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**The Council of the City of New York**

**BRIEFING PAPER OF THE LEGISLATIVE DIVISION**

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**COMMITTEE ON EDUCATION**

Hon. Rita Joseph, *Chair*

**January 25, 2023**

**Oversight: DOE’s New Admissions Processes**

**INTRODUCTION NO. 338:** By Council Members Joseph, Louis, Ung, Ayala, Restler, Sanchez, Vernikov and Paladino (by request of the Manhattan Borough President)

**TITLE:** A Local Law in relation to establishing a bullying prevention task force

**INTRODUCTION NO. 403:** By Council Members Joseph, Stevens, Schulman, Hanif, Ayala, Hudson, Brewer, Louis, Ung, Nurse, Marte, Avilés, Riley, De La Rosa, Krishnan, Dinowitz, Barron, Ossé, Farías, Abreu, Restler, Richardson Jordan, Sanchez and Vernikov

**TITLE:** A Local Law to amend the administrative code of the city of New York, in relation to distributing IDNYC applications to all high school students

**ADMINISTRATIVE CODE:** Amends Title 3 by adding a new section 3-209.3

**RESOLUTION NO. 129:** By Council Members Bottcher, Joseph, Brooks-Powers, Ossé, Dinowitz, Marte, Abreu, Farías, Hanif, Hudson, Brewer, Sanchez, Stevens, Schulman, Riley, Menin, Narcisse, Ung, Barron, Restler, De La Rosa, Williams, Krishnan, Nurse, Avilés, Brannan, Gutiérrez, Moya, Hanks, Richardson Jordan, Louis, Won, Powers, Gennaro and Paladino

**TITLE:** Resolution calling upon the New York City Department of Education to carry out instruction in bicycle safety in all New York City schools.

**Introduction**

On January 25, 2023, the Committee on Education, chaired by Council Member Rita Joseph, will hold an oversight hearing on “DOE’s New Admissions Processes.” The Committee will also hear Introduction Number 338 (“Int. 338”), sponsored by Council Member Joseph, relating to establishing a bullying prevention task force; Introduction Number 403 (“Int. 403”), sponsored by Council Member Joseph, relating to distributing IDNYC applications to all high school students; and Resolution Number 129 (“Res. 129”), sponsored by Council Member Eric Bottcher, calling on the New York City Department of Education to carry out instruction in bicycle safety in all New York City schools. Witnesses invited to testify include the New York City (“NYC” or “City”) Department of Education (“DOE” or “Department”), students, parents, educators, unions, advocates, and other interested stakeholders.

**Background**

Until at least the 1970s, most New York City students simply registered at and attended their neighborhood schools.[[1]](#footnote-2) In subsequent decades, DOE made substantial changes to its admissions policies and procedures for City public schools at all levels.[[2]](#footnote-3) Most notably, over the years the DOE instituted centralized application processes, first at the high school level in the 1980s and for pre-school programs in 2010, and elementary school and middle schools in 2013.[[3]](#footnote-4)

In NYC, most elementary and many middle school students have zoned public schools, which give priority to applicants who live in a specific area around that school, known as its zone.[[4]](#footnote-5) There are also a small number of zoned high school programs, which currently number fewer than 30 out of more than 400 high schools citywide.[[5]](#footnote-6) Further, in recent years the more sought-after DOE middle and high schools have had selective admissions processes, based on assessing test scores, grades, attendance and other “screens” to determine which students to admit.[[6]](#footnote-7)

However, during the COVID-19 pandemic, schools were initially closed, causing disruptions in instruction, grading and attendance; and New York State did not administer statewide tests. Consequently, in December 2020, then-Mayor Bill de Blasio and then-Chancellor Richard Carranza  announced a pause on use of all screens for middle school admissions for the 2021-22 school year, with students to be selected through a lottery-based system instead.[[7]](#footnote-8) At the high school level, academic screens were permitted to remain at existing screened programs that wished to continue them, but would be based on a combination of 2018-19 state tests, the previous years’ grades, and/or school-established criteria.[[8]](#footnote-9) At the same time, it was announced that geographic priorities for high school admissions would be phased out over two years, with district priorities eliminated in 2021-22, and all other geographic priorities to be eliminated the following year.[[9]](#footnote-10) But in December 2021, following pushback from some areas of the city, including Queens, where families were concerned about long commutes, then-Mayor Bill de Blasio changed course to allow some high school geographic admissions priorities to remain in place.[[10]](#footnote-11) Specifically, school zone and borough-based priorities would remain in place for high schools, but district-level priorities, eliminated the prior year, would not be reinstated.[[11]](#footnote-12)

In March 2022, after two years of the revised admissions policies triggered by the pandemic, the new administration of Mayor Eric Adams signaled pending changes when Chancellor David Banks announced that he was in the process of reimagining admissions processes.[[12]](#footnote-13) Chancellor Banks indicated that his goals were to simplify and streamline enrollment and admissions processes from 3-K to high school, increase opportunities for students to access high-quality programs, and engage with families and communities to build trust and make them part of the process.[[13]](#footnote-14)

*New Admissions Processes*

On September 29, 2022, after “significant” engagement with families and the community, Chancellor Banks announced a number of changes to admissions practices, beginning with the following changes to the enrollment process for the 2023-24 school year, as announced in a press release from Chancellor Banks:

* Earlier Application Timelines, Earlier Offers – This school year, we are moving the middle and high school application timelines earlier in the fall to begin on October 12th for High Schools and October 26th for middle schools so that offers can be released in March for high schools and in April for middle schools. This timeline will give families and schools more time to plan for the next school year. Additionally, we will release high school offers together with any specialized high school results in one offer letter.
* Central Open House Calendar – We are launching an events calendar in MySchools so that families can find all admissions events and school open houses and tour information in one place. Families will be able to add events to their personal calendar and RSVP to events directly from MySchools.
* Clearer Admissions Information – We will display more information about a student’s chance of getting an offer to various programs. For example, we will share the number of waitlist offers a program has made in the past so families can better assess their chances of receiving an offer through the waitlist process.
* Improved Virtual Audition Experience – The virtual audition and additional material submission experience will be improved by adding clearer instructions and submission confirmation.
* School-Day SHSAT Administration – After hearing overwhelming support from families we will continue to enable 8th graders in public schools to take the SHSAT during the school day at their current school rather than traveling to sites on the weekend.
* Waitlists Extended – Starting with students entering middle and high school this fall, and moving forward, we have extended middle and high school waitlists to mid-September. This means that if any seats become available after the start of the school year, those seats are filled fairly and transparently. [[14]](#footnote-15)

In a major departure from the prior two years, when the pandemic disrupted many of the selective admissions criteria, Chancellor Banks announced that some middle schools would once again be allowed to screen students based on a composite of their core course grades from fourth grade, rather than on state test scores.[[15]](#footnote-16) However, the Chancellor left the decision whether to reinstate selective middle school admissions up to each district’s superintendent, directing superintendents to work with their school community’s leadership, staff, and parents to “determine if and where middle school screened programs should exist based on instructional and community needs.”[[16]](#footnote-17) District superintendents had less than a month to consult with their school community and decide whether to operate screened programs before the start of the middle school application process on October 26th.[[17]](#footnote-18) Ultimately, nearly all superintendents decided to bring back fewer, none or the same number of screened middle schools as before the pandemic, with the number of screened middle schools dropping from 196 pre-pandemic to just 59 for next year, a 70% decline.[[18]](#footnote-19)

Chancellor Banks also announced a change in admissions to screened high school programs.[[19]](#footnote-20) Applicants to screened high schools, other than those that have their own school-based assessment, will be placed in groups based on their final seventh grade core course grades and admitted to screened programs in group order, starting with those whose final seventh grade core course average falls in the highest 15% of their school or citywide, and that average is at least a 90.[[20]](#footnote-21) This marks a major shift from last year, when students needed just an 85 grade point average to be in the top tier for selective schools.[[21]](#footnote-22) In another significant change to high school admissions criteria, despite the resumption of state testing in Spring 2022, screened programs will no longer consider state standardized test scores when selecting students.[[22]](#footnote-23) According to press reports, Chancellor Banks believes that the state exams “can be flawed in terms of admissions criteria” and that grades are a better predictor of how students will do in screened high schools.[[23]](#footnote-24)

The following sections will provide an overview of DOEs admissions policies and processes with breakdowns for early childhood, elementary school, middle school, high school and gifted and talented (G&T) programs.[[24]](#footnote-25)

**DOE’s Admissions Policies and Processes**

DOE’s Office of Student Enrollment maintains sole authority and responsibility for policies and procedures regarding student admissions under Chancellor’s Regulation A-101.[[25]](#footnote-26) Chancellor’s Regulation A-101 specifies admissions priorities for students at various grade levels, based on a number of factors, such as where the student lives, particularly for zoned schools.[[26]](#footnote-27) Chancellor’s Regulation A-101 defines zoned schools as follows:

Zoned School refers to a school that gives first priority to children residing in a specific geographic area defined as the “zone.” A zoned school serves children residing in that school’s zone before serving any children residing outside of that zone, except for admittance into pre-K, in which applicants who are currently attending that school’s 3-K program receive first priority to attend that school ahead of other zoned applicants. New zoned children are entitled to register and enroll in their zoned school subject to available seats.[[27]](#footnote-28)

At the 3-K, pre-K and elementary school levels, for both zoned and non-zoned schools, there is also priority given to students who have a sibling (includes a half–sibling, a stepsibling, and/or a foster sibling) enrolled at the school at the time they apply to attend.[[28]](#footnote-29) The general order of priority for 3-K, pre-K and elementary zoned schools is as follows: 1) zoned applicants with a verified sibling; 2) zoned applicants without a verified sibling; 3) in-district applicants with a verified sibling; 4) out-of-district applicants with a verified sibling; 5) in-district applicants; 6) out-of-district applicants.[[29]](#footnote-30) For non-zoned schools, the order of priority is: 1) in-district applicants with a verified sibling; 2) out-of-district applicants with a verified sibling; 3) in-district applicants; 4) out-of-district applicants.[[30]](#footnote-31)

For pre-k applicants, students who attend a school’s 3-K program receive first priority to attend that school’s pre-K program ahead of zoned students, regardless of sibling priority.[[31]](#footnote-32) Additionally, for elementary school applicants, there is priority given to students who attend that school’s pre-K program, prior to considering all other students who live in or outside the district.[[32]](#footnote-33)

Middle and high schools may also use admissions priorities based on where a student lives and whether they have a sibling attending the school.[[33]](#footnote-34) However, middle and high schools can also have additional admissions criteria, ranking students based on academic records, interviews, auditions and/or other factors. If a program using ranking also uses admissions priorities, offers are made to ranked applicants in priority group order.[[34]](#footnote-35)

In an effort to increase diversity within their schools, several 3-K to high school public schools participate in a diversity initiative which gives admissions priority to applicants who are English Language Learners (ELLs) or Emerging Multilingual Learners (EMLs), low income, in the child welfare system or living in temporary housing.[[35]](#footnote-36) A list of participating schools is available on the DOE website.[[36]](#footnote-37)

