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# 2016-2017 CEC Report, District 1

June 21, 2017

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# Overview

- Admissions and Enrollment
  - Dual Language Programs
  - Class Sizes
  - Charter Schools
  - Curricula and High-Stakes Testing
  - Funding Issues
  - Housing and Education
  - Mayoral Control and Governance
  - Middle Schools
  - Special Education
  - Safety & Bullying Concerns
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# Admissions and Enrollment

## Diversity in Admissions Initiative

- No impact on this year's participating D1 schools, both of which gave priority to ELLs or students in poverty for 45% of their seats

## CEC supports Controlled Choice

- We outline steps that the Mayor, Chancellor, and the Office of Student Enrollment need to take in our year-end socioeconomic integration report
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# “Diversity in Admissions” initiative

The DOE has touted its “Diversity in Admissions” set-aside initiative as a significant step toward school integration. Yet the initiative had no impact on this year’s participating D1 schools, both of which gave priority to English Language Learners (ELLs) or students in poverty for 45% of their Kindergarten seats. Next year the priority is 50% for both Kindergarten and Pre-Kindergarten seats. Enrollment figures this year were: Neighborhood School, 3.3% ELLs (compared to 3.5% last year) and 39.8% students in poverty (compared to 39% last year); Earth School, 5.1% ELLs (compared to 5.6% last year) and 49.5% students in poverty (compared to 46.2% last year). Both schools saw a *drop* in the percentage of ELL students served, and neither school matches the district averages of 6.9% ELLs or 73% or more students in poverty served in [22 PreK-8 schools in D1](#).

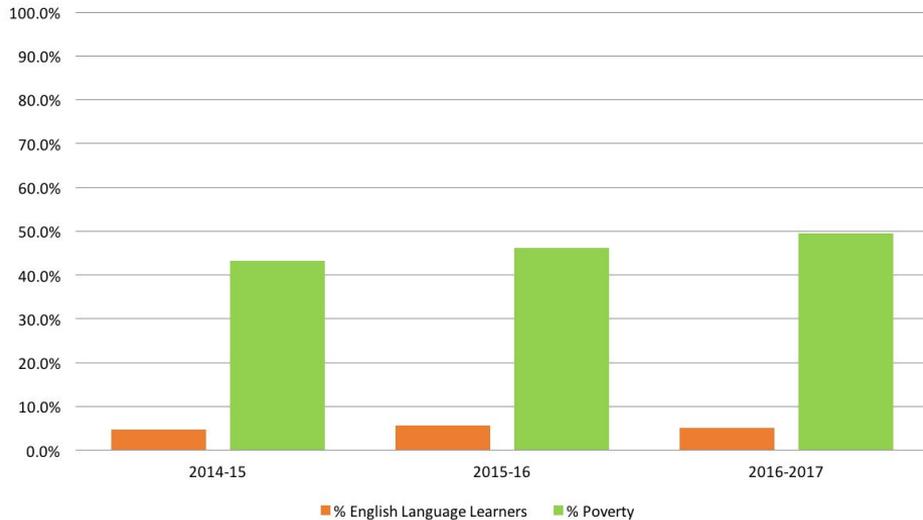
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# Mostly static enrollment of subgroups at schools participating in set-aside program (2017 DOE Data)

