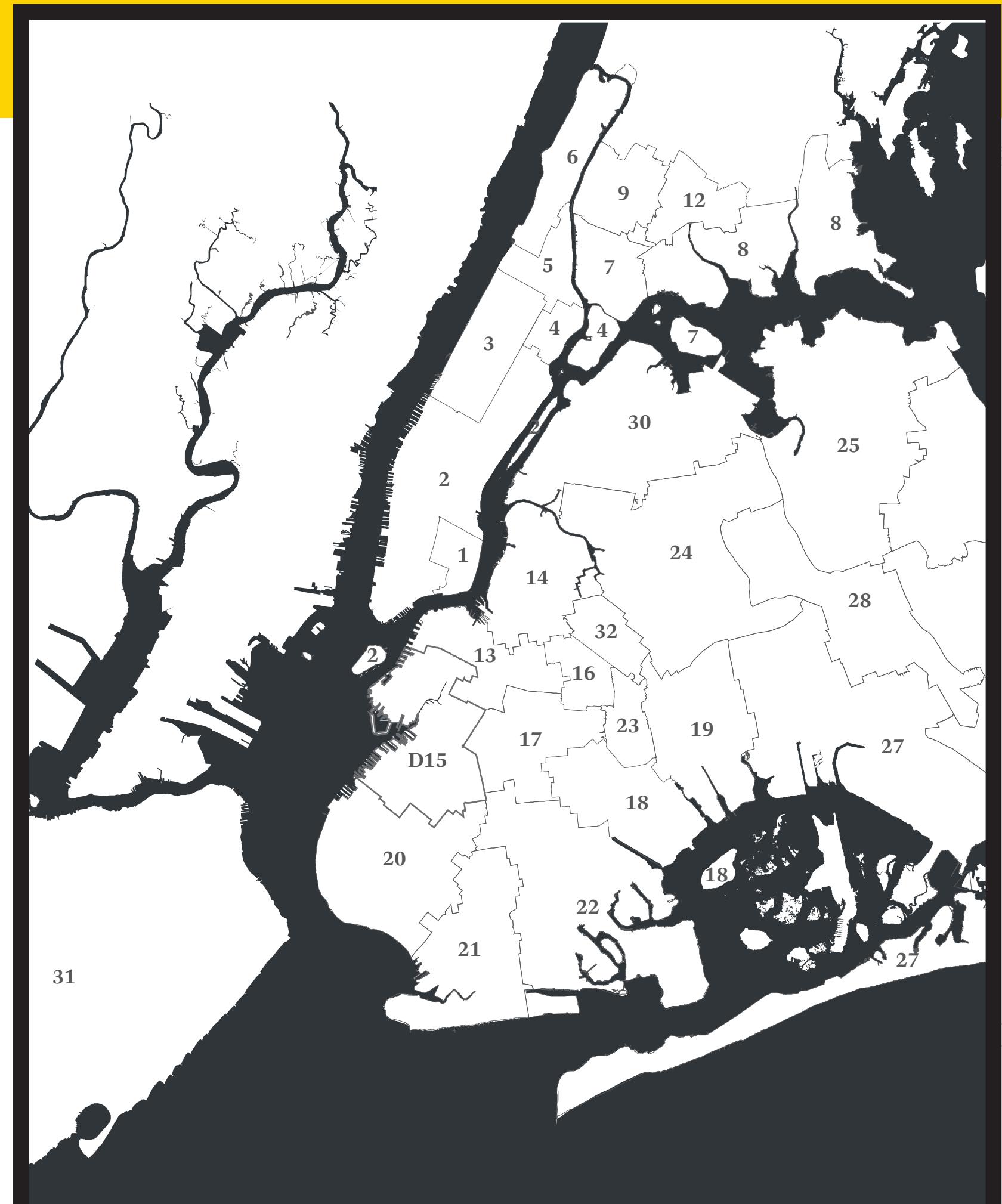


School District 15



- + Elementary Schools
- ◊ Middle Schools
- Neighborhood Boundary
- School District 15

Use a push pin
to mark where
you live in D15



Process Overview

The D15 Diversity Plan is a community engagement and planning process that has been established to create diverse, meaningfully integrated middle schools in D15.

The District 15 Diversity Plan will result in a community-based plan aimed at creating diverse, meaningfully integrated middle schools in District 15 located in Brooklyn, New York (Boerum Hill, Carroll Gardens, Cobble Hill, Fort Greene, Gowanus, Kensington, Park Slope, Windsor Terrace, and Red Hook).

This participatory process has been developed in support of the NYC Department of Education's (DOE's) commitment to ensuring quality learning environments that reflect the diversity of New York City by engaging community members, incorporating community input into a set of policy recommendations, and making data related to school diversity more transparent.

The plan will ultimately include an expression of values and priorities that speak directly to District 15's diverse residents and articulate concrete recommendations for each area of focus; it will balance community input with research and analysis; and it will include a plan for implementation and means for tracking future efforts.

The plan will include a combination of short- and long-term recommendations promote diversity throughout District 15's middle schools, and this participatory process will serve as a model for engagement for developing district-level diversity plans throughout New York City.

El Plan de Diversidad D15 es un compromiso comunitario y un proceso de planificación que fue establecido para crear escuelas medias diversas, significativamente integradas en el D15.

El Plan de Diversidad del Distrito 15 resultará en un plan comunitario con el objetivo de crear escuelas medias significativamente integradas en el Distrito 15 ubicado en Brooklyn, Nueva York (Boerum Hill, Carroll Gardens, Cobble Hill, Fort Greene, Gowanus, Kensington, Park Slope, Windsor Terrace y Red Hook).

Este proceso participativo fue desarrollado en apoyo al compromiso del Departamento de Educación (DOE, por sus siglas en inglés) de NYC para apoyar los ambientes de aprendizaje de calidad que reflejen la diversidad de la Ciudad de Nueva York al involucrar a los miembros de la comunidad, incorporar información comunitaria en un conjunto de recomendaciones políticas y hacer que los datos relacionados con la diversidad escolar sean más transparentes.

Básicamente, el plan incluirá una expresión de valores y prioridades que hablen directamente a los diferentes residentes del Distrito 15, como así también que articulen recomendaciones concretas para cada área de enfoque; equilibrará la información comunitaria con investigación y análisis e incluirá un plan para la implementación y medios para hacer un seguimiento de los esfuerzos futuros.

El plan incluirá una combinación de políticas y programas a corto y largo plazo que promuevan la diversidad en todas las escuelas del Distrito 15 y este proceso participativo servirá como modelo de compromiso para desarrollar planes de diversidad a nivel de distrito en toda la Ciudad de Nueva York.

“15區多元化計畫”是一項社區參與和規劃程式，該計畫旨在在15區創建多元化、有意義的綜合性中學。

“15區多元化計畫”最終會形成一個基於社區的計畫，旨在在紐約布魯克林15區建立多樣化、有意義的綜合中學（包括波恩蘭姆小丘、卡羅爾花園、鵝卵石山、福特格林、瓦納斯、肯辛頓、公園坡、溫莎臺以及紅鉤區）。

開發這種參與式程式是為了支持紐約市教育局（DOE）打造高質量學習環境，這種學習環境體現了紐約市的多樣性。通過吸引社區成員，把社區投入整合成一套政策建議，並讓關於學校多元化的數據更加透明

該計畫最終將包括一項價值和優先權表達，直接對接15區的不同居民，並對各領域重點提出具體建議；該計畫將對社區投入與社區研究和分析進行平衡；並將包括一項實施計畫和多種追蹤未來工作的方法。

該計畫將包括一系列的短期和長期政策和專案組合，以促進15區所有中學的多元化，而該參與式程式將成為整個紐約市發展地區多元化計畫的參與模式。

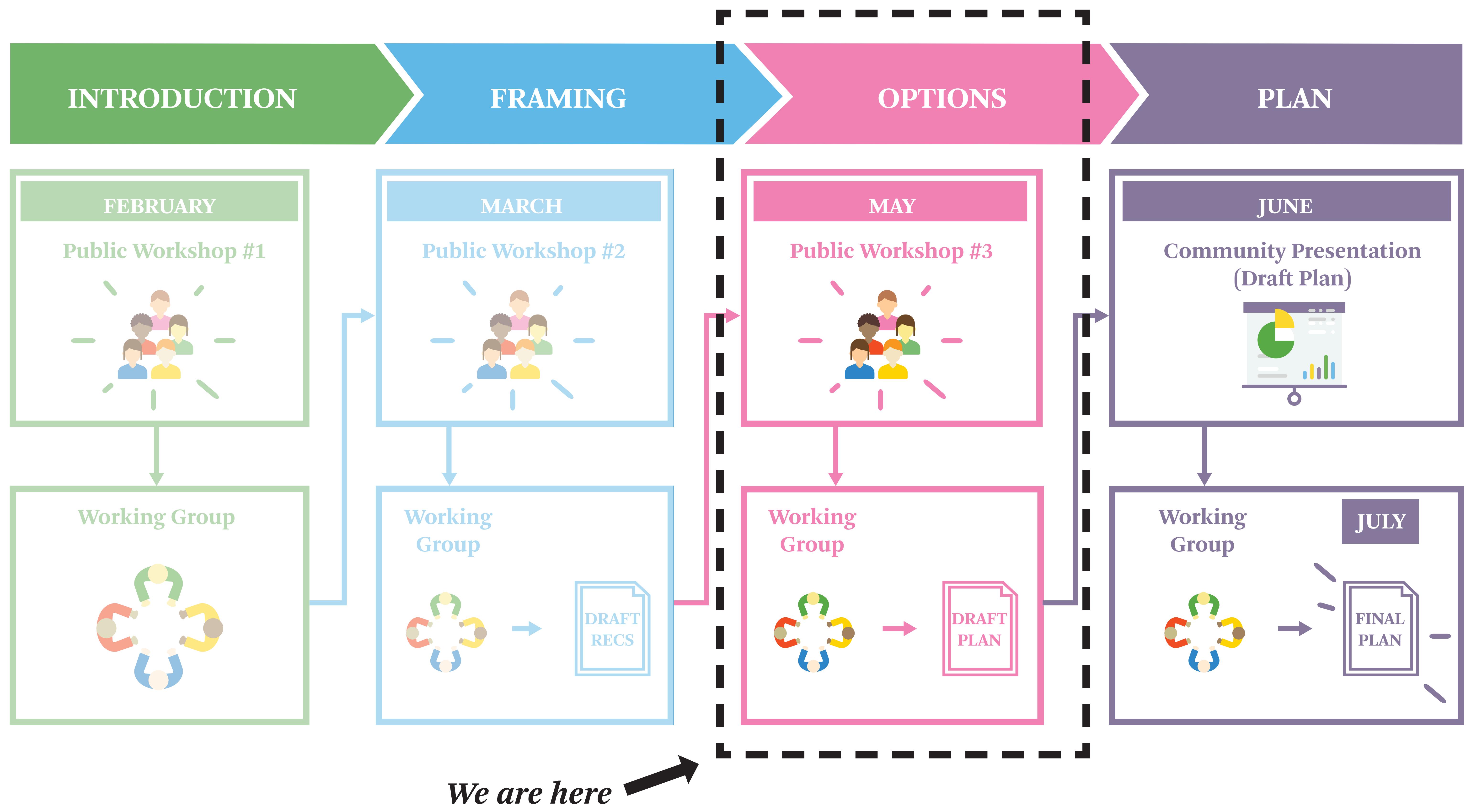
D15 Diversity Plan Goals

- Create diverse, meaningfully integrated middle schools in D15
- Collect and organize community concerns in order to influence the DOE's diversity initiatives
- Conduct data analysis to test diversity initiatives
- Develop implementable recommendations that reflect community input
- Build a base of engaged residents ready to advocate collectively for changes in education policy in D15

Public Workshop #3 Goals

- Recap & provide an overview of the community planning process
- Present analysis to-date and key findings
- Present summarized themes from Public Workshops #1 & #2
- Present initial draft recommendations and ideas
- Gather community input and feedback

Project Timeline



Process & Next Steps

In the Fall of 2017, a Working Group of stakeholders from across D15 was formed to guide the community planning process. They are tasked with keeping the process inclusive, accessible and accountable to all D15 residents and integrating the community findings from Public Workshops into a plan framework and set of recommendations. The information collected at Public Workshops #1 and #2 serves as the basis of the draft recommendations presented today.

Today we encourage workshop participants to read and review all of the information and draft recommendations presented. We are asking participants to provide feedback, share your thoughts, ask questions and engage in discussion with other D15 residents! Your feedback will be collected, reviewed and discussed by the D15 Working Group, and will be used to further develop and refine the ideas presented today. Additionally, based on the workshop feedback, the further testing of ideas and recommendations will take place, such as simulating the impacts of admissions policy changes.

A set of final draft recommendations will be presented at a Public Workshop in late June (date TBD). The final D15 Diversity plan will be released in July and presented to the DOE for their consideration.

Public Workshop #1



What We Heard at Public Workshop #1

Admissions:

Admission process causes emotional hardship for children. It is burdensome.

Screen for inclusion, not exclusion: Screen to increase diversity.

The current system benefits people with the privilege to hire tutors.

School Environment:

Cultural competency/anti-racist training for teachers and staff.

Curriculum should reflect diverse identities and cultures.

Tracking causes classrooms to become segregated within a school.

Not OK with academic diversity. Tracking is needed in 7th and 8th grades

Academic Support:

Support a diversity of teaching and learning styles.

Increase teacher pay.

“The public school system should not be a marketplace”

Resource Allocation:

How will school integration impact Title I funding?

Parents must be educated on the funding process to effectively advocate for their needs.

Resources go to whiter, wealthier schools.

“Two systems in one district: One system sets you up to succeed, the other sets you up to fail.”

Access to Information:

Guidance counselors and staff guide students towards certain schools.

Schools sometimes distribute misinformation about the admissions process.

Not all parents have equal access to information about the admissions process.

Culture of Inclusion:

Students should learn the language of their peers.

Parents must become more comfortable with sending their children to school with students who do not look like them.

Transportation + Segregation:

Certain schools are perceived as neighborhood schools, others as travel schools.

Some parents view transportation as a limiting factor in school choice.

Elementary schools should be close to home, while middle schools can be farther away.

Housing segregation is reflected in the schools.

Give priority based on geography.

Public Workshop #2



What We Heard at Public Workshop #2

Middle School Screening:

Rejection takes an unnecessary emotional toll on young students.

Admissions system is disproportionately burdensome for immigrant families.

Current screens lead to segregation and may be biased.

Students will get bored if not challenged by their classmates.

“Parents and students cluster where they feel they belong.”

Access to Information:

Students share misinformation about schools.

Language access is necessary to support parents at all schools.

Middle school representatives should visit elementary schools.

“Visible segregation is toxic within schools.”

Teaching:

Culturally responsive teaching that connects to individual cultures.

Teachers play a significant role in creating an inclusive environment.

Increase language access.

Teaching should create empathetic problem solvers.

Students:

Fear of behavioral impact on other students.

Students should be able to share diverse experiences in the classroom.

“Approach to managing student behavior should consider restorative justice.”

Tracking + Segregation:

Tracking creates a school within a school.

Students should have equitable access to resources outside of the classroom (e.g. music, computers, etc.).

Exposure to different types of learners is positive.