The DOE utilizes a centralized admissions process, where NYC families can use their MySchools account to apply to public schools from 3-K to high school.[[37]](#footnote-38) Through their MySchools account, families and students receive personalized applications containing identifying information and the school programs each student is eligible to attend.[[38]](#footnote-39) On their application, students can rank up to 12 schools or programs within a school that they would like to attend in order of preference. They are then matched to a program according to their preferences, seat availability, and the program’s admissions priorities and selection criteria.[[39]](#footnote-40) Students are considered for admissions at each school they list on their application and if an offer could be extended to more than one program on their application, then the student receives an offer to the school they ranked the highest.[[40]](#footnote-41)

In cases where there are more applicants than seats available at a specific program, most DOE public school programs use a lottery system, where each applicant is assigned a random number, which is used to determine the order in which applicants get an offer to a program.[[41]](#footnote-42)

Students receive an offer to only one school; however, if they are not offered placement at the school ranked highest on their application, they are automatically placed on the waitlist for all schools they ranked higher than the school to which they received an offer.[[42]](#footnote-43) Students can also add themselves to additional waitlists and programs contact families directly if they are able to extend an offer from the waitlist.[[43]](#footnote-44)

Families can access information on admissions processes through Family Welcome Centers,[[44]](#footnote-45) an online Admissions Guide available from the DOE’s website,[[45]](#footnote-46) and in-person and virtual information sessions and admissions events.[[46]](#footnote-47) Families can also sign up to receive alerts to get updates and tips on admissions and enrollment.[[47]](#footnote-48) There are also private admissions consultants that offer paid services to help families navigate the admissions process.[[48]](#footnote-49)

A further breakdown of admissions processes by school level is detailed below.

Early Childhood Admissions

*EarlyLearn Admissions*

EarlyLearn programs are free to low-cost child care and educational programs available for infants and toddlers ages six weeks to 2 years old.[[49]](#footnote-50) Within EarlyLearn there are Early Head Start programs and Infant/Toddler programs.[[50]](#footnote-51) Early Head Start programs provide early care and educational support servicing pregnant mothers, infants and toddlers for at least 8 hours a day.[[51]](#footnote-52) Infant/Toddler programs provide childcare for up to 10 hours in two settings: 1) center-based care for children aged six weeks to four years old; and 2) home based care for children aged six weeks to three years old through family child care networks.[[52]](#footnote-53) The EarlyLearn admissions process is not centralized through DOE and families should contact programs directly to determine eligibility.[[53]](#footnote-54)

*Pre-K and 3-K Admissions*

Families apply to 3-K during the calendar year their child turns three and Pre-K during the calendar year their child turns four.[[54]](#footnote-55) 3-K programs are available in all 32 school districts and open to applicants throughout the city, but due to demand, offers are not guaranteed for all applicants.[[55]](#footnote-56) There is however, a pre-K seat for every four-year old child in NYC.[[56]](#footnote-57)

Elementary School Admissions

All children who turn five years old by December 31 of the year he or she will enroll in a New York City public school are eligible to attend and are guaranteed a public school kindergarten seat.[[57]](#footnote-58) Most NYC elementary schools are zoned and most children attend their zoned elementary school.[[58]](#footnote-59) There are three districts—Districts 1, 7, and 23—that have only non-zoned schools, where all students living in one of these districts have priority to attend all schools in their district.[[59]](#footnote-60)

Students can apply to kindergarten programs in one of three ways: 1) online through their MySchools account, which is accessible in multiple languages; 2) by phone; and 3) by visiting a Family Welcome Center.[[60]](#footnote-61) For the 2023-2024 school year, the application period extended from December 7, 2022 through January 20, 2023 and placement offers will be distributed in April 2023.[[61]](#footnote-62)

While most elementary schools have only one program, some schools also offer specialized programs such as Gifted & Talented Programs (G&T). If a student applies to a school with multiple programs, each program that a student lists on their application counts as a separate choice on their application.[[62]](#footnote-63)

*Gifted and Talented Programs (G&T)*

Prior to the pandemic, G&T admissions were based on an entrance exam administered to four year old preschoolers.[[63]](#footnote-64) However, under former Mayor Bill de Blasio, the Administration switched to an admissions system based on teacher recommendations and a lottery,[[64]](#footnote-65) with plans to eventually phase out all separate gifted and talented programs altogether.[[65]](#footnote-66) Although the current Administration kept the kindergarten G&T admissions system under de Blasio in place, on April 14, 2022, the Administration announced the expansion of kindergarten G&T programs to include all school districts, with an addition of 100 kindergarten seats, totaling 2,500 seats across the five boroughs for the 2022-23 school year.[[66]](#footnote-67) The Administration also added a third-grade G&T entry point in every district, amounting to a baseline of one program in every district and a total of 1,000 seats.[[67]](#footnote-68) The top 10% of second grade students in each school are eligible to apply, based on their grades in four core subject areas.[[68]](#footnote-69) Prior to the 2022-23 school year, there were four third grade G&T programs that relied on teacher recommendations and other factors in the admissions process.[[69]](#footnote-70)

Additionally, at the end of 2022, DOE announced changes to kindergarten and G&T admissions that aim to make the process more accessible and family-friendly.[[70]](#footnote-71) Beginning with the 2023-24 school year, families are able to apply to kindergarten G&T programs at the same time and on the same application as other kindergarten programs.[[71]](#footnote-72) Previously, there was a separate application for G&T, usually available in the spring with offers typically extended in June, weeks after the DOE sent out general kindergarten offers.[[72]](#footnote-73)

Middle School Admissions

All New York City children are guaranteed a seat at a public middle school and apply in their last year of elementary school.[[73]](#footnote-74) Students are eligible to apply to middle schools in the district in which they live and/or the district in which they attend elementary school.[[74]](#footnote-75) In addition to zoned schools, many school districts offer middle school choice and there are also several boroughwide and citywide middle school choice options available.[[75]](#footnote-76)