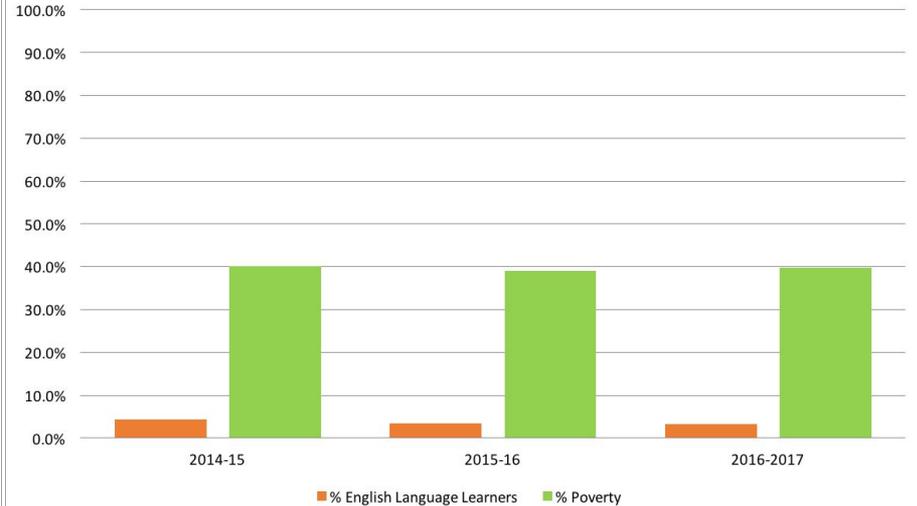
## The Earth School

## The Neighborhood School

**Earth School's Subgroup Enrollment  
(all grades)  
2014-2017**



**Neighborhood School's Subgroup Enrollment  
(all grades)  
2014-2017**



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# The CEC supports a controlled choice admission plan

The CEC has long advocated for a plan to address our segregated D1 schools. We support a controlled choice admissions plan that would ensure every D1 school serves a roughly equal distribution of students identified as at-risk (low Socio-Economic Status, ELLs, Students in Temporary Housing, and Students with Disabilities). Such a plan was recommended by the Socio-economic Integration working group of the Socio-economic Integration Pilot Program (SIPP) grant in **Spring 2015**, but the DOE has so far refused to commit to implementing controlled choice in D1. Next steps are outlined in our socioeconomic integration report.

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# Dual Language; ELL Parent Support

## Expanded Dual Language Programs

In the past, CEC examined Dual Language programs and promoted them in D1

With the help of the Superintendent, Dual Language programs have expanded in the district to include Spanish as well as Mandarin Dual Language (both equally dominant languages of D1 ELLs)

## ELL Parent Leadership

There is a longstanding need for an English Language Learner (ELL) Parent on this and many CECs. For the entire 2015-2017 CEC cycle, the body lacked an ELL representative and no valid candidates were on the ballot for the last several elections.

More resources and attention are required from FACE/the DOE to support ELL parent advocacy, knowledge, and participation

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# Class Sizes\*

## Set by C4E

- Should be 19.9 students/class in K-3rd
- Should be 22.9 students/class in 4th-8th

## Citywide class size far exceeds goals

- In D1, K-3rd dropped slightly to 21.5 in 2016, with an overall increase of 17.1% since 2006
- D1's 4<sup>th</sup>-8<sup>th</sup> grade classes increased this year to 24.7, increasing 17.6% since '09.

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\*With great thanks to Class Size Matters and Leonie Hamison.

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# Parents want smaller class sizes\*

Class size goals set by Contracts for Excellence (C4E) are not being met.

Citywide, class sizes far exceed C4E goals, at 24.6 in K-3<sup>rd</sup> grade and 26.7 in 4<sup>th</sup>-8<sup>th</sup> grade. This year's proposed C4E plan again failed to make any commitments to reduce class sizes. And despite a promise to plan for class size reduction in the city's Renewal schools, 38% of Renewal schools last year failed to reduce class size; 60% had classes as large as 30 or more; only 6 schools out of 94 capped class size at original C4E levels.

64% of D1 parents surveyed think their child's classes are a reasonable size, whereas 60% of teachers surveyed think classes at their school are too large (percentages calculated from initial results from CEC 2017 Year-End Survey).

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\*With great thanks to Class Size Matters and Leonie Hamison.