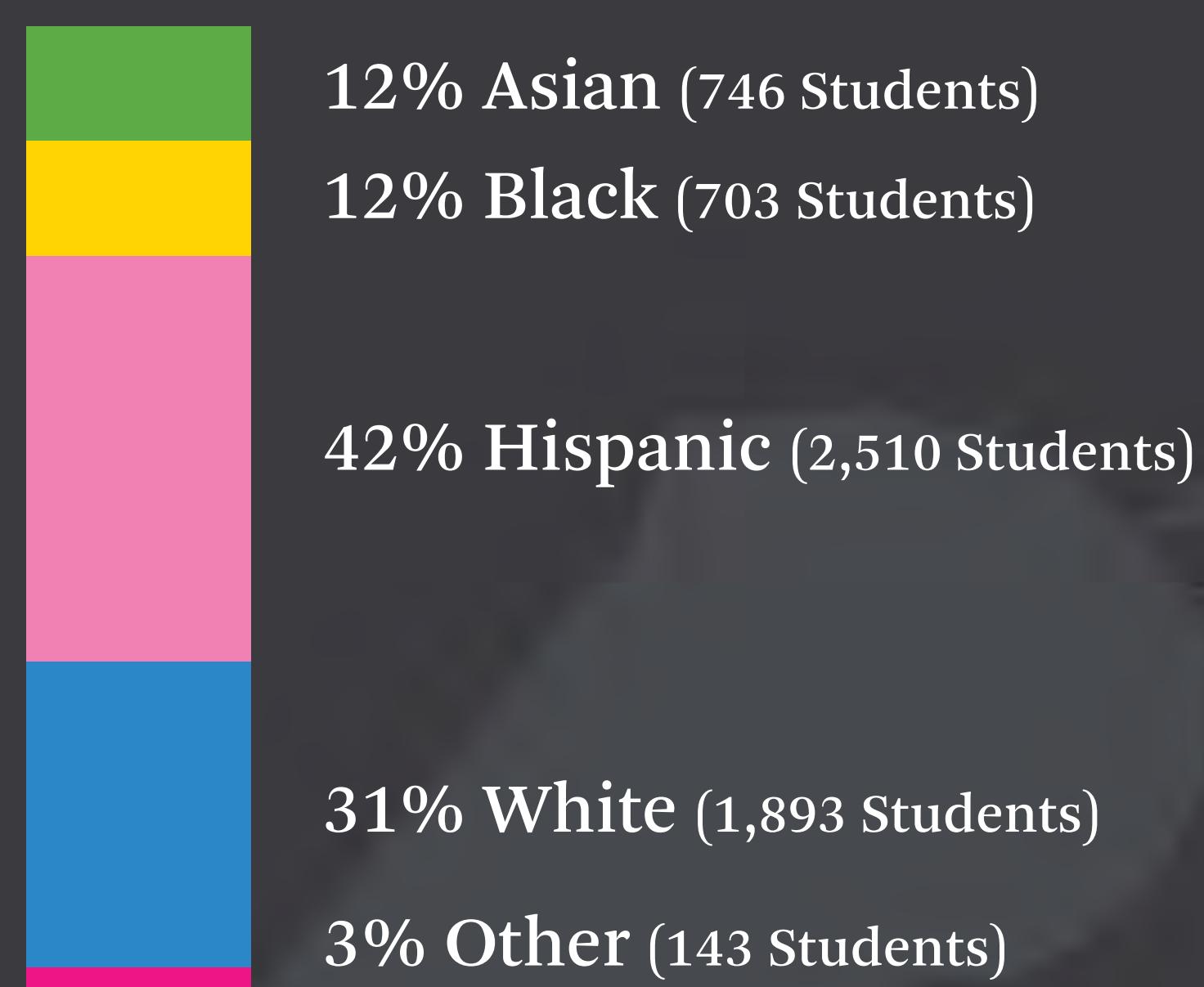
Students should specialize by interest, not skills or academic performance.

Tracking encourages students to perform better.

Student Race of D15

D15 Middle School Demographics

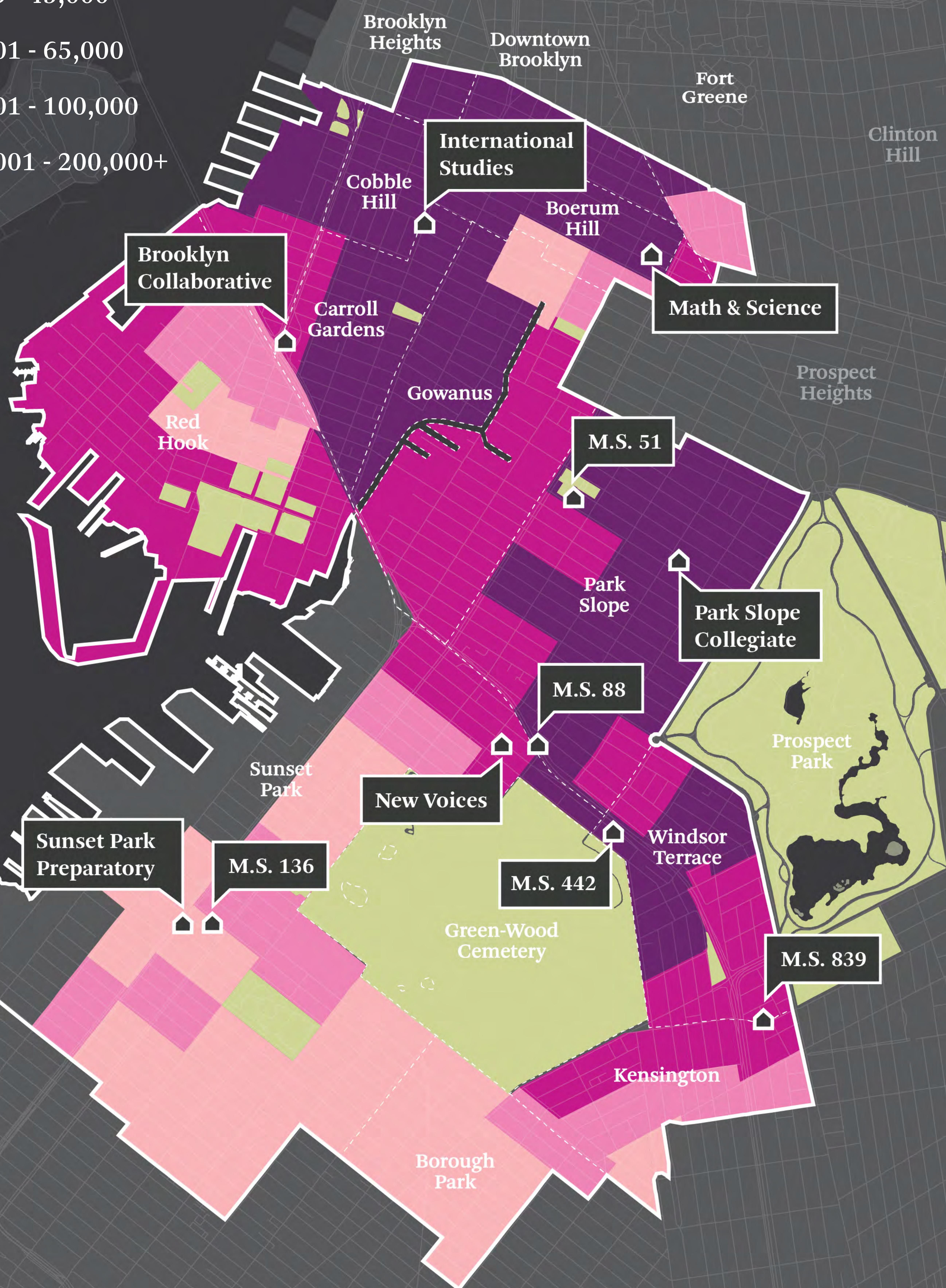
(6,016 Students)



Median Income in D15

D15 Median Income

- \$9,829 - 45,000
- \$45,001 - 65,000
- \$65,001 - 100,000
- \$100,001 - 200,000+



Am I looking at a full plan?

No, the ideas that the Working Group is presenting today are not a full plan but a set of initial ideas that could become more fully developed recommendations.

The D15 Working Group needs your help today to decide which of these options to develop into a more formal plan. Community members will be presented a more developed set of recommendations at the 4th Public Workshop in June and will be given the opportunity to provide more input and feedback.

Many of the ideas presented today could be done together - although some cannot. You should provide feedback about the individual ideas, but also leave comments about places where you think these ideas connect.

It's also important to note that these initial ideas are based on community input and come from the Working Group - not from the DOE. Based on your feedback today, the Working Group will work with the DOE to decide how best to turn these options into a full plan.

Inclusion: School Environment & Activities

Data Analysis

Public Schools in Brooklyn

There are 342,662 Public School Students in Brooklyn:

- 178,389 (K-5)
- 71,217 (6-8)
- 93,016 (9-12)
- Enrollment in Brooklyn has been growing for the past 10 years (from 322,716 in 2007-08)

More Information about Brooklyn Students:

- 77% of students are low income
- 19% of students have a disability
- 13% of students are ELLs (English Language Learners)
- 9% of students live in temporary housing

Student Demographics by Race:

- 16% of students are Asian
- 36% of students are Black
- 28% of students are Hispanic
- 18% of students are White
- 2% of students are multiple race categories not represented

There are 567 schools in Brooklyn, including 87 Charter Schools:

- 233 Elementary
- 68 K-8
- 94 Middle Schools
- 27 Secondary
- 125 High Schools
- 20 Grades K-12
- 415 Pre-K Programs

Students in Brooklyn speak 138 different Languages:

- 62% speak English at home
- 15% speak Spanish at home
- 9% speak Chinese at home
- 3% speak Russian at home
- Other common languages include: Arabic, Urdu, Bengali, Haitian Creole, Uzbek, French, Polish, and Tadzhik.

Teacher Demographics



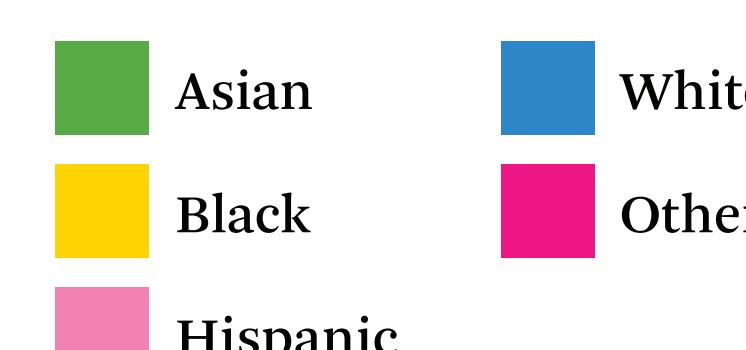
D15 MS Teacher Demographics
(569 Teachers)

6% Asian (35 Teachers)
13% Black (72 Teachers)
12% Hispanic (68 Teachers)
67% White (379 Teachers)

3% Other (15 Teachers)

D15 MS Student Demographics
(6,016 Students)

12% Asian (746 Students)
12% Black (703 Students)
42% Hispanic (2,510 Students)
31% White (1,893 Students)
3% Other (143 Students)

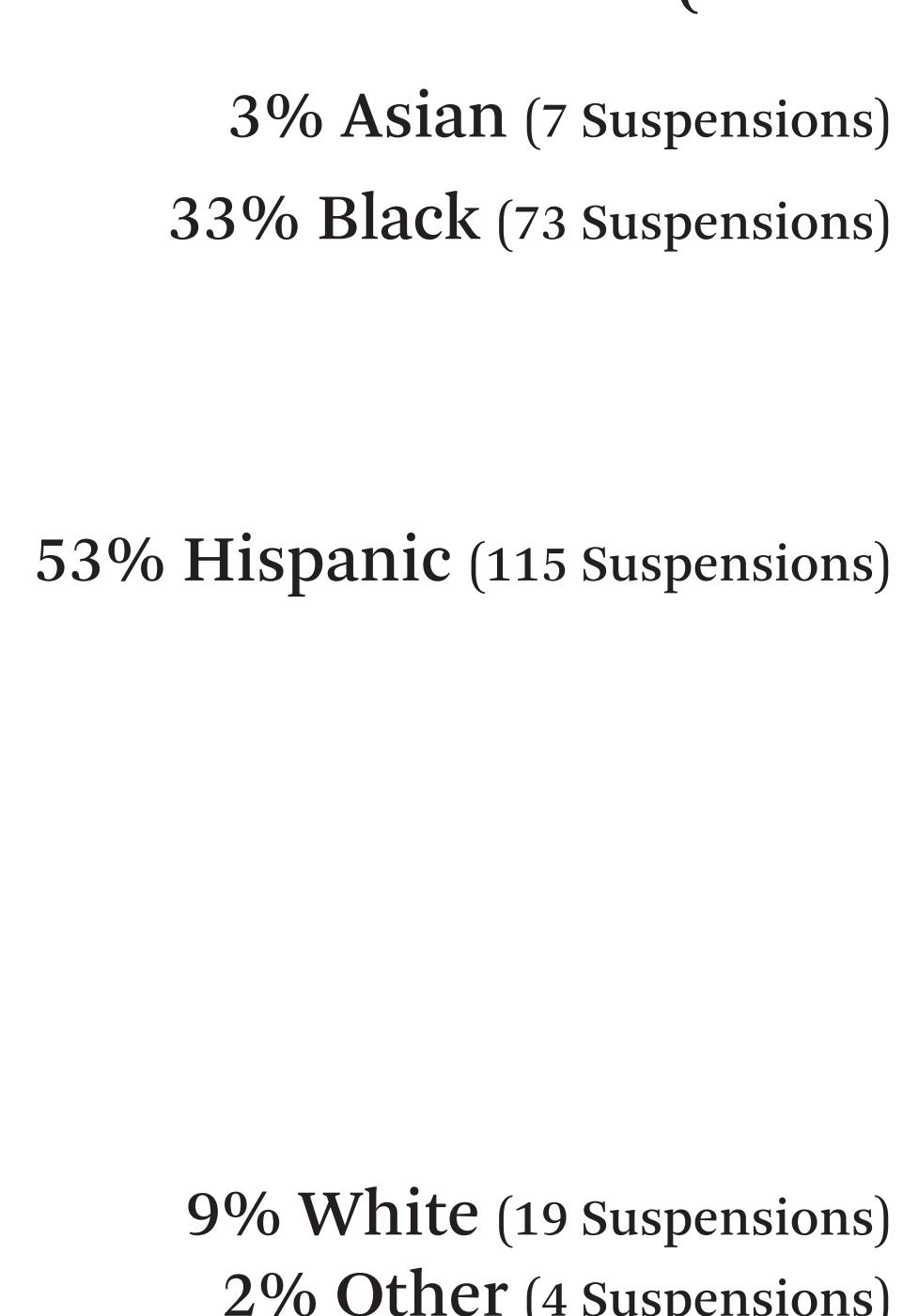


Source: NYC DOE, Middle School Teacher Demographics, SY 2017-2018

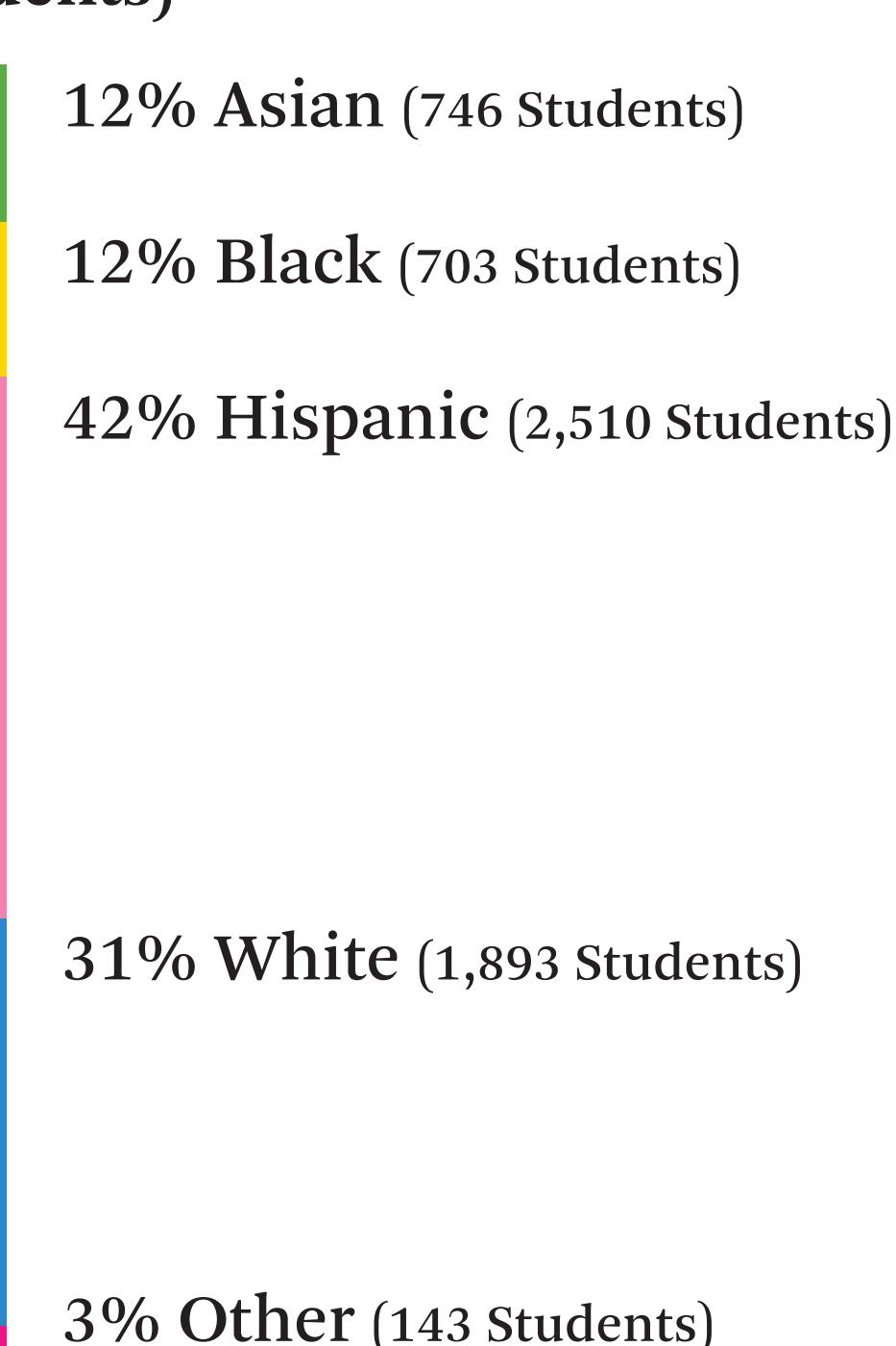
Behavior 2016-2017 School Year



Student Suspensions
(218 Suspensions)



D15 MS Student Demographics
(6,016 Students)



Please share your thoughts & feedback on the draft recommendations using stickers and sticky notes.