Students can apply to middle school programs in one of three ways: 1) online through their MySchools account; 2) through their current school counselor; or 3) through a Family Welcome Center.[[76]](#footnote-77) For the 2023-2024 school year, the application period extended from October 26, 2022 through December 5, 2022 and placement offers will be distributed in April 2023.[[77]](#footnote-78) This timeline is earlier than the previous school year’s timeline, when applications opened in early January 2022 and were due at the end of February 2022, with offers sent in early May 2022.[[78]](#footnote-79)

*Middle School Selection Methods*

As detailed earlier, students are matched to a school program according to their preferences, seat availability, and the program’s admissions priorities and selection criteria. In regards to selection criteria, middle school programs admit students through either a lottery system or a ranking system.[[79]](#footnote-80) Programs that use a ranking system admit students after applicants are evaluated based on selection criteria and then ranked based on that evaluation (audition, talent test, and academic screened programs).[[80]](#footnote-81) For audition and talent test programs, schools assign a ranked number to applicants based on their evaluation and admit students in ranked-number order.[[81]](#footnote-82) For academic screened programs, students are ranked based on a composite of their fourth grade core course grades on a 1-4 scale.[[82]](#footnote-83) Offers are made to ranked students by priority group and in ranking number order.[[83]](#footnote-84)

As a result of new middle school admissions policies announced in September 2022, the use of middle school screens throughout NYC fell 70% from pre-pandemic numbers. For the 2023-24 school year, 59 of 478 middle schools opted to use screens for at least some middle school students (24 of which will screen all their applicants) compared to 196 middle schools that used screens for the 2020-2021 school year (112 of which screened all their applicants).[[84]](#footnote-85)

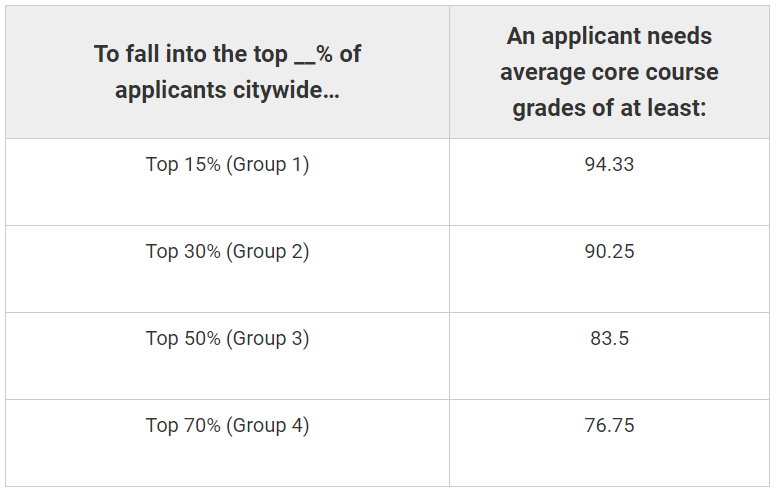
High School Admissions

Students in NYC apply to high school during eighth grade and first-time ninth grade students can also apply to tenth grade programs.[[85]](#footnote-86) Students can apply to high school programs in one of three ways: 1) online through their MySchools account; 2) through their current school counselor; or 3) through a Family Welcome Center.[[86]](#footnote-87) For the 2023-24 school year, the application period extended from October 12, 2022 through December 5, 2022 and placement offers will be distributed in early March 2023.[[87]](#footnote-88) This timeline is earlier than the previous school year’s timeline, when applications opened at the end of January 2022 and were due at the end of February 2022, with offers sent in early May 2022.[[88]](#footnote-89)

*High School Selection Methods*

The admissions methods to consider applicants for high school programs are listed under the following categories, indicated by italicized text.[[89]](#footnote-90)

*Screened* programs have gone through several recent changes. Prior to the pandemic, screened programs had wide discretion to choose their own specific admissions criteria—using a mix of test scores, grades, attendance records, and other factors.[[90]](#footnote-91) This changed for the 2022-23 school year, when students needed at least an 85 grade point average to be in the top tier for all schools using screens.[[91]](#footnote-92) In September, DOE announced that for the 2023-24 school year, applications to screened schools will be centralized through students’ MySchools accounts.[[92]](#footnote-93) Programs admit students in priority group order and students fall into screened admissions groups based solely on the average of their final seventh grade core course grades.[[93]](#footnote-94) This average must fall into the top percentage of students citywide or at a student’s school in order to fall within a certain admissions group.[[94]](#footnote-95) The average grades needed to fall into the different groups citywide are as follows:[[95]](#footnote-96)



With these changes, roughly 20% of students are expected to fall into priority Group 1 next school year, as opposed to nearly 60% of students who fell into priority Group 1 in the 2022-23 school year.[[96]](#footnote-97)

*Audition* programs solely require that a student demonstrate proficiency in the specific performing arts/visual arts area for that program (except for LaGuardia High School which is a Specialized High School that also uses students’ academic records and has its own admissions process).[[97]](#footnote-98) Students interested in Audition programs should list the programs on their centralized MySchools application.