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# Charter Schools

## A Broken Process

The charter school authorization and oversight processes in New York State and City are broken

## Persistent Inequities

Charter schools are opened and renewed despite the inequities that persist among charter and public school student populations

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# A broken SUNY CSI

When SUNY Charter Schools Institute (CSI) proposes to open or renew a charter school, the DOE is mandated to hold hearings within 30 days of receiving an authorization notice from CSI, yet CSI representatives absolve themselves of responsibility for ensuring that the hearings happen. The DOE routinely violates the 30 day timeline but in turn blames "the state system" for compliance failures. The hearing process is treated as a formality, rather than an opportunity for parents to have critical concerns meaningfully considered—concerns about charter schools' under-enrollment of high-needs subgroups (Students with Disabilities and English Language Learners) and their lack of accountability to meet Enrollment and Retention targets; about gaps in services for these student subgroups, which cause many D1 parents to withdraw their children from charter schools and return them to public schools; about excessive teacher and leadership turnover and overall negative school environments; and about the impact on local schools such as any resulting overcrowding or potential under-enrollment/under-funding of the public school system in our all choice district. Community members rarely receive responses when they voice concerns such as these, even in mandated public hearings. Instead, authorization decisions are rubber-stamped while questions about a separate and unaccountable school system go unanswered.

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# A deeply flawed siting process

The DOE's Office of District Planning process for siting charter schools is also deeply flawed. ODP expressed its intention to co-locate a charter middle school with a D1 high school days before its proposal was due this February. The school's parent leaders, community members, and elected officials scrambled to arrange phone calls and meetings with ODP officials, to demonstrate the folly of a plan to place more students in a building with only two sets of bathrooms, no gym or auditorium, and classrooms designed for elementary school students. While ODP was responsive to the community's concerns and pressure from elected officials in this case (and proposed locating the charter school in another district), the onus should not be on working parents to demand opportunities for input on last-minute, misguided school siting proposals.

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# Curricula and Testing

## High-Stakes Testing

Numerous parents responded to survey questions with complaints about a focus on testing. Narrowing of the curriculum to only tested subjects results in:

*“awful. Pointless. The incessant test prep”*

*“Just another thing that is a waste of time and a way to smash children into boxes”*

*“Testing should reflect the information taught in class, not class time dedicated to testing prep”*

## Opt-Out

Parents were not uniformly informed of their right to opt-out

*“awful. Pointless. My daughter chose to sit the tests because the whole year focussed on them. Ew.”*

*“Teachers told me he cannot opt out because he will affect his progress and I found out on my own that’s not true”*

*“Principal did not inform me . . . PTA Pres. informed me and was grateful”*

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\*Reflects CEC Survey data as of June 9th.

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# Funding Issues

## Unresolved Title 1 Issues

- How can parents can get support if they feel Title 1 funds are being spent without their input?
- How can parents get support to form functioning Title 1 Parent Advisory Committees in all Title 1 schools?
- More than half of parents surveyed did not know, or weren't sure if they knew, who their school's Title 1 Representative was and how their schools Title 1 funds had been spent.\*
- D1 was without a Title 1 PAC (though mandated by law) for the entire year.

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\*Reflects CEC Survey data as of June 19th.

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# Funding Issues

## The CEP

- Each school's Comprehensive Educational Plan (CEP) contains the school's goals and drives how the school budget is allocated.
- According to our survey, **half** of parents had not seen or did not know if they had seen their school's CEP.\*
- And while SLTs (School Leadership Teams) develop CEPs, some parents report:
  - "I am on the SLT. It is a waste of time"*
  - "No reportback about CEP"*
  - "I attended an SLT meeting and was one of only 2 parents that attended."*
  - "Not clear on role"*
  - "I have never seen the CEP"*
- Other parents report highly functioning SLTs.

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\*Reflects CEC Survey data as of June 9th.

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# Funding Issues

## School Construction, Capital Plans, and Resolution A

- Items deemed by the School Construction Authority (SCA) not eligible for funding (unnecessary) are later funded (deemed necessary) by Resolution A funds, exposing the flawed SCA assessment
- Building assessments are extremely cumbersome
- Capital needs must be identified with the highest priority in the BCAS (assessment) to receive any attention
- The Blue Book and CEQR formula are both based on biased assumptions that ensure no relief for overcrowding (no school construction needed and co-locations are tolerable).