Source: NYC DOE, District 15 Principal Suspensions, SY 2016-2017

Recommendation: Align programming, trainings, and services with the needs of District 15's diverse student population.

Recomendación: Alinear la programación, las capacitaciones y los servicios con las necesidades de la población de distintos estudiantes del Distrito 15.

建議: 將規劃、培訓和服務與15區學生群體的多樣化需求結合起來。



Recommendation: Expand opportunities for anti-racist, anti-bias, and cultural sensitivity trainings for District 15 administrators, teachers, parents and students.

Recomendación: Expandir oportunidades de capacitaciones sobre antirracismo, anti-tendencias y sensibilidad cultural para los administradores, maestros, padres y estudiantes del Distrito 15.

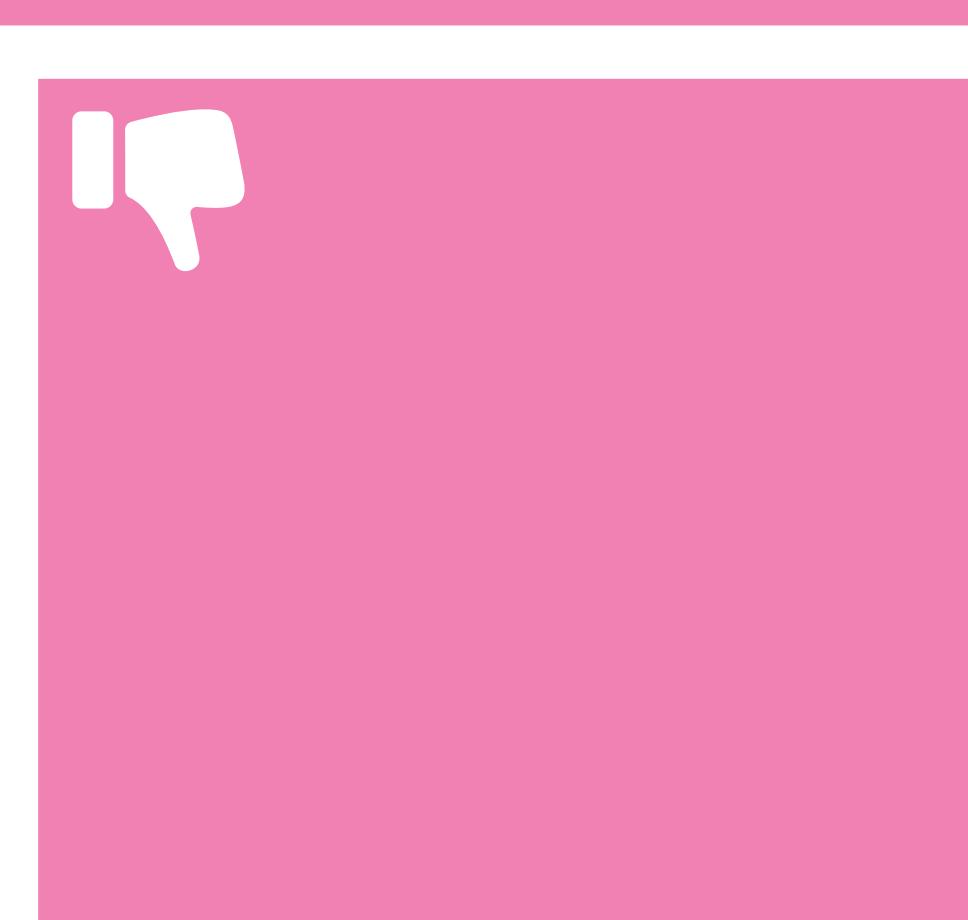
建議: 為15區行政人員、教師、家長和學生提供反種族歧視、反偏見和文化敏感性培訓的機會。



Recommendation: Adopt short-term and long-term hiring practices and targets to more closely align the racial diversity of teachers and staff across all levels with the racial diversity of District 15 students.

Recomendación: Adoptar prácticas y objetivos de contratación a corto y largo plazo para alinear más de cerca la diversidad racial de maestros y del personal en todos los niveles con la diversidad racial de los estudiantes del Distrito 15.

建議: 採取短期和長期雇傭政策和目標，使各層次的教師和工作人員的種族多樣性與15區學生的種族 多樣性更一致。



Recommendation: Provide support for District 15 educators in adopting best practices for academically, racially and socioeconomically mixed classrooms.

Recomendación: Proporcionar apoyo a los educadores del Distrito 15 en la adopción de mejores prácticas para salones de clases donde haya una mezcla académica, racial y socioeconómica de estudiantes.

建議: 支持15區的教育工作者，為教育工作者在融合學術、種族和社會經濟的課堂上帶來最佳實踐體驗。



Recommendation: Provide training and support to implement Culturally Responsive Education across all District 15 middle schools.

Recomendación: Proporcionar capacitación y apoyo para implementar Educación que responda culturalmente en todas las escuelas medias del Distrito 15.

建議: 提供培訓和支持，在15區所有中學實施“文化回應性教育”。



Recommendation: Identify a cohort of teachers and staff at each middle school to serve as Culturally Responsive Leaders who serve as in-house experts to coach and support teachers, develop curriculum, and share best practices.

Recomendación: Identificar un grupo de maestros y personal en cada escuela media para que actúen como Líderes que respondan culturalmente, que se desempeñen como expertos internos para que instruyan y apoyen a los maestros, desarrollen currículos y comparten mejores prácticas.

建議: 讓每所中學的教師和工作人員成為文化回應教學的領導者，作為內部專家輔導、支持教師制定課程，並分享最佳實踐經驗。



Recommendation: Develop and mandate a cultural and ethnic studies course for all D15 middle school students providing opportunities for students to learn about different social and cultural topics relevant to NYC students.

Recomendación: Desarrollar y exigir un curso de estudios cultural y étnico para todos los estudiantes de escuelas medias del D15 brindando oportunidades para que los estudiantes aprendan diferentes temas sociales y culturales relevantes para todos los estudiantes de NYC. El curso podría centrarse en personas con legado africano, latino, asiático, del medio oriente y nativo en las escuelas de NYC como así también en las intersecciones de género, LGBTQ y diversidad religiosa.

建議: 為15區所有中學生開發並授權文化化和種族學習課程，讓學生有機會瞭解關於紐約學生的不同社會和文化主題。該課程會聚焦非洲、拉丁美洲、亞洲、中東以及紐約學校的傳統原住民族，也會聚焦性、非異性戀者和宗教多樣性的交融。



Recommendation: Expand programs which create safe spaces and strengthen connectedness through student-led conversations and exploration around race, culture, and identity such as middle school Advisory programs.

Recomendación: Expandir programas que creen espacios seguros y fortalezcan la conexión a través de conversaciones conducidas por estudiantes y exploración alrededor de la raza, cultura e identidad tales como los programas Advisory de la escuela media.

建議: 通過學生主導的對話和對種族、文化和身份的探索，擴大課程大綱（如中學諮詢大綱），創造安全空間，加強學生之間的聯繫。



Recommendation: Develop a set of guidelines and targets to promote inclusivity and diversity within Parent Teacher Associations (PTAs).

Recomendación: Desarrollar un conjunto de pautas y objetivos para promover la inclusión y la diversidad dentro de las Asociaciones de Maestros y Padres (PTA, por sus siglas en inglés).

建議: 制定一套指導方針和目標，促進“家長教師協會(PTAs)”的包容性和多樣性。



Recommendation: Ensure that all D15 middle school special needs students have equal and equitable social and physical access to school sites and programming. Schools should be measured and evaluated on their programmatic, physical and social inclusion approaches.

Recomendación: Garantizar que todos los estudiantes con necesidades especiales de las escuelas medias del D15 tengan acceso justo, socialmente igualitario y físico a los sitios y programación de la escuela.

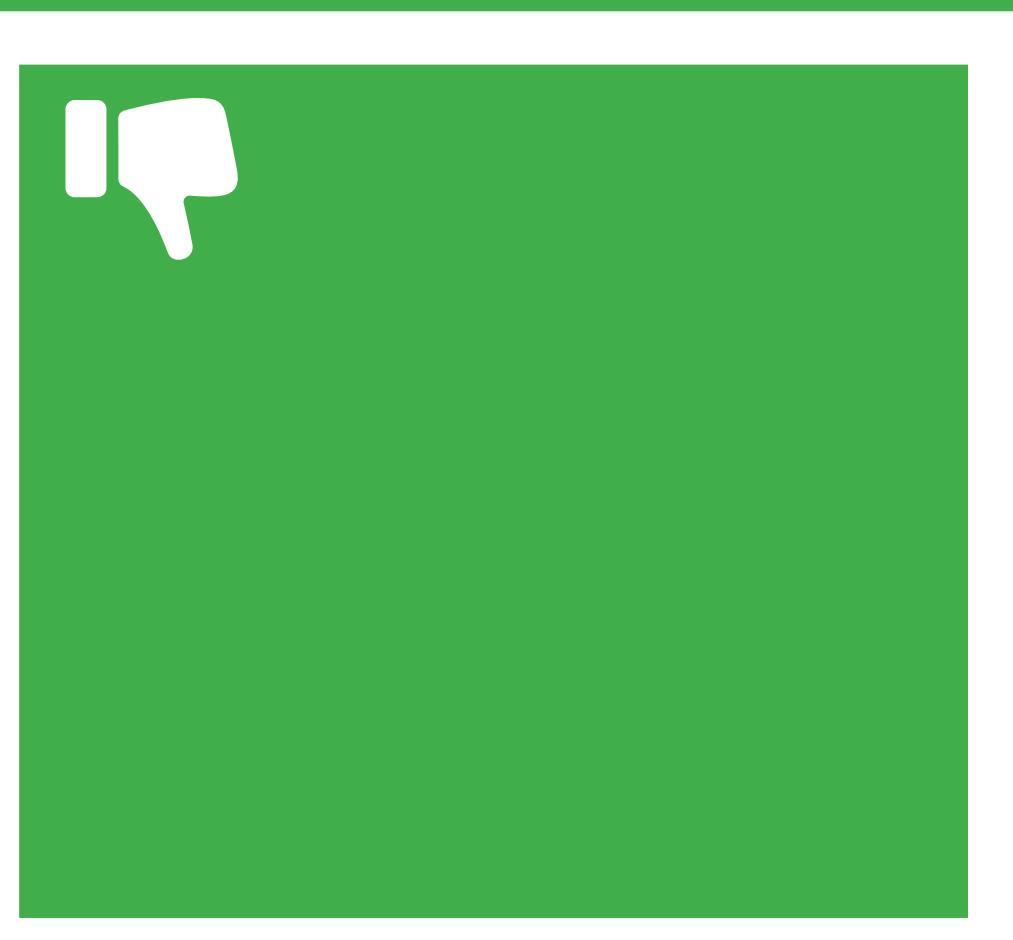
建議: 確保15區所有有特殊需求的中學生都能對學校地址和規劃有公平、公正的社會和物理訪問渠道。



Recommendation: Create culturally responsive lunch menus which reflect and celebrate the cultures of students in a school.

Recomendación: Crear menús para los almuerzos que respondan a las necesidades culturales que reflejen y celebren las culturas de los estudiantes de una escuela.

建議: 建立反應不同文化的午餐菜單，反映和慶祝同一學校各個種族學生的不同文化。



Recommendation: Create opportunities for staff and teachers to meaningfully engage the neighborhoods and families they serve through models such as Parent-Teacher Home visits.

Recomendación: Crear oportunidades para que el personal y los maestros involucren significativamente a los vecindarios y a las familias que atienden a través de modelos tales como visitas padres-maestros a los hogares.

建議: 為員工和教師創造機會，讓他們通過家長-教師家訪等模式，讓社區和家庭有意義地參與進來。



Recommendation: Promote and support school staff and teachers to conduct annual walking tours of their neighborhood in partnership with parents, PTAs, and neighborhood organizations.

Recomendación: Promover y apoyar que el personal y los maestros realicen recorridos anuales caminando por sus vecindarios en asociación con padres, PTA y organizaciones vecinales.

建議: 協助並支持學校工作人員和教師與家長、家庭教師協會和社區組織開展徒步旅行活動。



Recommendation: Address the racial disparities in student discipline by investing in training to support restorative justice circles and best practices.

Recomendación: Abordar las disparidades raciales en la disciplina de los estudiantes invirtiendo en círculos de justicia restaurativa y mejores prácticas.

建議: 通過投資恢復性司法圈和最佳實踐來解決學生紀律中的種族差異問題。



Recommendation: Create a Restorative Justice Coordinator position (full-time DOE) tasked with implementing, supporting and tracking a district-wide approach to restorative practices at all D15 middle schools.

Recomendación: Crear el puesto de Coordinador de Justicia Restaurativa con la tarea de implementar, apoyar y hacer el seguimiento de una perspectiva de todo el distrito de las prácticas restaurativas en todas las escuelas medias del D15.

建議: 建立一個恢復性司法協調員職位，負責實施、支持和跟蹤15區所有中學的恢復性實踐方法。



Recommendation: Increase investment for social-emotional supports in D15 middle schools; such as guidance counselors and social workers.

Recomendación: Aumentar la inversión en apoyos sociales-emocionales, tales como consejeros guías y trabajadores sociales, en las escuelas medias del D15.