*Educational Option (Ed. Opt.)* programs are meant to serve a wide range of academic performers.[[98]](#footnote-99) Based on their final seventh grade course grades, students are grouped into three, equal sized categories—low (students with an average of 78 or lower), middle (students with an average between 78.25-88.75), and high (students with an average of 89 or higher).[[99]](#footnote-100) Additionally, each group is prioritized for one third of seats.[[100]](#footnote-101)

Offers to *Screened: Language* programs are based on English Language Learner services entitlement, in order by their priority groups and lottery number.[[101]](#footnote-102) Admission to these programs may be based on a student’s home language, language proficiency, years living in the United States or similar.[[102]](#footnote-103) *Screened: Language and Academics* programs use academic records in addition to English Language Learner services entitlement and priority groups.[[103]](#footnote-104)

DOE offers *Transfer* programs for students who are behind on credits, using a student’s date of birth to verify eligibility and make offers.[[104]](#footnote-105)

*Zoned* programs give students who live in a geographically designated area a guarantee or priority to attend.[[105]](#footnote-106) Students do not have to list zoned schools first to keep their priority.[[106]](#footnote-107)

With *Open* programs, offers are made to students in order by their priority groups and randomly assigned numbers.[[107]](#footnote-108)

**Issues and Concerns**

With approximately a million students taught in more than 1,850 schools, the NYC school system is the largest school district in the United States (U.S.).[[108]](#footnote-109) Of those students, during the 2021-22 school year, 13.9% were English Language Learners; 20.6% were students with disabilities; 71.9% were economically disadvantaged; and, disaggregated by race or ethnicity, 41.1% were Hispanic, 24.4% Black, 16.6% Asian, and 14.7% white.[[109]](#footnote-110) Between the sheer size of the City’s public school system and great diversity among the student population, navigating DOE’s admissions processes has long been confusing and difficult for many families.[[110]](#footnote-111) Now, the rollback of pandemic-era changes coupled with other last-minute modifications have only further complicated the admissions processes.[[111]](#footnote-112)

While DOE utilizes a centralized application portal, MySchools, in an effort to modernize and simplify the admissions process,[[112]](#footnote-113) it has proven to be unreliable as application deadlines loom.[[113]](#footnote-114) When MySchools first launched during the 2018-19 school year, replacing paper applications, it was reported to be poorly designed and have glitches in the system, including being too slow for users.[[114]](#footnote-115) As families stressed over their students’ applications, DOE extended its high school application deadline from December 3rd to December 14th, 2018.[[115]](#footnote-116) The following year, it was reported that MySchools “remains confusing and error-prone” with “missing or inaccurate information” in official student profiles, which include test scores and attendance data.[[116]](#footnote-117) Additionally, there was a lack of clarity in the system whether students were registered for the Specialized High School Admissions Test (SHSAT).[[117]](#footnote-118) That year, the deadline was pushed back four days.[[118]](#footnote-119) Most recently, in 2022, the MySchools website crashed the night before the December 1st deadline, and DOE extended it to December 5th, 2022.[[119]](#footnote-120) Moreover, though MySchools has been described as “easy to use for people who are already familiar with computers,” the portal can still present challenges for families who cannot read, lack access to a computer or are not familiar with the technology.[[120]](#footnote-121) As a result, critics charge that the complicated process contributes to the City’s status as one of the most segregated school systems in the country.[[121]](#footnote-122)

As issues persist with MySchools, families have been left frustrated and with diminishing faith in the DOE.[[122]](#footnote-123) These feelings have only been compounded by changes made to the 2023-24 application season after admissions criteria were upended the past two years by the pandemic.[[123]](#footnote-124) For middle school admissions, superintendents of each of DOE’s 32 local districts were charged with deciding whether to bring back selective admissions.[[124]](#footnote-125)

A major concern regarding admissions methodologies is their impact on student diversity in City schools. Despite the diverse student populations previously cited, NYC has one of the most segregated school systems in the nation.[[125]](#footnote-126) The use of selective admissions methods is considered one of the primary contributors to segregated schools, and while most other cities have a small number of selective schools, no other city in the country has as many screened schools as New York.[[126]](#footnote-127) Social science research since the late 1980s is clear and consistent that the racial and socioeconomic composition of schools influences short- and long-term student outcomes, with integrated schools providing academic, cognitive, social-emotional, and civic benefits, as well as economic benefits.[[127]](#footnote-128) It is because of such benefits that in recent years DOE established a Diversity Plan as well as Diversity in Admissions programs, with more than 100 NYC public schools currently participating.[[128]](#footnote-129) The benefits of school diversity also led the City Council to enact Local Law 225 of 2019, which mandated the establishment of district diversity working groups in every community school district, no later than five years after the effective date of this local law.[[129]](#footnote-130) Community School District 15 created such a working group in 2017, which served as a model for LL 225, and implemented a diversity plan that abolished screened middle school programs in favor of a lottery-based admission system.[[130]](#footnote-131) District 15’s efforts have been successful, as the district’s middle schools now enroll a more demographically mixed group of children than they had before.[[131]](#footnote-132) Similar to the results in District 15, when the de Blasio administration eliminated middle school screens during the pandemic, the share of students from low-income families who were matched to “in-demand” schools across the City rose to 48% — an increase of seven percentage points.[[132]](#footnote-133) The Committee is very interested in learning more about the potential impact of the Adams administration’s new admissions changes on school diversity.