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\*Reflects CEC Survey data as of June 9th.

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# Housing; Students in Temporary Housing (StH) Increases Citywide

## Segregated by Housing Status

- D1 is “the most segregated school district by housing status in the city.”\*
- StH students have higher rates of absenteeism, transfers, and lower scores on traditional measures

## Residents at risk

- Influx of multiple large-scale luxury housing developments threatens to impact housing and affordability, segregating and overcrowding our schools further
- But an outdated and deficient CEQR formula and rigged utilization formula, leads to a rigged answer - no new school needed

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\*ICPH. (2016b). The De Facto Segregation of Homeless Students in One New York City School District.

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# Segregated by Housing Status\*

Citywide, between 2010-11 and 2013-14, there was a 25% increase in schools' Students in Temporary Housing (STH) population, to 83,000 students.[1] In 2015-2016, 105,445 students in NYC were identified as homeless (99,196 in schools not including charters).[2] The impacts of unstable housing and of homelessness on students' education are dire. Rates of chronic absenteeism and of school transfers are much higher for STH than non-homeless students.[3] [4] The shelter system often necessitates multiple moves within a school year and attending a child's school of origin—though mandated as an option—is often not feasible.[5] Students' scores on traditional measures of achievement are far lower for STH.[6]

The Institute for Children, Poverty & Homelessness found that D1 is “the **most segregated school district by housing status in the city.**”[7] During the 2015-16 school year, 7 schools in D1 served student populations of more than 20% Students in Temporary Housing (STH). 2 of those schools served over 40% STH.[8] The percentage of Students in Temporary Housing in D1 schools (K-8) increased from 11% to 13% between the 2014-15 and 2015-16 school years, [9] and in 2014-2015, the D1 Pre-K Homeless Rate was 15%.[10] D1's mid-year transfer rate among homeless students (23.6%), in shelter students (36%), and doubled up students (15%) exceed city and borough averages in each category (p. 41).[11] And D1 has the city's highest rate of late IEP identification among homeless students: 85% (compared to borough and city averages of 61%).[12]

Yet the Doe refuses to address community demands for a solution to school segregation.

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\* Citations for this slide are at the end of the document.

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# Residents and Schools at Risk

While D1's low-income residents face grave housing issues, the Lower East Side is being hit with an influx of new luxury housing developments (the Two Bridges, Extell, and Essex Crossing sites). These developments pose affordability concerns for families who are long-time neighborhood residents, and along with the proposed infill of the NYCHA LaGuardia buildings, they will also cause a need for additional school seats in a district that is experiencing a 92% utilization rate in its elementary schools. However, the formulae for calculating school capacity and the impact of new housing on schools—and for determining when a new school is needed—are fundamentally flawed.

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# Fundamentally Flawed: CEQR; the Utilization Formula

The housing formula i) relies on 17-year old census data (the 2000 census); ii) has no means to capture local enrollment, uptake, and birth trends; iii) is premised on the assumption that every 1 unit of housing in Manhattan will equally result in .12 public school students, without regard to our local conditions; iv) assumes Manhattan public school parents have a lesser impact and need than that of parents in other boroughs; v) and is divorced from other realities (the Mayor's Pre-K initiative which continues to press some schools for additional space and classrooms, the Mayor's promised 3-K initiative, rising class sizes, inadequate facilities, state-mandated charter encroachments, to name only a few) among other well-established flaws. The NYC DOE's school utilization formula *plans* for class sizes far above the DOE's own Contracts for Excellence goals (e.g., in grades 4-8, 28-30 students rather than 23 students). It doesn't calculate sufficient space for English Language Learners, Students with Disabilities, or struggling students; for cluster and specialty services (appropriately-sized spaces for art, music, and science; separate private spaces for unique occupational/physical therapies, etc.); or for teacher preparation and administrative work.