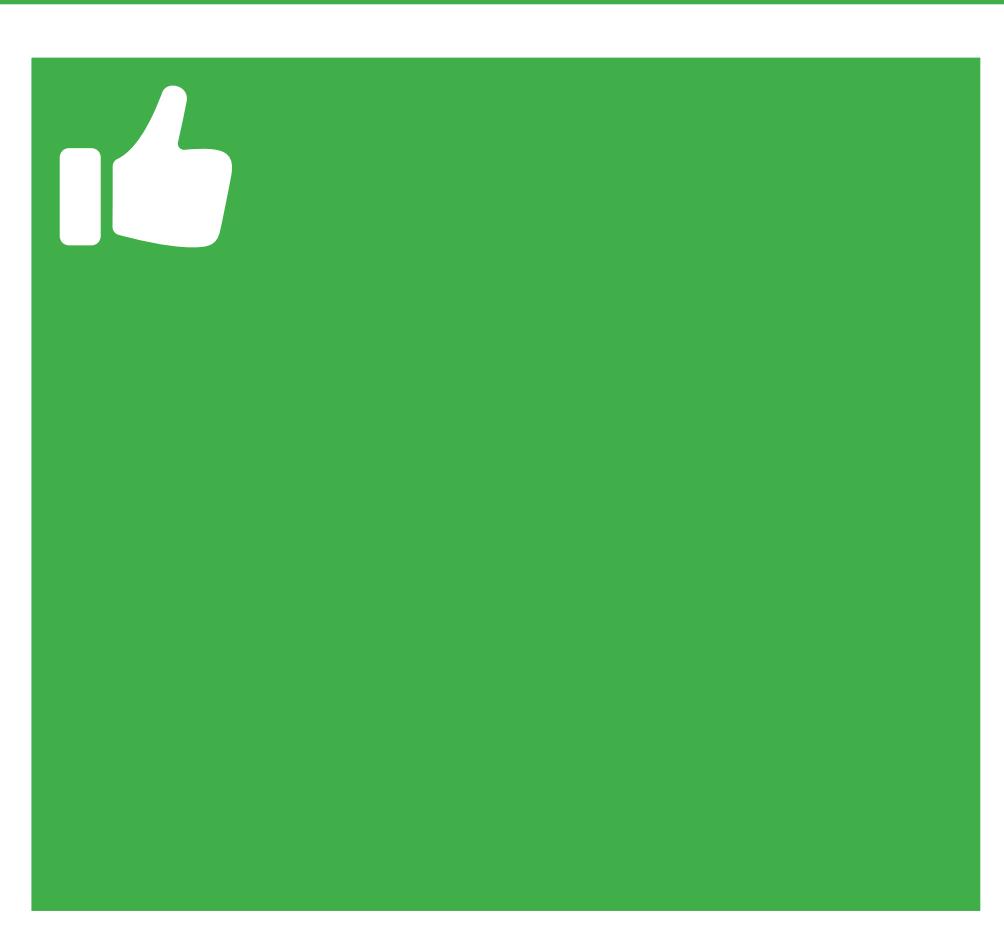
建議: 增加對15區中學的社會情感支持投入；例如增加指導顧問和社會工作者。



Recommendation: Develop opportunities for district-wide after school programming – such as sports, language, technology, and arts programs.

Recomendación: Desarrollar oportunidades para el desarrollo después del horario escolar en todo el distrito, tales como programas de deportes, idiomas, tecnología y arte.

建議: 開拓全區的校外活動機會——例如運動會、語言技能競賽和綜藝節目。



Recommendation: Create mechanisms for ongoing opportunities for cross-district family, parent, and student engagement and collaboration.

Recomendación: Crear mecanismos para que haya oportunidades permanentes de participación y colaboración de estudiantes, padres y familias de distintos distritos.

建議: 為跨區家庭、家長和學生的參與和相互合作創造持續機會機制。



Recommendation: Pair cross-district PTAs to encourage collaboration and cross-cultural community building (this should be paired with support and trainings to ensure meaningful and productive engagement).

Recomendación: Juntar las Asociaciones padres-maestros (PTA, por sus siglas en inglés) de distintos distritos para alentar la colaboración y el desarrollo comunitario intercultural (esto se debe realizar junto con apoyo y capacitaciones para garantizar una participación significativa y productiva).

建議: 把跨區家庭教師協會組隊，鼓勵他們進行合作和跨文化社區建設（應該結合支持和培訓，以確保參與的意義和有效性）。



Recommendation: Establish a program that encourages teachers to take a “sabbatical” to teach in another D15 middle school for a year.

Recomendación: Establecer un programa que aliente a los maestros a tomar un “año sabático” para enseñar en otra escuela media del D15 durante un año.

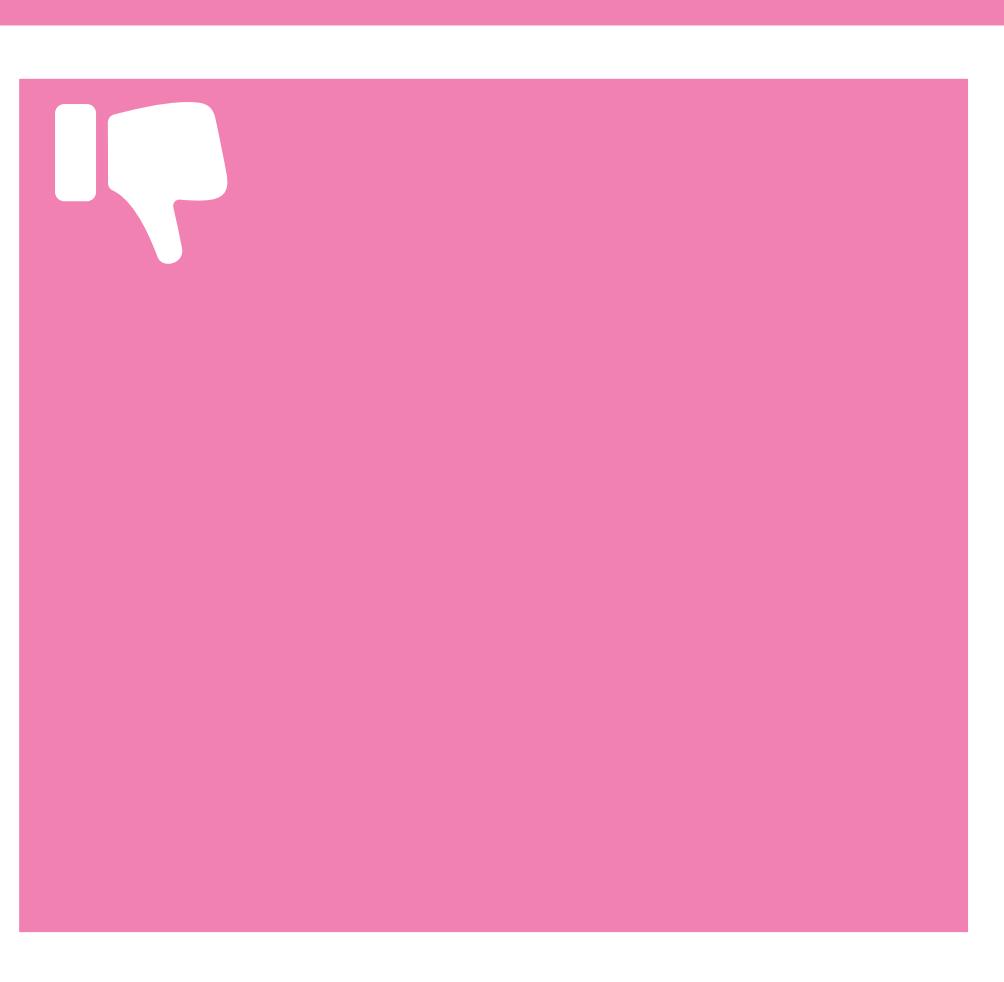
建議: 制定一項計畫，鼓勵教師“休假”一年，到15區另一所中學執教。



Recommendation: Develop an equitable baseline of funding to support arts, music, technology and sports at all D15 middle schools.

Recomendación: Proporcionar capacitación y apoyo a todas las escuelas intermedias D15 para implementar un plan de estudios que responda culturalmente.

建議: 設立一條公平的資金基準線，以支持15區所有中學開展藝術、音樂、技術和體育活動。



Recommendation: Track and monitor D15 middle school resources; develop an action plan to reduce inequities between schools.

Recomendación: Hacer el seguimiento y monitorear los recursos de las escuelas medias del D15; desarrollar un plan de acción para reducir las inequidades entre escuelas.

建議: 跟蹤並監控15區中學資源；建立一個行動計畫，以降低學校間的不平等性。



Recommendation: Create parity between middle schools for classroom student-teacher ratios, and work the ratios across all middle schools.

Recomendación: Crear igualdad entre las escuelas medias en las proporciones de alumnos- maestros en el aula y trabajar las proporciones en todas las escuelas medias.

建議: 為中學建立平等的學生-老師比，並在所有的中學實施這一比率。



Recommendation: Ensure that individual schools do not lose out on Title 1 funding if a school drops below the 60% free and reduced lunch threshold.

Recomendación: Garantizar que las escuelas individuales no pierdan en los fondos del Título 1 si una escuela cae por debajo del 60% del umbral de almuerzo reducido y gratuito.

建議: 如果有學校的資助和午餐減免低於60%，確保個別學校不要失去1號資助。



Integration: Access to Information & Admission Policies

Key Data Findings

Middle School Segregation

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

Connections between School Segregation and Residential Segregation

- School segregation reflects patterns of housing segregation in District 15. White students are clustered in the northern region of the district, particularly in Cobble Hill, Carroll Gardens, and Park Slope. Hispanic students are clustered in the south western end of the district, predominantly in Sunset Park. Asian students can be found in Borough Park and Kensington. Enclaves of Black students can be found in Red Hook and Gowanus and throughout the district.

Demographic Trends and Changes in D15

- Citywide public school enrollment and District 15 public school enrollment has increased over the last 10 years, adding over 80,000 students citywide and over 6,000 students in District 15. Over that same 10 year period, District 15's white middle school student population has nearly doubled from 16% to 31%. The Black middle school student population has decreased from 23% to 12% and the Hispanic middle school population has decreased from 52% to 43%.

Sending School Patterns

- Analysis of student data indicates sending school patterns between specific elementary and middle schools highlighting and informal network of "sub-districts." These sub-districts follow patterns of racial segregation. Predominantly white elementary schools send white students to predominantly white middle schools, these patterns can also be observed for Hispanic students in District 15.

Choice in Admissions

- School choice has the most impact on the demographics of individual middle schools in District 15. Simulations used to test a district-wide lottery system, a system using academic diversity priorities and a system using sending elementary school priorities did not result in significant demographic changes because of the limited way in which choices are made.

Screens

- Black and Hispanic students are disproportionately affected by school screens such as tardies, absences, and standardized test scores. These screens remove Black and Hispanic students from the middle school applicant pool at higher percentages than White and Asian students.

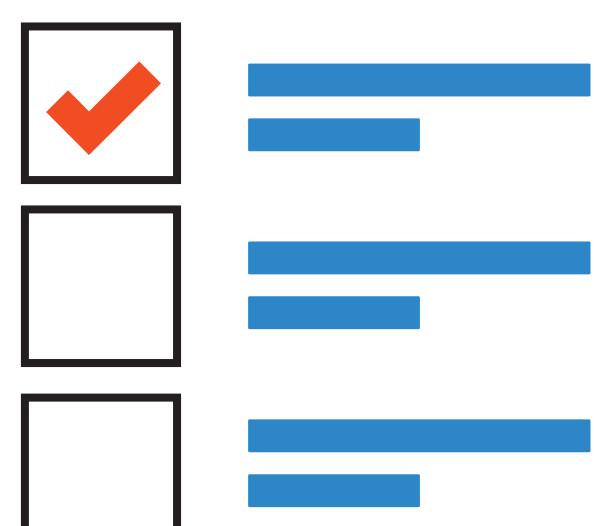
Teacher Demographics

- Middle school teacher racial demographics do not closely reflect middle student racial demographics. Hispanic students make up the largest racial group in the district (42%), while Hispanic 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.

Middle School Student Suspensions

- Black and Hispanic students are suspended at disproportionately high rates in District 15. Black students make up 12% of the middle school population but represent 33% of Principal suspensions. White students make up 31% of the middle school population and represent 9% of Principal suspensions.

Data Analysis



Data Simulations & the Role of School Choice

School choice has the most impact on the demographics of individual middle schools in District 15.

As part of the D15 planning process, simulations were used to test a district-wide lottery system, a system using academic diversity priorities and a system using sending elementary school priorities. These simulations did not result in significant demographic changes because of the limited way in which choices are made. For example, white students typically apply to predominantly white schools, and hispanic students typically apply to predominantly hispanic schools.

This suggests the need to: (1) modify the choices students can make and/or (2) expand the choices students are making.

Additionally, the removal of all school screens produced limited changes in middle school demographics.

Match

New York City's middle school match gives families an opportunity to choose middle schools that they would like to attend. Families submit an application with up to 12 choices, and students receive an offer to a single school from the DOE. That offer is the best choice from their application a student can get with the available seats at each school. If a school has more seats than applicants, all students who prefer to attend that school to any others on their list get a seat at the school. When a school has more applicants than seats, the students who apply are put in order. At screened schools, schools are able to create this order themselves. At lottery schools, this order is created by a random number. Some schools also give a priority to certain students, for example, students who live in the district. In this case, if there are more applicants than seats, students are ordered by priority group then by school rank or random number.

Simulations

The DOE can test changes to the match by making a simulation. In a simulation, we change some of the rules about how students are matched to schools. We can then compare the outcomes of that simulation to the actual match for the same students and schools. For all of the simulations for D15, we kept all of the choices that families made in the actual application the same. The only changes that we made were to the order in which schools consider students. When we make these simulations, we test changes to some schools, but we run the match for the entire city. This means that we can still see D15 residents matching to schools outside of the district and students who live outside the district matching into D15.

Simulation 1: District-Wide Lottery

Simulation 1 did not use the ranks that schools chose for their applicants. Instead, students were put in order at each school they applied to by a random number. This lottery system, which is sometimes called "Unscreened," is the way that M.S. 839 admits students now. All students who live in D15 or go to school in D15 were eligible at each school, and there were no additional priorities for any students. This simulation did not result in significant demographic changes because of the limited way in which choices are made.

Simulation 2: Sending School

For Simulation 2, we looked at how many students applied from each elementary school in the district as well as schools outside the district. We made groups of seats at each middle school based on different sets of applicants from different elementary schools. The size of each group matched the share of applicants who came from elementary schools in each set. Some sets were larger than others because more or fewer students from those schools applied. We then divided the seats at each middle school up by these groups. Each group of seats was open to all students, but students that came from a school in that group's set of elementary schools were given a priority. This simulation did not result in significant demographic changes because of the limited way in which choices are made.

Simulation 3: Academic Diversity

This simulation was very similar to the Sending School simulation; instead of making groups of seats that give priority to students based on their elementary school, we made groups of seats that give priority to students based on their test scores. In this case, there are five groups: students who average a 1, 2, 3, or 4 on Math/ELA state tests and students who did not take those tests. Like in the Sending School simulation, we divide each middle school's available seats into five groups, and the size of each of those seat groups matches the percent of applicants who are in each group. All students can still match into any seat group, but each group gives priority to students with a specific test score first. This simulation did not result in significant demographic changes because of the limited way in which choices are made.

Screens Analysis

School screens such as tardies, absences and standardize tests remove Black and Hispanic students from the applicant pool at higher percentages than White & Asian students.

While school choice has the most impact on the demographics of middle schools in D15, if the range of student choices expanded, the impacts of screens would be greater.