Among high schools, the de Blasio-era admissions policy was criticized as “a lottery system masquerading as a selective process.”[[133]](#footnote-134) Now, the Adams Administration has vowed to change his predecessor’s policies by making admissions criteria more straightforward.[[134]](#footnote-135) Citing “significant engagement with families and the community,” in September 2022, Chancellor Banks announced that the City’s selective high schools will be allowed to be more restrictive in utilizing high grades for admissions.[[135]](#footnote-136) While many applauded the restoration of merit-based admissions,[[136]](#footnote-137) critics decry the loss of a system that increased the number of Black and Latinx students at the City’s selective high schools, at which they had been historically and significantly underrepresented.[[137]](#footnote-138) Meanwhile, Chancellor Banks has been quoted insisting that students who work “really hard” should have priority access compared with “the child you have to throw water on their face to get them to go to school every day.”[[138]](#footnote-139)

Separately, admissions criteria for the City’s eight specialized high schools, which only require the SHSAT, remain unchanged.[[139]](#footnote-140) No other public school district in the U.S. uses a single measure entrance exam,[[140]](#footnote-141) and many studies have shown that racial bias in standardized testing shows up in multiple ways.[[141]](#footnote-142) Indeed, while nearly half of all NYC students who took the SHSAT were Black or Latinx, only 9% received an offer for the 2022-23 school year.[[142]](#footnote-143) That is, of the 20.7% of Black test takers, 3.2% received an offer, and of the 25.8% Latinx test takers, 5.7% received an offer.[[143]](#footnote-144)

Just before leaving office, then-Mayor de Blasio announced plans to phase out G&T, which critics contend contributed to a segregated school system, citing a lack of diversity.[[144]](#footnote-145) However, in an effort to retain families who might be looking to leaving the DOE system, Mayor Adams reversed course and vowed to expand the program, relying on assessments from teachers.[[145]](#footnote-146) A leaked training video for DOE teachers, which contains the Adams Administration’s guidance on how to assess students as young as four for the program, has been criticized by parents as “subjective and confusing,” and more like an “implicit bias training than a primer on selective admissions” while calling for more objective measures.[[146]](#footnote-147) On the other hand, education advocates expressed an appreciation for the attention to implicit bias, but contend that the program remains fundamentally problematic as it segregates students based on subjective labeling.[[147]](#footnote-148)

**Conclusion**

Today’s hearing will provide an opportunity for the Committee to examine the most recent changes to DOE’s admissions processes. The Committee also expects to hear testimony from parents, students, educators, advocates, unions, and other members of the public regarding concerns over DOE’s admissions processes and recommendations for improvements in this area.

**Bill Analysis**

**Int. No. 338 A Local Law in relation to establishing a bullying prevention task force.**

Recent data indicates an increase in incidents of bullying in New York City schools. This bill would establish a bullying prevention task force. The task force would consist of public officials, DOE employees, and experts in conflict resolution, bullying prevention, mental health, school safety and education. The task force would be required to meet at least quarterly and hold at least two public meetings. In addition, the task force would be required to develop and submit a plan to the Mayor and the Speaker of the Council to prevent and address bullying in schools.

**Int. No. 403 A Local Law to amend the administrative code of the city of New York, in relation to**

**distributing IDNYC applications to all high school students.**

This bill would require the DOE to distribute information about the IDNYC municipal identification program to every student at the start of each school year. At a minimum, the DOE would be required to provide every student with an IDNYC application form, as well as information about IDNYC eligibility requirements and application process, including but not limited to a list of documents accepted to prove IDNYC identity and residency requirements and relevant school or caretaker attestations.

Int. No. 338

By Council Members Joseph, Louis, Ung, Ayala, Restler, Sanchez, Vernikov and Paladino (by request of the Manhattan Borough President)

..Title

A Local Law in relation to establishing a bullying prevention task force

..Body

Be it enacted by the Council as follows:

Section 1. Bullying prevention task force. a. Definitions. For the purposes of this section, the following terms have the following meanings:

Bullying. The term “bullying” means the creation of a hostile environment by conduct or by threats, intimidation or abuse, whether verbal or nonverbal, including cyberbullying, that include, but are not limited to, conduct or threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, and that:

1. Has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being;

2. Reasonably causes or would reasonably be expected to cause a student to fear for such student’s physical safety;

3. Reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or

4. Creates or would foreseeably create a risk of substantial disruption within the school environment, even if it occurs off school property, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Cyberbullying. The term “cyberbullying” means bullying or harassment that occurs through any form of electronic communication.

Department. The term “department” means the department of education.

School. The term “school” means a school of the city school district of the city of New York that contains any combination of grades from and including pre-kindergarten through grade 12.

b. There shall be a bullying prevention task force consisting of at least 13 members as follows:

1. The chancellor of the city school district of the city of New York, or the chancellor’s designee, who shall serve as chair;

2. The chairperson of the city commission on human rights, or the chairperson’s designee;

3. The commissioner of health and mental hygiene, or the commissioner’s designee;

4. The commissioner of the police department, or the commissioner’s designee;

5. At least five members appointed by the mayor, including school administrators, teachers, guidance counselors or other appropriate department employees, and experts in conflict resolution, bullying prevention, mental health, school safety or education; and

6. At least four members appointed by the speaker of the council, including school administrators, teachers, guidance counselors or other appropriate department employees, and experts in conflict resolution, bullying prevention, mental health, school safety or education.

c. Each member of the task force shall serve without compensation for a term of 12 months, to commence after the final member of the task force is appointed. All members shall be appointed within 60 days after the effective date of this local law.

d. No appointed member of the task force shall be removed except for cause by the appointing authority. In the event of a vacancy on the task force during the term of an appointed member, a successor shall be selected in the same manner as the original appointment to serve the balance of the unexpired term.

e. The ex officio members of the task force may designate a representative who shall be counted as a member for the purpose of determining the existence of a quorum and who may vote on behalf of such member, provided that such representative is an officer or employee from the same agency as the delegating member. The designation of a representative shall be made by a written notice of the ex officio member served upon the chairperson of the task force prior to the designee participating in any meeting of the task force, but such designation may be rescinded or revised by the member at any time. The ex officio members are the chancellor of the city school district of the city of New York, the chairperson of the city commission on human rights, the commissioner of health and mental hygiene and the commissioner of the police department.

f. The task force shall meet at least quarterly and shall hold at least two public meetings prior to submission of the plan required pursuant to subdivision h of this section to solicit public comment on preventing bullying in schools.

g. The mayor may designate one or more agencies to provide staffing and other administrative support to the task force.

h. No later than 12 months after the final member of the task force is appointed, the task force shall submit to the mayor and the speaker of the council a plan to prevent and address bullying in schools. In developing such plan, the task force shall consider the following:

1. Data and reports of the department related to bullying in schools, including any trends in the types of reported incidents of bullying;

2. Existing department policies, guidelines and resources related to bullying prevention;

3. Existing department methods and procedures for reporting and responding to bullying;

4. Existing department training programs to prevent bullying and to help school employees identify and respond to bullying; and

5. The level of coordination among appropriate city, state and federal agencies and other relevant organizations with regards to efforts to prevent and address bullying in schools.

i. The bullying prevention task force shall dissolve upon submission of the plan required pursuant to subdivision h of this section.

