public education and addressing biases and inequities in the system. CRE connects curriculum and teaching to students' experiences, histories and cultures, fosters positive academic, racial and cultural identities, enhances students' ability to connect across cultures and empowers students as agents of social change.

## **English language learners (ELL)**

A student whose home language is not English and needs support learning English.

## **Free and Reduced Lunch (FRL)**

Students who qualify for free and reduced lunch.

## **Restorative Justice**

An alternative to punitive responses to wrongdoing. Inspired by indigenous traditions, it brings together persons harmed with persons responsible for harm in a safe and respectful space, promoting dialogue, accountability, and a stronger sense of community.

## **School Screens**

Selection criteria schools use to admit students.

## **Students in Temporary Housing (STH)**

Students include those living in non-permanent housing situations, such as: homeless shelters, domestic violence shelters, or are "doubled up" living with another family.



D15 Diversity Plan