	Asian	Black	Hispanic	White	Other	Total
Total Population (Pool) Attendance	605	268	1047	842	55	2817
Percentage Decrease From Pool	-13%	-44%	-36%	-16%	-11%	-25%
All 6th Graders with fewer than 5 tardies	528	151	666	707	49	2101
Percentage Decrease From Pool	-27%	-67%	-64%	-40%	-42%	-49%
All 6th Graders with fewer than 5 absences and 5 tardies	441	89	375	502	32	1439

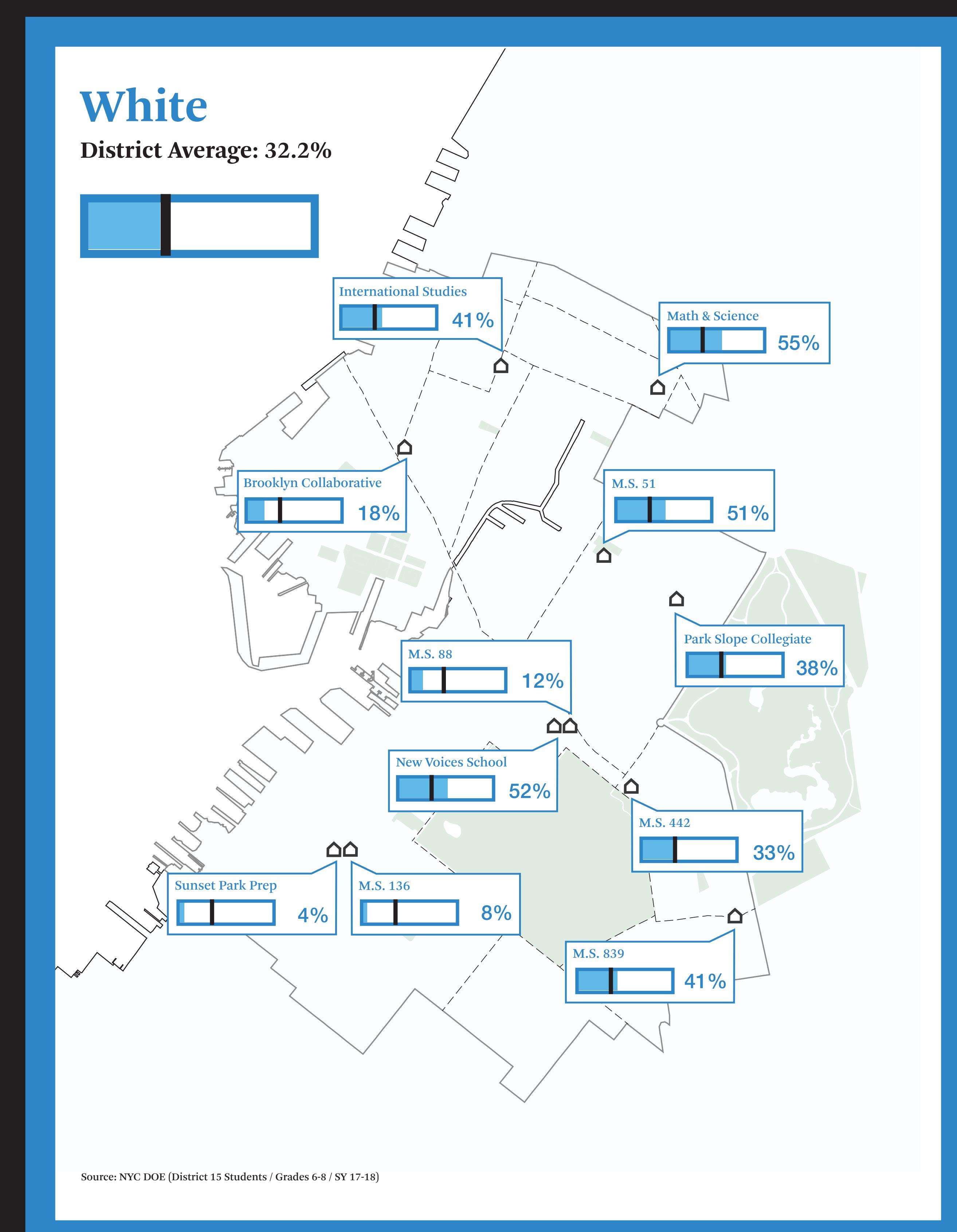
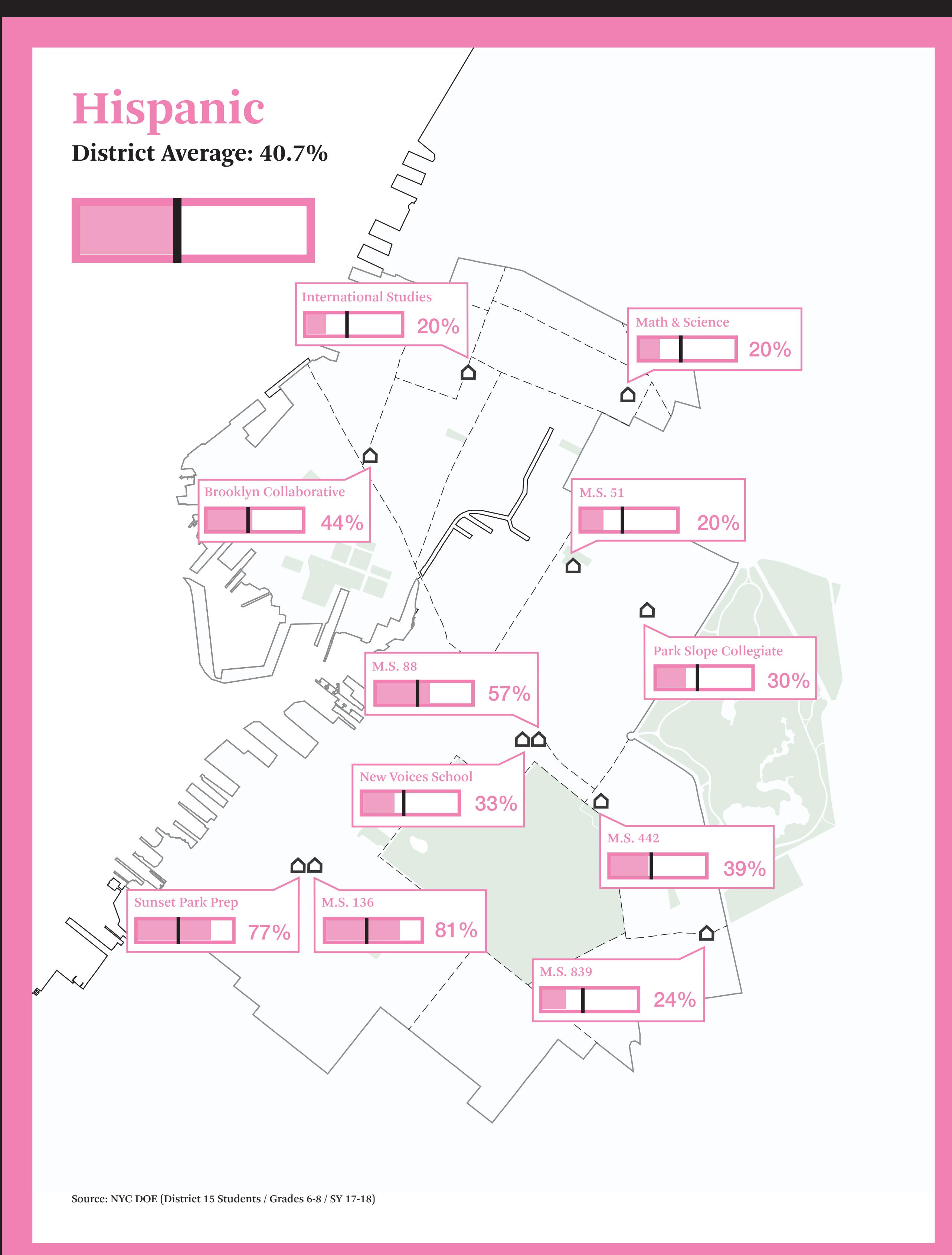
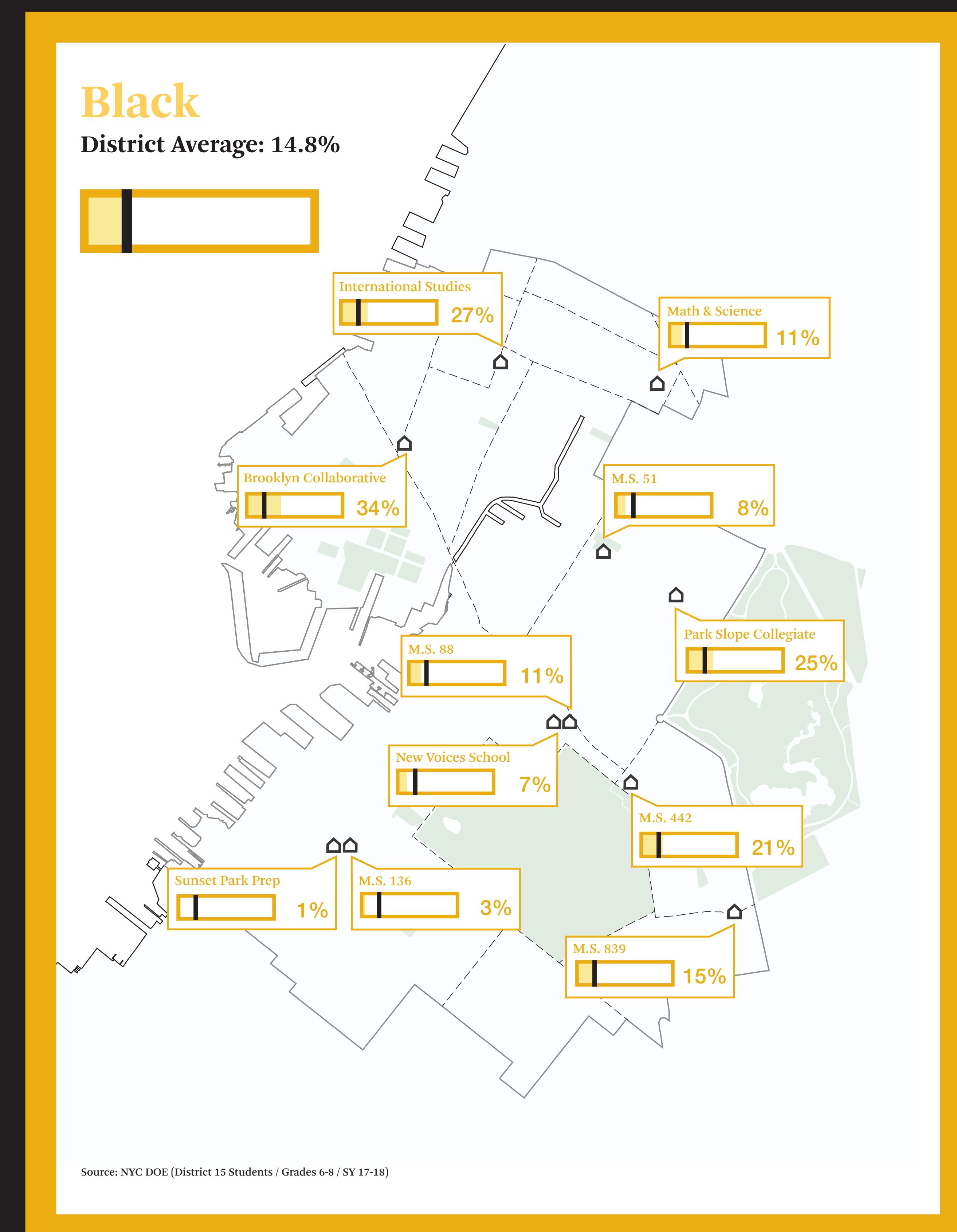
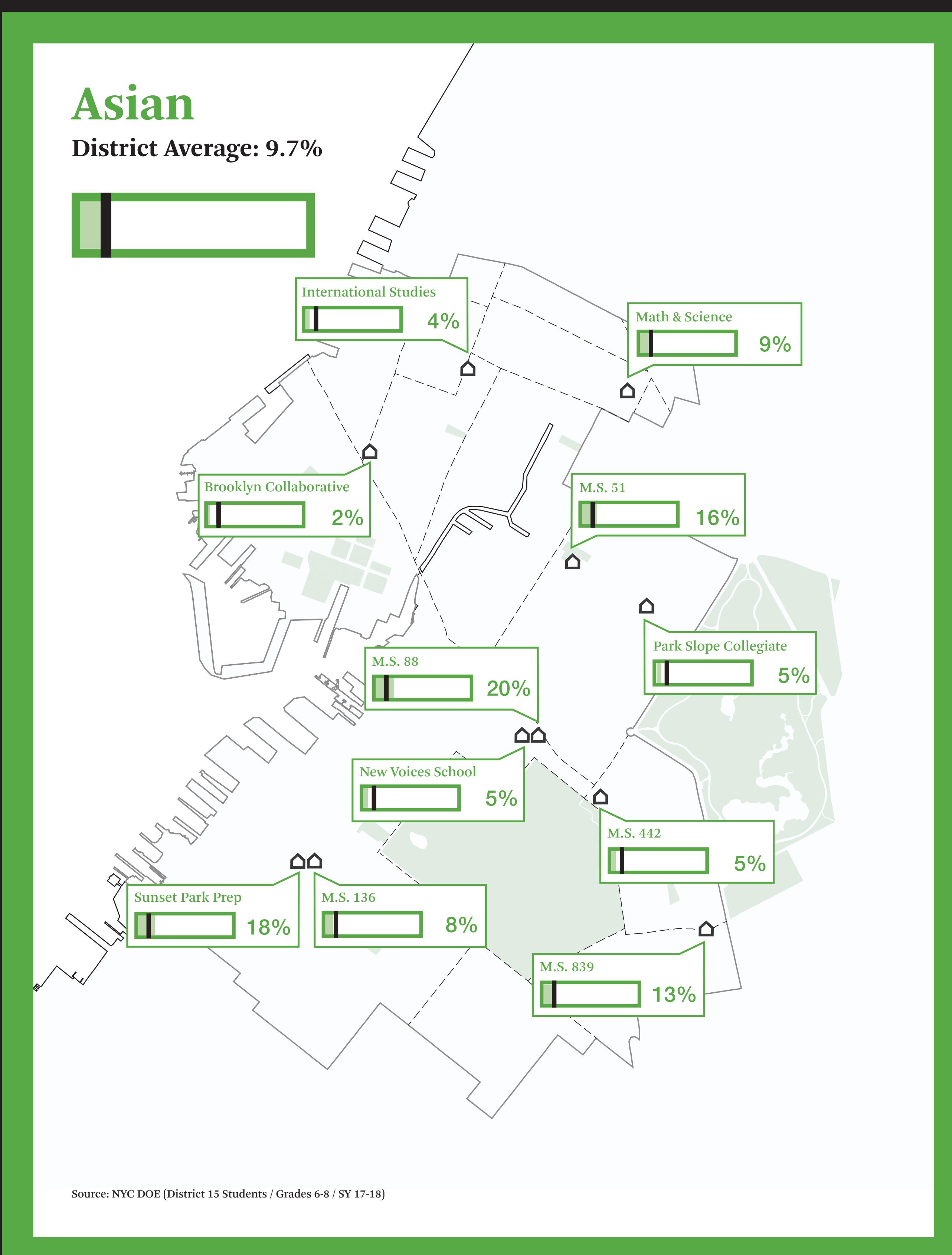
	Asian	Black	Hispanic	White	Other	Total
Total Population (Pool) Standardized Testing	402	168	737	585	37	1929
Percentage Decrease From Pool	8%	-27%	-45%	1%	-3%	-17%
All 6th Graders with either Math or ELA Scores of 3 or over	433	122	409	592	36	1592
Percentage Decrease From Pool	-29%	-55%	-69%	-16%	-11%	-42%
All 6th Graders with Math and ELA Scores of 3 or over	285	76	226	494	33	1114

	Asian	Black	Hispanic	White	Other	Total
Total Population (Pool) Attendance	605	268	1047	842	55	2817
Percentage Decrease From Pool	-47%	-84%	-85%	-59%	-62%	-69%
All 6th Graders with fewer than 5 absences and 5 tardies and Math Scores of 3 or over	320	43	154	343	21	881

Please share your thoughts & feedback on the draft recommendations using stickers and sticky notes.