§ 2. This local law takes effect immediately.

Int. No. 403

By Council Members Joseph, Stevens, Schulman, Hanif, Ayala, Hudson, Brewer, Louis, Ung, Nurse, Marte, Avilés, Riley, De La Rosa, Krishnan, Dinowitz, Barron, Ossé, Farías, Abreu, Restler, Richardson Jordan, Sanchez and Vernikov

..Title

A Local Law to amend the administrative code of the city of New York, in relation to distributing IDNYC applications to all high school students

..Body

Be it enacted by the Council as follows:

Section 1. The administrative code of the city of New York is amended by adding a new section 3-209.3 to read as follows:

§ 3-209.3 Distribution of IDNYC municipal identification program materials. (a) Definitions. As used in this section, the following terms have the following meanings:

Department. The term “department” means the department of education.

IDNYC. The term “IDNYC” means the New York city identity card established pursuant to section 3-115 of subchapter 1 of chapter 1 of title 3 of this code.

School. The term “school” means any public school in the city of New York under the jurisdiction of the department of education that contains any combination of grades from and including grade nine through grade twelve.

b. Within each school, the department shall distribute information related to the IDNYC program to every student at the start of each school year. At a minimum, such materials shall include the IDNYC application form and information on: (i) eligibility requirements; and (ii) the application process, including but not limited to a list of documents accepted to prove identity and residency.

§ 2. This local law takes effect 120 days after it becomes law.

Res. No. 129

..Title

Resolution calling upon the New York City Department of Education to carry out instruction in bicycle safety in all New York City schools.

..Body

By Council Members Bottcher, Joseph, Brooks-Powers, Ossé, Dinowitz, Marte, Abreu, Farías, Hanif, Hudson, Brewer, Sanchez, Stevens, Schulman, Riley, Menin, Narcisse, Ung, Barron, Restler, De La Rosa, Williams, Krishnan, Nurse, Avilés, Brannan, Gutiérrez, Moya, Hanks, Richardson Jordan, Louis, Won, Powers, Gennaro and Paladino

Whereas, Over the past two decades, New York City has seen tremendous growth in cycling, according to the New York City Department of Transportation (NYC DOT); and

Whereas, According to the NYC DOT website, approximately 773,000 New Yorkers ride a bike regularly, with estimates that over 530,000 cycling trips are made each day in New York City—more than triple the amount taken 15 years ago; and

Whereas, This increase in cycling is a result of NYC DOT’s efforts to expand the city’s bicycle infrastructure, including both conventional bicycle lanes and protected bicycle lanes; and

Whereas, According to DOT’s *Cycling in the City* webpage, there have been 1,375 miles of bike lanes and 546 miles of protected bicycle lanes installed in New York City as of 2020, and the Citibike program has grown to 19.5 million bike trips in 2020 alone; and

Whereas, Given that cycling is a convenient and affordable way to get around, reduces air pollution, improves public health, and fights global climate change, cycling in New York City should be promoted; and

Whereas, In recent years there have been positive changes in cycling safety, due to efforts such as the creation of designated bicycle lanes and the introduction of the City’s Vision Zero program in 2014, which was designed to eliminate all traffic deaths and serious injuries on New York City streets by 2024; and

Whereas, Despite these efforts, in 2020, the latest year for which data is available, there were 5,175 cyclists injured and 24 killed in crashes with motor vehicles, according to NYC DOT’s 2020 *Bicycle Crash Data Report*; and

Whereas, City officials must increase efforts to improve cycling safety beyond the infrastructure changes and enforcement efforts currently employed; and

Whereas, Education is essential for safety and, along with protected, interconnected cycling infrastructure, providing instruction in bicycle and traffic safety would be helpful in efforts to reduce crashes and other bike safety incidents; and

Whereas, New York State Education Law §806 already requires that all students be provided “instruction in highway safety and traffic regulation which shall include bicycle safety, to be maintained and followed in all the schools of the state”; and

Whereas, However, neither New York State Education Law, nor Regulations of the Commissioner of Education specify the amount or duration of such instruction; and

Whereas, In fact, the DOE already participates in at least one bicycle education pilot program, in partnership with the NYC Department of Transportation and the non-profit Bike New York, to teach middle school students bike safety skills; and

Whereas, However, it is clear that most schools are not providing bicycle safety instruction as required; and

Whereas, Providing instruction in bicycle and traffic safety in schools, starting at an early age and continuing to reinforce such instruction throughout students’ years in school would be an effective measure to both promote cycling and prevent bicycle accidents and other safety incidents; now, therefore, be it

Resolved, That the Council of the City of New York calls upon the Department of Education to carry out instruction in bicycle safety in all New York City schools.