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# Mayoral Control and Governance

## Previously

- Shared power

## Presently

- No meaningful power
- A false choice in Albany:  
State Control vs. City  
Control
- A lack of leadership

## Restore Local Power

- Empower local  
stakeholders
  - At minimum, make  
essential improvements
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# Previously: Shared Power

Before 2002, school decision-making in NYC was decentralized, with Elected School Boards, the Board of Education, and the Chancellor sharing power. School Boards had power over hiring and firing and over local budgets. Mayoral Control of Schools represented a shift to centralized power over schools, and it is a trend in urban centers where schools serve high percentages of low-income students of color. In NYC: the Mayor appoints the Chancellor and 8 members (out of 13) of the Panel for Educational Policy (PEP). The PEP votes on policies including significant school change proposals like closures and consolidations, and on school system contracts. Power to determine citywide policy and budget are centralized, with no meaningful checks and balances. The Mayor has the power, and Bloomberg used it, to fire PEP members who are likely to oppose his/her policies. Several PEP members under de Blasio have resigned or not re-appeared on the PEP after publicly expressing frustration with charter co-locations, contracts, etc..

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# Empower local stakeholders

As we have stated in a resolution, in order to be effective, we believe that the unique needs of our community can only be met by local stakeholders who are empowered by a governance structure that supports transparency and shared decision-making. Because of this, CEC 1 is opposed to the renewal of Mayoral Control. In District One, we have seen the negative effects that centralization has on local communities. Since the inception of mayoral control and the removal of authority from local decision makers like the superintendents and elected bodies like the CEC and Presidents Council, many of our shared values have gone ignored to the detriment of some of our most high-risk students and families. The most recent shifts in administrative governance under Chancellor Fariña are still not enough to strengthen our communities and continue improving our schools.

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# Presently: No Meaningful Power

Under Mayoral Control, CECs replaced Community School Boards. They only have advisory powers (beyond those related to rezoning, which do not relate to CEC1, as an unzoned district). Mayoral control grants parents no meaningful power, **in sharp contrast with suburban schools**. The Mayor and Chancellor promised greater collaboration, transparency, and shared decision-making along with a commitment to equity. But parents and teachers system-wide have been disempowered under continued Mayoral Control and PTAs, SLTs, and CECs have not been empowered by this administration.

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# Essential Improvements

CEC 1 believes that Mayoral Control should not be renewed and at the very least the following improvements are essential.

1. The Community School Districts should be restored to their lawful place in the governance structure, and district superintendents should have real power returned to them as intended by law.
  2. The District Leadership Team should hold final authorization on policy proposals handed down by DoE central. It is expected that Superintendents, through their collaboration with the District Leadership Team, shall be able to negotiate on behalf of the district community to derive policy solutions that fit our needs.
  3. Recommend that the powers of District CECs be expanded to allow for a meaningful vote regarding any significant changes in school utilization, including phase-outs, grade reconfigurations, re-sitings, closings/openings, and charter/public school co-locations. The PEP must provide an explanation as to why they are not following a decision by the CEC regarding any significant school changes.
  4. Panel for Education Policy Selection
    - a. The borough presidents each appoint one member, and they must have a child in a New York City Public School
    - b. Recommend that the mayor not appoint the majority of members to the PEP and that the breakdown be: Five Borough President Appointees, Four Mayoral Appointees, 1 selected by the Citywide and Community District Education Councils (Citywide/CECs), 1 Public Advocate Appointee, 1 Comptroller Appointee.
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# Middle Schools

## Our Middle Schools

- The CEC hosts a panel of middle school principals every year in the fall for q&A with parents
- Our middle schools in D1 select for diversity and are not screened for performance
- Middle school families have asked for more information about the high school admissions process including hosting a D1 high school specific fair

## Proposed changes?

- A proposed blind ranking process for middle school, for a stated purpose of equity, has led to questions about any real impact on equity
- The recent Diversity Report has also created some confusion about whether prioritizing borough-wide admissions is on the horizon\*

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\*Mentioned in the *Equity and Excellence for All: Diversity in New York City Public Schools* report.