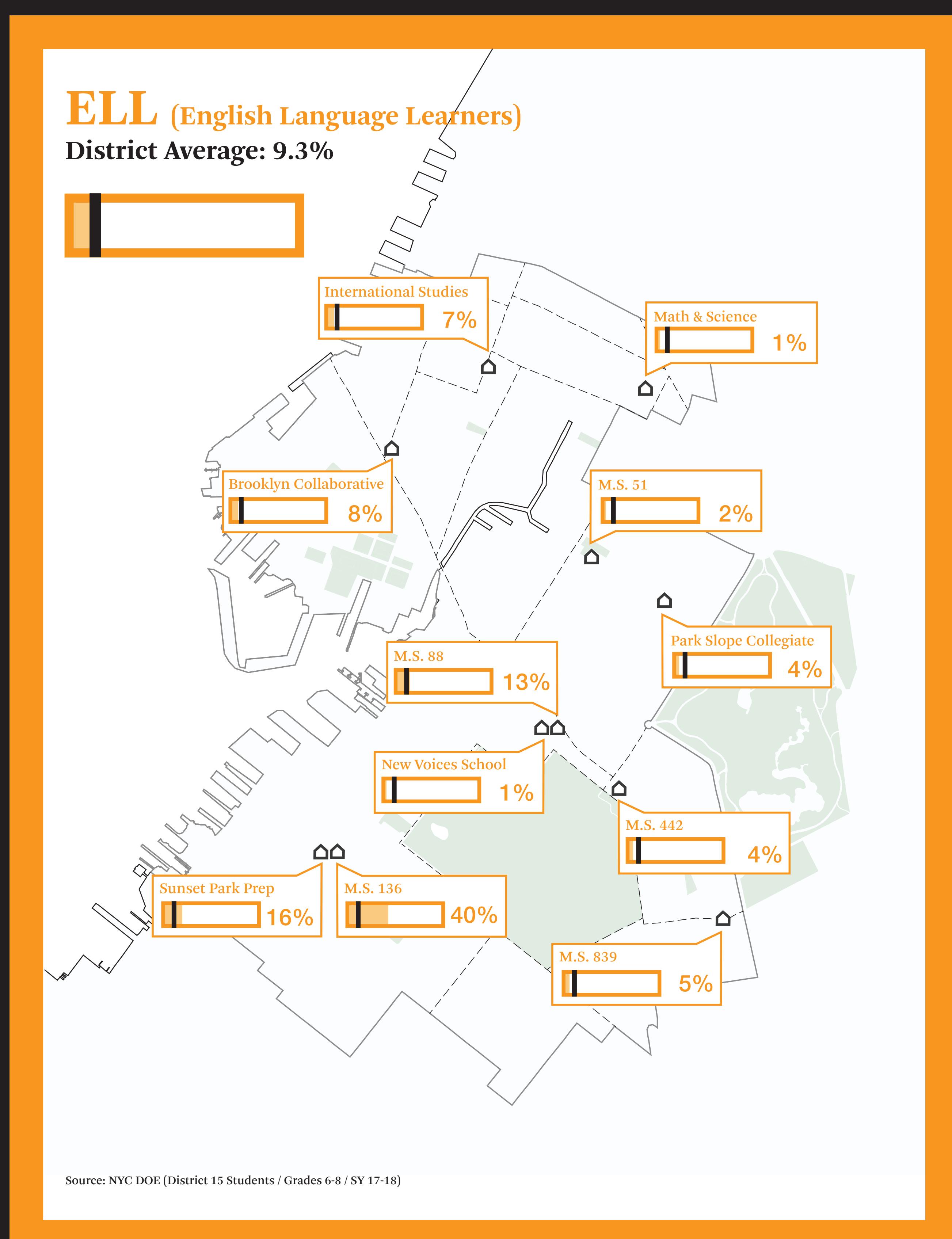
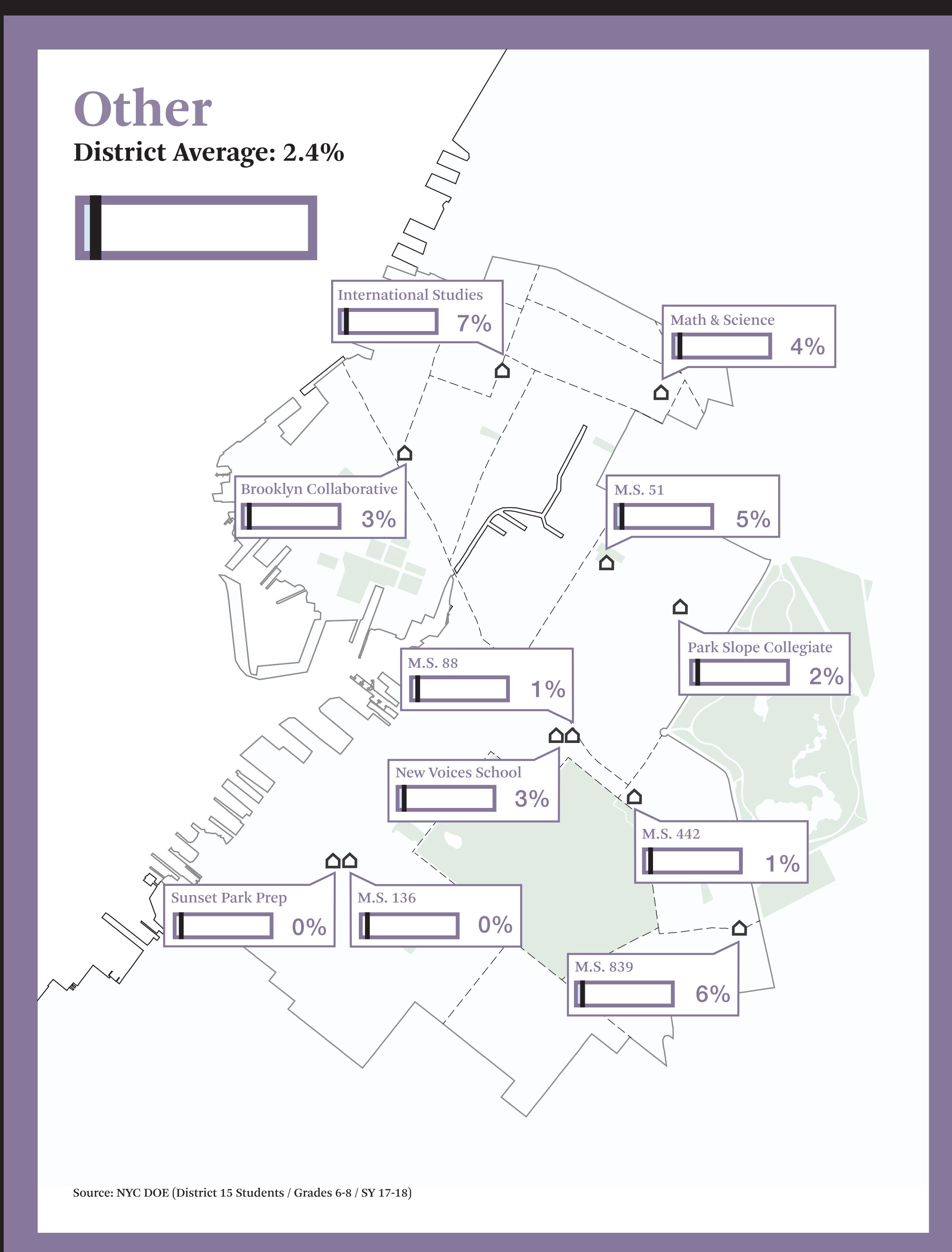
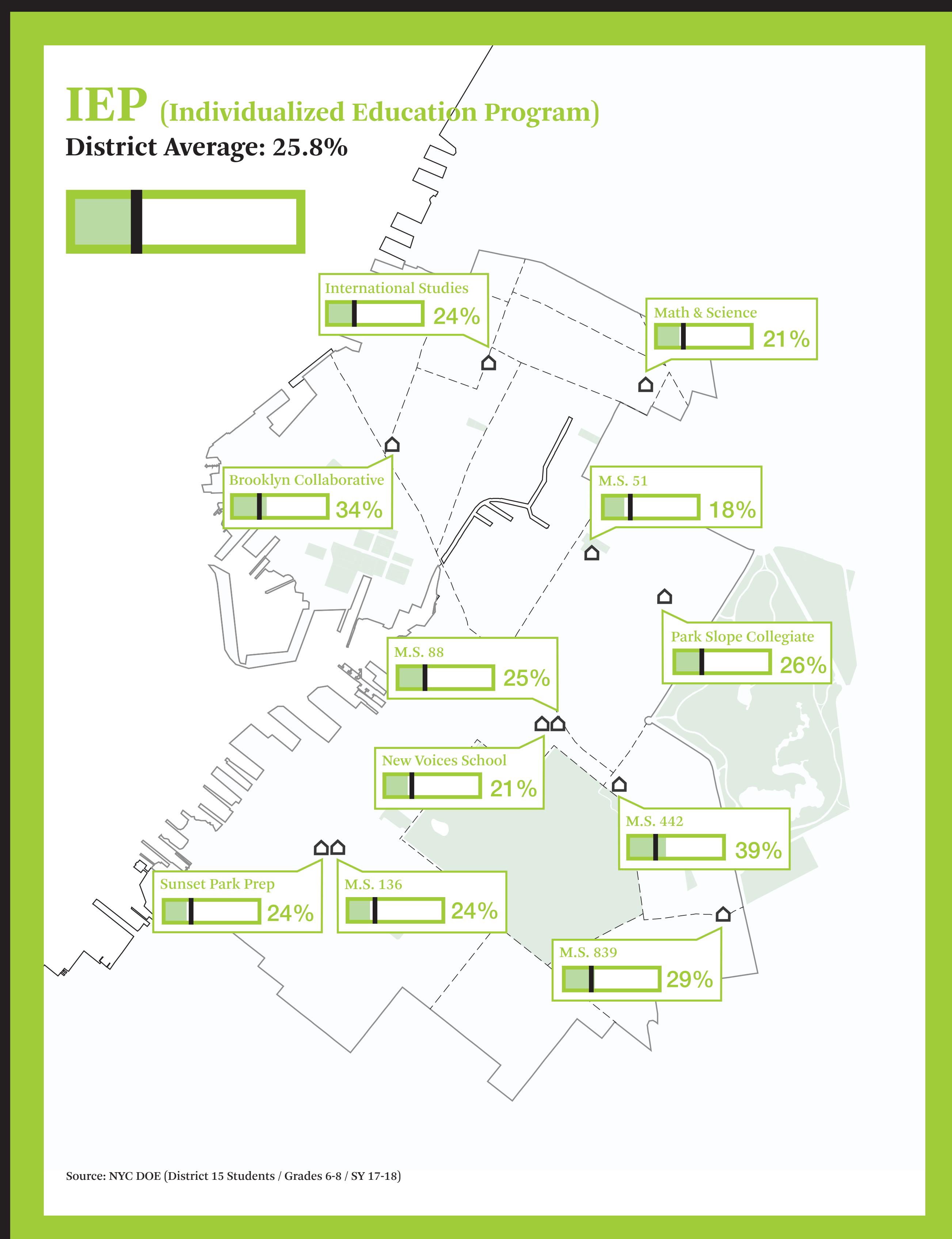
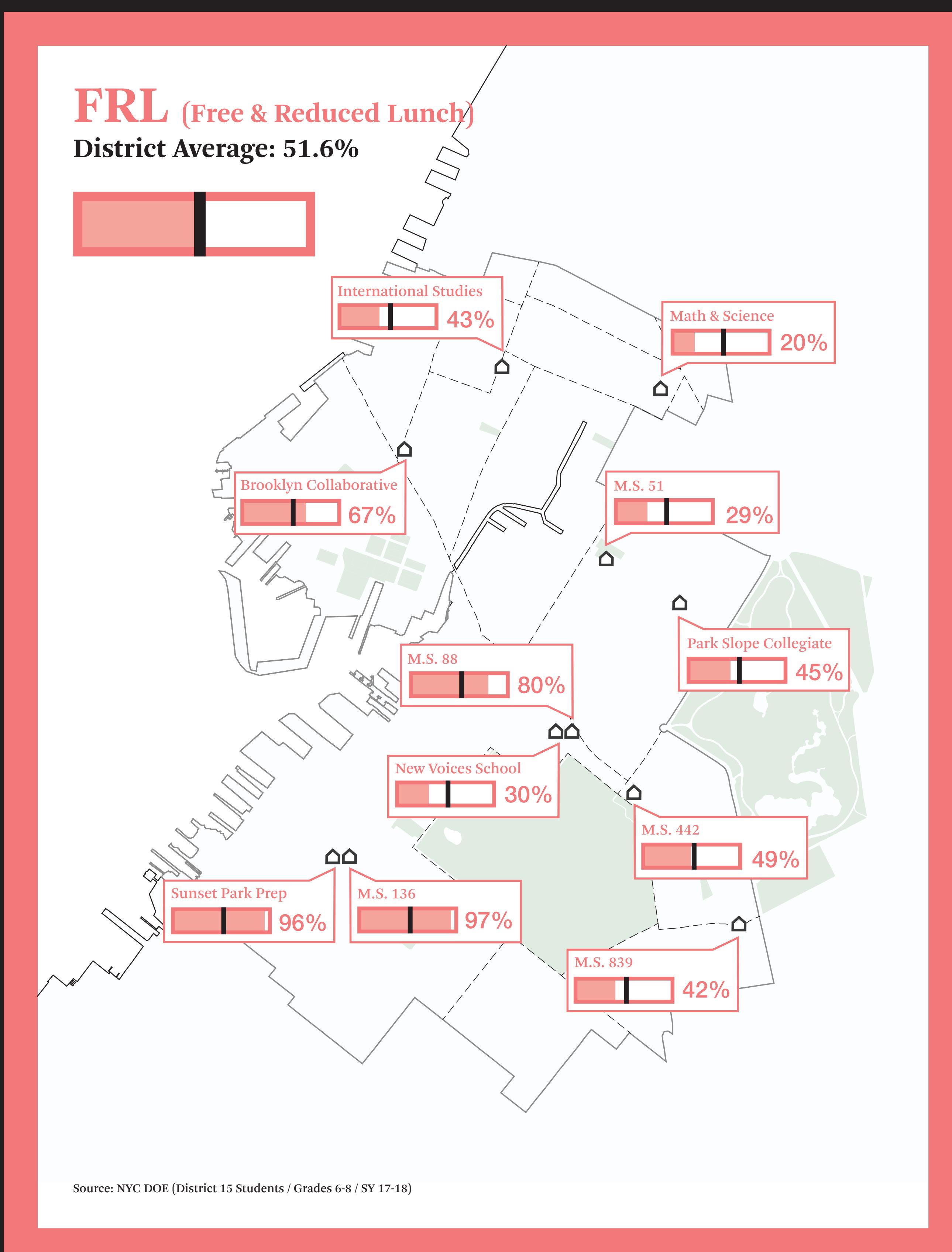
Segregation in D15

One way to examine segregation (or the geographic isolation of different races) in schools, is to compare the races of students at an individual school to the district's average for the same category.



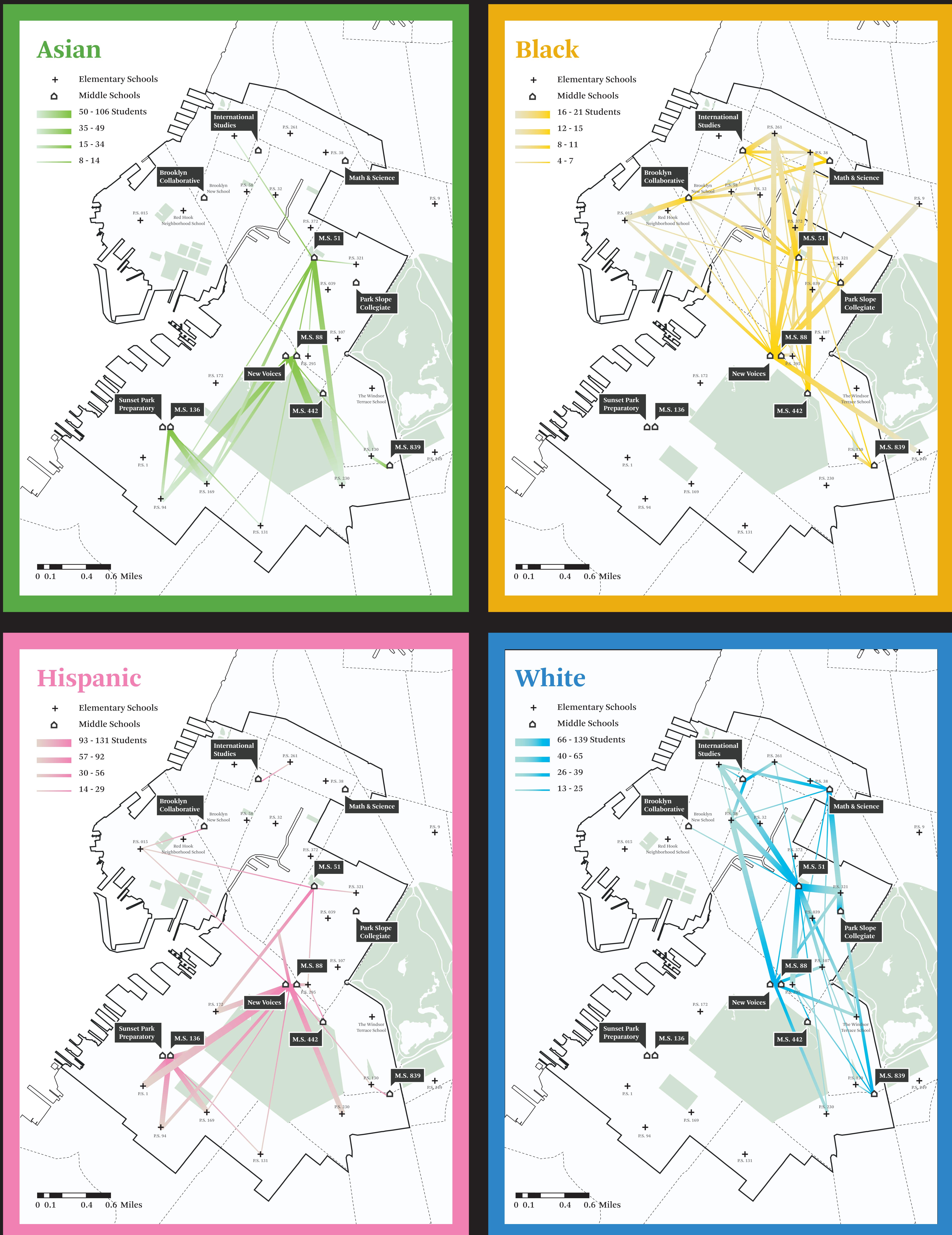
Segregation in D15

One way to examine segregation (or the geographic isolation of FRL, ELL, & IEP students) in schools, is to compare the percentage of these students at an individual school to the district's average for the same category.



Sending School Patterns

Elementary to Middle School sending patterns illustrate the movement of students from elementary schools to middle schools in District 15. The thickness of the line corresponds to the number of students enrolling from a specific elementary school in a specific middle school - the thicker the line, the higher the number of students traveling from the elementary to middle school.



Recommendation: Embed anti-racist and anti-bias trainings into the online middle school application process.

Recomendación: Incorporar capacitaciones antirracistas y anti-tendenciosas al proceso de presentación de solicitud escolar en línea.

建議: 將反種族主義和反偏見培訓納入中學線上申請流程中。



Recommendation: Embed an informational component into the online middle school application process highlighting the unique offerings of each middle school.

Recomendación: Incorporar un componente informativo en el proceso de presentación de solicitud escolar en línea, destacando las ofertas exclusivas de cada escuela media.

建議: 將資訊組件納入中學線上申請流程中，突出每個中學的教學特色。



Recommendation: Develop a D15 Language Access Action Plan to address language access district-wide and at an individual school basis. Ensure middle school open houses and tours are offered in multiple languages, with funding provided for translation.

Recomendación: Desarrollar un Plan de Acción de Acceso al Idioma del D15 para abordar el acceso al idioma en todo el distrito y en forma individual para cada escuela. Garantizar que se ofrezcan recorridos y jornadas de puertas abiertas en las escuelas medias en múltiples idiomas, y que se proporcionen fondos para traducción.

建議: 制定一項“15區語言訪問行動計畫”，在個別學校的基礎上解決全區語言訪問問題。確保中學的開放參觀和旅遊期間能提供多種語言，並確保有翻譯資金。



Recommendation: Ensure that parents receive real-time, complete, and accurate information in the language of the family's home choice regarding their rights, their individual student's needs and abilities, and school choice.

Recomendación: Garantizar que los padres reciban información precisa, completa, en tiempo real en el idioma que se elija en el hogar de la familia, sobre sus derechos, las necesidades y capacidades individuales de sus hijos estudiantes y elección de la escuela.

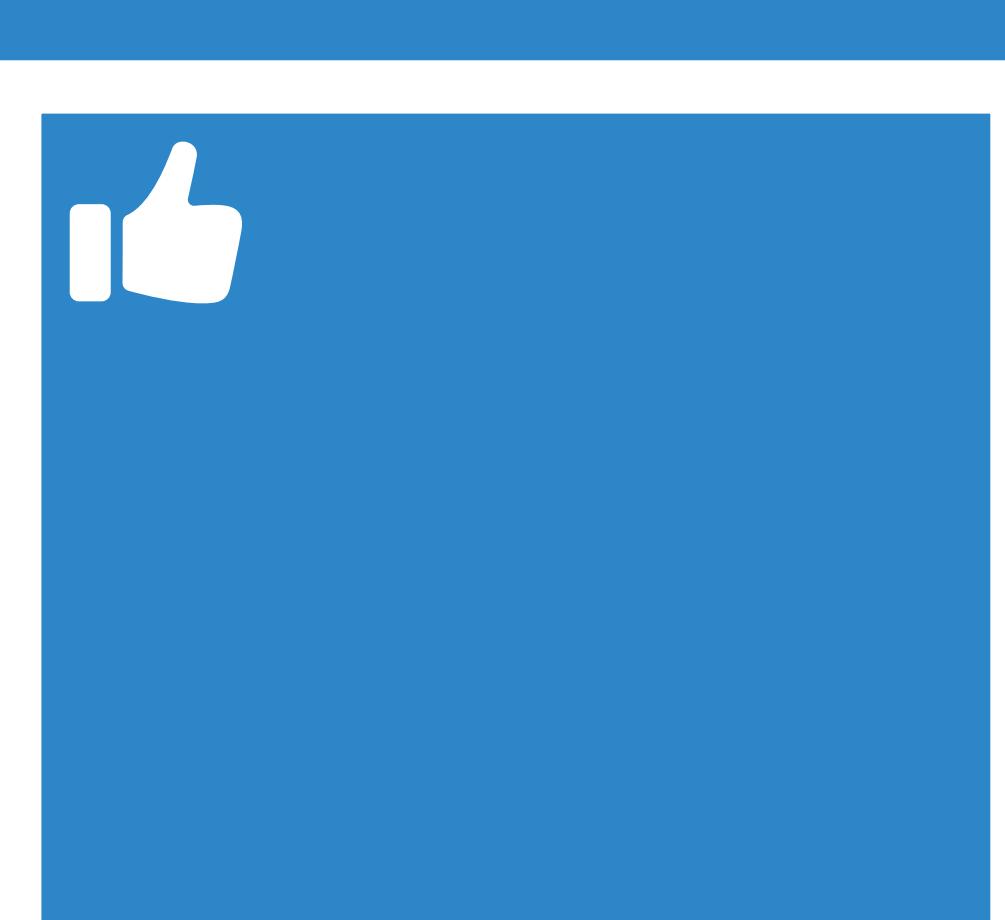
建議: 確保家長就他們的權利、他們學生的需求和能力以及對學校的選擇，以家庭選擇的語言收到即時、完整、準確的資訊。



Recommendation: Create clear, easy-to navigate pathways within the DOE for families seeking support to address unmet students' needs.

Recomendación: Crear caminos claros y fáciles de transitar dentro del Departamento de Educación para las familias que buscan apoyo para abordar las necesidades no satisfechas de sus hijos estudiantes.

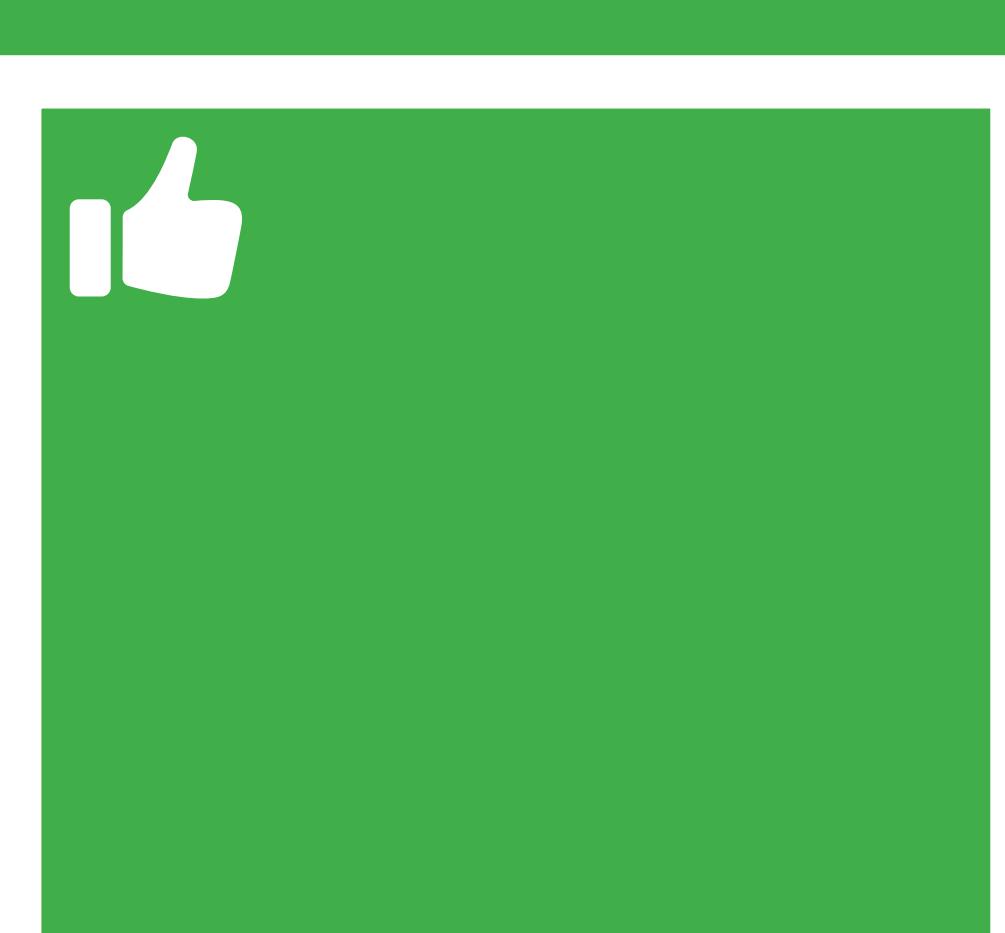
建議: 為尋求滿足學生需求的家庭在紐約市教育局（DOE）建立清晰、簡單易用的途徑。



Recommendation: Create a full-time District Middle School Admissions Coordinator position to coordinate accurate, equitable and culturally responsive distribution of information to D15 families, to coordinate partnerships between elementary and middle schools and to connect D15 families to language services.

Recomendación: Crear un puesto de Coordinador de Admisiones para las Escuelas Medias del Distrito para coordinar que la distribución de la información a las familias del D15 sea precisa, justa y que responda culturalmente, para coordinar asociaciones entre las escuelas elementales y medias y para conectar a las familias del D15 con los servicios de idiomas.

建議: 設立一個區中學全職招生協調人職位，以向15區的家庭協調分配準確、公平和回應不同文化的資訊，協調小學和中學之間的合作關係，並將15區的家庭與學校語言服務聯繫起來。



Recommendation: Create new and stronger links through elementary and middle schools that currently don't have many children applying to them, e.g. such as dual language Spanish programs that allow for continuity.

Recomendación: Crear enlaces nuevos y más sólidos a través de las escuelas elementales y medias donde actualmente no se presentan muchas solicitudes de ingreso, tales como programas en español de dos idiomas que permitan continuidad.

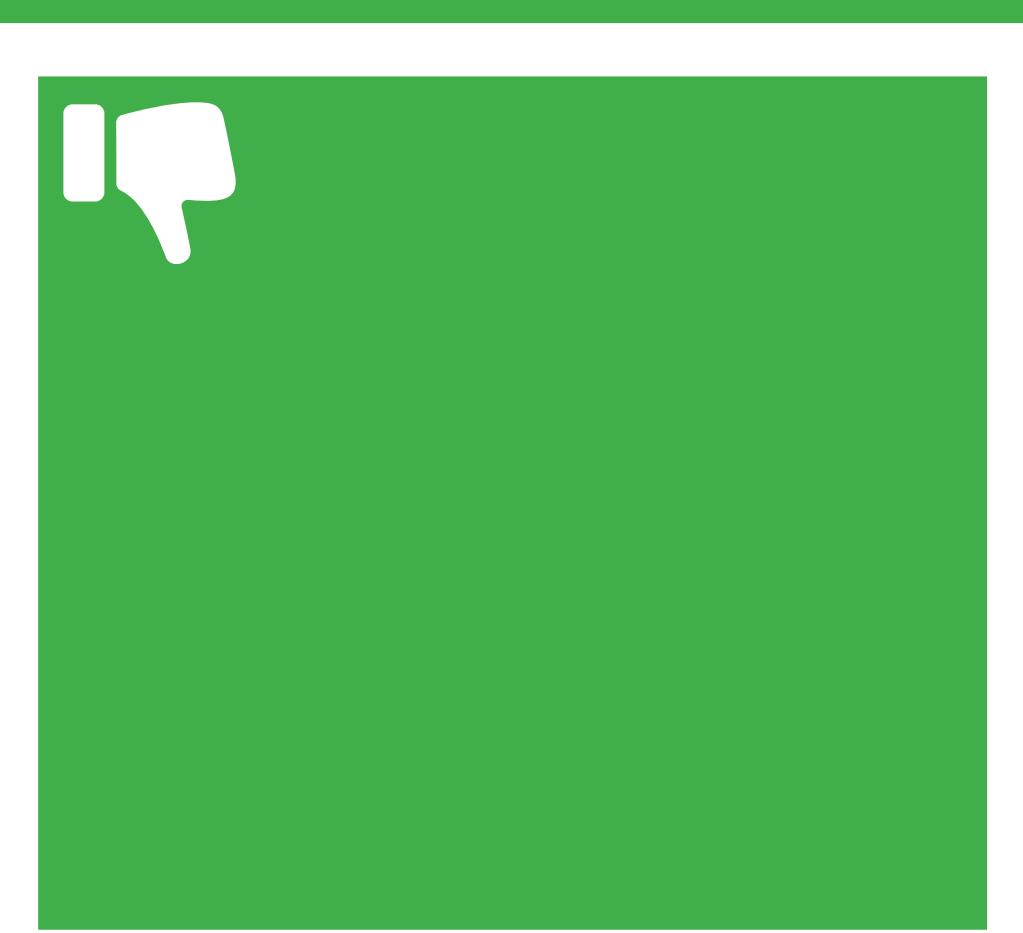
建議: 對於目前沒有多少學生申請的專案，建立小學和中學新型更強的聯繫，例如，可連續申請的西班牙語雙語專案。



Recommendation: Create targeted information sessions between middle schools and the elementary schools that currently don't have many students applying to them, based on analysis of the previous year's applications and with assurance that DOE provides funds and resources to support this process (e.g. through a special D15 School Admissions Coordinator).

Recomendación: Crear sesiones de información orientada entre escuelas medias y escuelas elementales donde actualmente no se presentan muchas solicitudes de ingreso, las cuales se basen en análisis de las solicitudes presentadas el año anterior y con la garantía de que el DOE proporcione fondos y recursos para apoyar este proceso (por ej., a través de un Coordinador especial de Admisiones Escolares del D15).

建議: 對於目前沒有多少學生申請的專案，根據上一年度的申請情況分析，在確保紐約市教育局提供資金和資源支持的情況下，設立初中和小學間有針對性的諮詢會（例如，通過15區專門學校招生協調員舉辦諮詢會）。



Recommendation: Develop a "modified choice" admissions model in which middle school applicants receive a subset of D15 middle school options to apply to; targeted toward increasing racial and socio-economic diversity. For example, students entering middle schools would be limited to 6 choices instead of the current 11 schools, with those choices including two or three of their elementary school's top choices from the previous year.

Recomendación: Desarrollar un modelo de admisiones de "elección modificada" en la que los solicitantes de la escuela media reciban un subconjunto de opciones de escuelas medias del D15 en las que puedan presentar solicitudes y que esté orientado a aumentar la diversidad racial y socioeconómica. Por ej., los estudiantes que ingresan a las escuelas medias estarán limitados a 6 opciones en lugar de las 11 escuelas actuales, donde esas opciones incluyan dos o tres de sus opciones principales de escuela elemental del año anterior.

建議: 制定一種“改進選擇”招生模式，在該模式下，中學申請者可以從一部分15區中學進行選擇；目標是增加種族和社會經濟多樣性。例如，要升入中學的學生將會限制在6種學校選擇，而不是目前的11所學校，這6所學校中包括兩到三所最受上一年小學生歡迎的學校。



Recommendation: Develop a D15 elementary to middle school capping system in which a limit is placed on the number of students moving from a specific elementary to middle school; promoting more representation of District 15 elementary schools within all District 15 middle schools (Caps set in place would be proportional to the number of total D15 applicants, the total enrollment of each specific middle school and the size of the sending elementary school).