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# Special Education

## Are Special Education needs in D1 unmet?

Citywide and in D1 some schools' service providers lack basic privacy and/or adequate space to meet IEP needs.

A collaborative accounting of special education facilities and usage in D1 is required and has been requested by the CEC.

Also needed, an account of:

- how compliance with a student's Individual Education Plans is being overseen and enforced.
  - Special Education budgets
  - the role of the Manhattan Field Support Center in supporting Special Education liaisons.
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# Safety Concerns

## Elevated Lead Levels

- Elevated levels of lead were found through water re-testing in every D1 school this year.
  - The DOE's Division of School Facilities presented on water testing to a limited number of parents at a spring DLT meeting.
  - Facilities representatives couldn't tell parents the levels of lead that might cause concern.
  - Parents were told to consult with pediatricians if they were worried
  - At an earlier (fall DLT) meeting their advice was to "run the water when you take a drink," "every kid does that naturally"
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# Bullying Concerns

## Ongoing Episodes; Inadequate Responses (from schools and/or the district office)

In public forums and conversations with the CEC, parents shared concerns about ongoing episodes of bullying

Some schools had extremely elevated OORS (incident) reports

Parents question the adequacy and urgency of responses to bullying and other safety concerns

Superintendent provided an overview of complaint protocols at a CEC meeting in May 2017.

Parents have asked for trainings earlier in the school year to clarify protocols surrounding safety and bullying complaints.\*

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\*A multitude of CEC survey responses collected through June 19th detailed parent issues with bullying.

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## Citation page - Segregated by Housing Status

- [1] Pappas, L. (2016) *Not reaching the door: Homeless students face many hurdles on the way to school*. NY, NY: Independent Budget Office.  
<http://www.ibo.nyc.ny.us/iboreports/not-reaching-the-door-homeless-students-face-many-hurdles-on-the-way-to-school.pdf>
- [2] NYSTEACHS: <http://www.nysteachs.org/info-topic/statistics.html#data>
- [3] Taylor, K. (2016, December 9). New York charters enroll fewer homeless pupils than city schools. *New York Times*.  
[https://www.nytimes.com/2016/12/09/nyregion/new-york-charters-enroll-fewer-homeless-pupils-than-city-schools.html?\\_r=0](https://www.nytimes.com/2016/12/09/nyregion/new-york-charters-enroll-fewer-homeless-pupils-than-city-schools.html?_r=0)
- [4] Institute for Children, Poverty & Homelessness. (2016a). *On the Map: The Atlas of Student Homelessness in New York City*.  
<http://icphusa.org/wp-content/uploads/2016/09/ICPH-Atlas-2016.pdf>
- [5] Pappas, 2016
- [6] ICPH, 2016a
- [7] ICPH. (2016b). The De Facto Segregation of Homeless Students in One New York City School District.  
[http://www.icphusa.org/wp-content/uploads/2016/12/ICPH\\_PolicyBrief\\_TheDeFactoSegregationofHomelessStudentsinOneNewYorkCitySchoolDistrict.pdf](http://www.icphusa.org/wp-content/uploads/2016/12/ICPH_PolicyBrief_TheDeFactoSegregationofHomelessStudentsinOneNewYorkCitySchoolDistrict.pdf)
- [8] [Local Law 59 School Diversity Accountability Act - SY15-16](http://schools.nyc.gov/community/city/publicaffairs/Demographic+Reports.htm).  
<http://schools.nyc.gov/community/city/publicaffairs/Demographic+Reports.htm>
- [9] [Local Law 59 School Diversity Accountability Act - SY15-16](http://schools.nyc.gov/community/city/publicaffairs/Demographic+Reports.htm) 2014-2015, STH in D1: 866 STH/7848 All Students (K-8) = 11%; 2015-2016, STH in D1: 1011 STH/7804 All Students (K-8) = 13%
- [10] ICPH, 2016a
- [11] ICPH, 2016a
- [12] ICPH, 2016a
-