Recomendación: Desarrollar un sistema de tope de la escuela elemental a la escuela media del D15 en el que se coloque un límite en el número de estudiantes que se cambia de una escuela elemental específica a una escuela media; promover más representaciones de las escuelas elementales del Distrito 15 dentro de todas las escuelas medias del Distrito 15 (los límites establecidos serían proporcionales al número total de solicitantes del D15, la inscripción total de cada escuela media específica y el tamaño de la escuela elemental que los envía).

建議: 為15區的小學和中學建立一套上限系統，限制從某一特定小學升入中學的學生人數；在15區所有中學內推廣更多有代表性的學校（所設定的上限將與15區申請人總數、每一特定中學的總人數及送出小學的人數成正比）。



Recommendation: Set enrollment targets for schools and classrooms that work to ensure that the overall district-demographics are reflected in the individual schools. One approach proposes that within 3 years, all schools should be within 15% of the district average; within 6 years, 5%. This would require establishing a clear mechanism to meet these targets.

Recomendación: Establecer objetivos de inscripción para escuelas y aulas que garanticen que los datos generales demográficos del distrito se reflejen en las escuelas individuales. Un enfoque propone que dentro de 3 años, todas las escuelas deben estar dentro del 15% del promedio del distrito; dentro de 6 años, dentro del 5%. Esto requeriría establecer un mecanismo claro para cumplir estos objetivos.

建議: 為學校和教室設置招生日標，以確保整個區的人口結構反映到各個學校。有一種方法指出，3年內所有學校應在地區平均水準的15%以內；6年內達到5%。我們需要建立一個明確的機制來實現這些目標。



Recommendation: Eliminate the use of school screens which are biased toward specific groups of students (i.e. students of colors, English Language Learners, and students with special needs).

Recomendación: Eliminar el uso de pantallas escolares que crean tendenciosas contra grupos específicos de estudiantes (es decir, estudiantes de color, estudiantes de inglés y estudiantes con necesidades especiales).

建議: 取消使用對特定學生群體（即有色人種學生、英語學習者和有特殊需求的學生）有偏見的螢幕。



Recommendation: Eliminate the use of attendance and behavior-based screens.

Recomendación: Eliminar el uso de pantallas para la asistencia y que se basan en la conducta.

建議: 取消使用展示出勤情況和品行的螢幕。



Recommendation: Eliminate the use of standardized test scores as screens.

Recomendación: Eliminar el uso de puntuaciones de pruebas estandarizadas como pantallas.

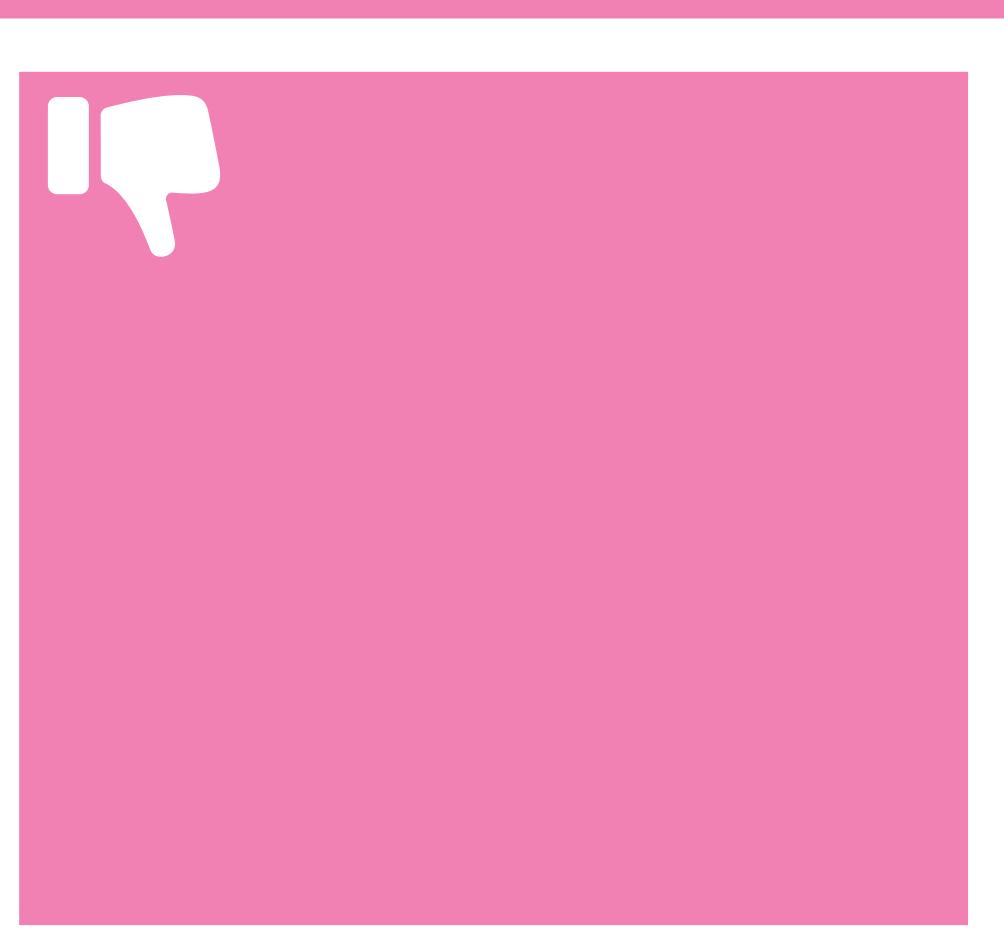
建議: 取消使用展示標準測試成績的螢幕。



Recommendation: Transfer the process of ranking students from individual middle schools to the central Department of Education office.

Recomendación: Trasladar el proceso de clasificar a los estudiantes de las escuelas medias a la oficina central del Departamento de Educación.

建議: 把學生排名程式從對個別學校排名轉為對教育辦公室中心部門排名。



Recommendation: Utilize rankings to create a “cohort system” that clusters students from the same elementary school to facilitate familiarity for incoming 6th graders.

Recomendación: Utilizar clasificaciones para crear un “sistema de compañeros” que agrupe a los estudiantes de la misma escuela elemental para facilitar que los ingresantes de 6.º grado se familiaricen.

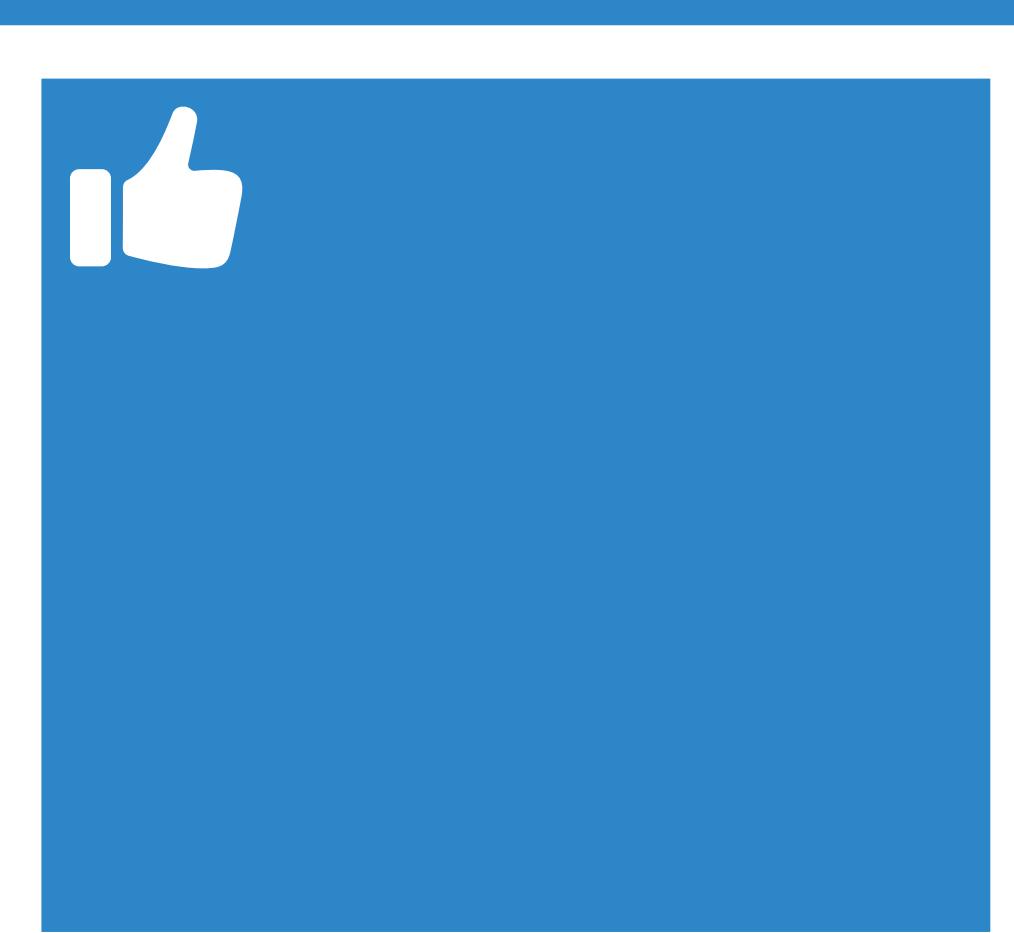
建議: 利用排名建立一個“併列系統”，把來自同一所小學的學生聚到一起，幫助他們熟悉即將到來的六年級學生。



Recommendation: Monitor and evaluate diversity and integration initiatives each year to determine if individual school demographics are moving closer to the district average. If not, adjustments in outreach and adjust the initiatives every three (3) years as district and neighborhood demographics shift.

Recomendación: Monitorear y evaluar cada año las iniciativas de diversidad y de integración para determinar si los datos demográficos de cada escuela en particular se están acercando al promedio del distrito. De no ser así, ajustar el alcance y las iniciativas cada tres (3) años mientras cambian los datos demográficos del distrito y del vecindario.

建議: 每年對多樣性和綜合方案進行監控和評估，以確定學校是否更趨於本區平均水準。如果沒有，每三年會隨著區域和社區人口資料的變化而延伸並調整方案。



Recommendation: Create an annual review of the D15 Diversity Plan that is publicized by the D15 DOE Office and CEC15, including a checklist of what has been accomplished and what items are outstanding, and a comparison of the year-by-year demographic information contained in the DOE Demographic Snapshot of the individual middle schools and overall district.

Recomendación: Crear una revisión anual del Plan de Diversidad del D15 que sea difundido por la Oficina del Departamento de Educación del D15 y CEC15, incluyendo una lista de control de lo que se logró y de qué ítems están pendientes, y una comparación de la información demográfica año por año contenida en la Foto Demográfica del DOE de las escuelas medias individuales y del distrito en general.

建議: 對15區紐約市教育局辦公室和CEC15發佈的“15區多元化計畫”建立一個年度審查機制，包括一份已完成工作清單和未完成專案清單，以及對每一中學和整個區的能源部人口統計快照所載的年度人口統計資料進行比較。



Recommendation: Create a full-time D15 Diversity, Equity and Integration coordinator that partners with D15 administrators, educators, staff, parents and students on integration initiatives. The coordinator would track integration and diversity initiatives in District 15 and solicit feedback to inform future initiatives and other NYC integration efforts.

Recomendación: Crear un coordinador de Integración, Equidad y Diversidad de tiempo completo para el D15 que se asocie con los administradores, los educadores, el personal, los padres y los estudiantes del D15 en las iniciativas de integración. El coordinador hará un seguimiento de las iniciativas de integración y diversidad en el Distrito 15 y solicitará opiniones para informar futuras iniciativas y otros esfuerzos de integración de NYC.

建議: 建立一個全職“15區多樣性公平綜合協調員”，與15區管理人員、教育工作者、員工、家長和學生合作。協調者將追蹤第15區的整合和多樣性方案，並徵求回饋意見，以為今後的方案和其他紐約市的整合工作做參考。



Recommendation: Provide school buses for 6th graders traveling beyond 1.5 miles to their middle schools, and continue the policy (with new and clearer publicity) that 7th and 8th graders traveling beyond 1.5 miles to their middle schools will get MetroCards.

Recomendación: Proporcionar autobuses escolares para los estudiantes de 6.^o grado que viajen más de 1.5 millas hacia sus escuelas medias y seguir la política (con publicidad nueva y más clara) de que los estudiantes de 7.^o y 8.^o grado que viajan más de 1.5 millas hacia sus escuelas medias recibirán MetroCards.

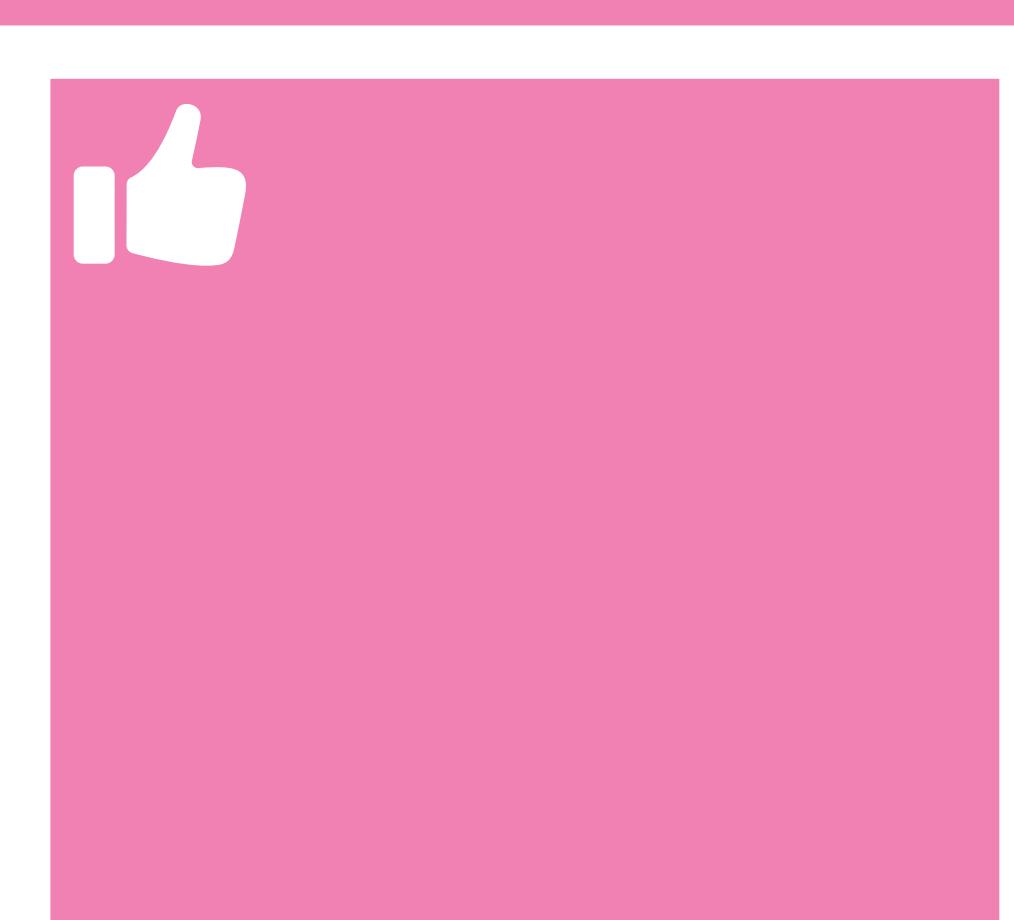
建議: 為距離中學超過1.5英里的六年級學生提供校車，並繼續實施這項政策（有了新的、更明確的宣傳），為距離中學超過1.5英里的七年級和八年級學生提供地鐵卡。



Recommendation: Work with elementary schools to hold students with siblings 30-minutes longer to allow for middle school siblings to pick them up.

Recomendación: Trabajar con las escuelas elementales para retener a los estudiantes con hermanos 30 minutos más para permitir que los hermanos en las escuelas medias los recojan.

建議: 與小學院校展開合作，讓學校把小學生看護30分鐘，等他們的中學生學姐學長們去接他們



Recommendation: Use the D15 Diversity, Equity and Integration coordinator to help establish travel groups and networks between middle school parents and guardians with children going to the same school.

Recomendación: Usar al coordinador de Diversidad, Equidad e Integración del D15 para ayudar a establecer redes y grupos de viajes entre padres y tutores de la escuela media con niños que van a la misma escuela.

建議: 對於上同一所學校的學生，用“15區多樣性公平綜合協調員”幫助建立中學家長和監護人之間的旅遊團體和聯繫網路。