1. Winnie Hu and Elizabeth A. Harris, “A Shadow System Feeds Segregation in New York City Schools,” *The New York Times*, June 17, 2018, accessed at <https://www.nytimes.com/2018/06/17/nyregion/public-schools-screening-admission.html>. [↑](#footnote-ref-2)
2. See briefing papers of the New York City Council Committee on Education, “Oversight: DOE’s Admissions and Transfer Policies,” December 11, 2013, available at <https://legistar.council.nyc.gov/LegislationDetail.aspx?ID=1527872&GUID=0EFDC76B-9629-4BC4-9AD1-F7A74AC7E243&Options=Advanced&Search>= and “Oversight: DOE Admissions Policies and Procedures,” June 21, 2010, available at <http://legistar.council.nyc.gov/LegislationDetail.aspx?ID=666476&GUID=CDABCC40-6974-4E2D-9EBA-D6ED91E2F161&Options=Advanced&Search>=. [↑](#footnote-ref-3)
3. *Id.* See also NYC DOE website, “Enrollment: Enroll Grade by Grade,” accessed at <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade>. [↑](#footnote-ref-4)
4. DOE, *2023 NYC Public Schools Admissions Guide*, p.10, accessed at <https://www.schools.nyc.gov/docs/default-source/default-document-library/enrollment/2023-nyc-public-schools-admissions-guide>. [↑](#footnote-ref-5)
5. DOE, *MySchools: High School*, accessed at <https://www.myschools.nyc/en/schools/high-school/>. [↑](#footnote-ref-6)
6. Winnie Hu and Elizabeth A. Harris, “A Shadow System Feeds Segregation in New York City Schools,” *The New York Times*, June 17, 2018, accessed at <https://www.nytimes.com/2018/06/17/nyregion/public-schools-screening-admission.html>. [↑](#footnote-ref-7)
7. Office of the Mayor press release, “Mayor de Blasio and Chancellor Carranza Announce 2021-22 School Year Admissions Process,” December 18, 2020, accessed at <https://www.nyc.gov/office-of-the-mayor/news/874-20/mayor-de-blasio-chancellor-carranza-2021-22-school-year-admissions-process>. [↑](#footnote-ref-8)
8. *Id.* [↑](#footnote-ref-9)
9. *Id.* [↑](#footnote-ref-10)
10. Christina Veiga, “NYC announces 2022-23 admissions policies for middle and high schools,” *Chalkbeat New York*, Dec 14, 2021, accessed at <https://ny.chalkbeat.org/2021/12/14/22834144/nyc-middle-high-school-admissions-changes-2022>. [↑](#footnote-ref-11)
11. *Id.* [↑](#footnote-ref-12)
12. DOE press release, “Chancellor Banks Announces Updates on the Future of Enrollment and Admissions in NYC Schools,” March 9, 2022, accessed at <https://www.schools.nyc.gov/about-us/news/announcements/contentdetails/2022/03/09/chancellor-banks-announces-updates-on-the-future-of-enrollment-and-admissions-in-nyc-schools>. [↑](#footnote-ref-13)
13. *Id.* [↑](#footnote-ref-14)
14. DOE press release, “Chancellor Banks Announces Admissions Process Built on Community Feedback,” September 29, 2022, accessed at <https://www.schools.nyc.gov/about-us/news/announcements/contentdetails/2022/09/29/chancellor-banks-announces-admissions-process-built-on-community-feedback>. [↑](#footnote-ref-15)
15. *Id.* [↑](#footnote-ref-16)
16. *Id.* [↑](#footnote-ref-17)
17. *Id.* [↑](#footnote-ref-18)
18. Michael Elsen-Rooney and Alex Zimmerman, “NYC middle schools bring back selective admissions, but to far fewer campuses,” *Chalkbeat*, Oct 26, 2022, accessed at [Selective middle school admissions return to NYC, but at far fewer schools - Chalkbeat New York](https://ny.chalkbeat.org/2022/10/26/23424407/nyc-middle-school-applications-selective-admissions-lottery?utm_source=newsletter&utm_medium=email&utm_campaign=cb_bureau_ny&utm_source=Chalkbeat&utm_campaign=8475a7d733-New+York+Middle+and+high+school+admissions+deadlin&utm_medium=email&utm_term=0_9091015053-8475a7d733-%5BLIST_EMAIL_ID%5D). [↑](#footnote-ref-19)
19. DOE press release, “Chancellor Banks Announces Admissions Process Built on Community Feedback,” September 29, 2022, accessed at <https://www.schools.nyc.gov/about-us/news/announcements/contentdetails/2022/09/29/chancellor-banks-announces-admissions-process-built-on-community-feedback>. [↑](#footnote-ref-20)
20. *Id.* [↑](#footnote-ref-21)
21. Amy Zimmer and Michael Elsen-Rooney, “NYC overhauls high school admissions, leaves middle school changes up in air,” *Chalkbeat*, Sept 29, 2022, accessed at <https://ny.chalkbeat.org/2022/9/29/23378824/nyc-middle-high-school-admissions-changes>. [↑](#footnote-ref-22)
22. *Id.* [↑](#footnote-ref-23)
23. *Id.* [↑](#footnote-ref-24)
24. Note that, although charter schools are considered publicly-funded schools, they are governed by their own not-for-profit boards of trustees, and have their own application and admissions processes, so they will not be examined at this hearing. [↑](#footnote-ref-25)
25. DOE, “Chancellor’s Regulation A-101 Admissions, Readmissions, Transfers, and List Notices for All Students,” February 17, 2022, accessed at <https://www.schools.nyc.gov/docs/default-source/default-document-library/a101-admissions-readmissions-transfers-english>. [↑](#footnote-ref-26)
26. *Id.* [↑](#footnote-ref-27)
27. *Id.*, § I.B.9. [↑](#footnote-ref-28)
28. *Id.*, § II.A.1. [↑](#footnote-ref-29)
29. *Id.*, §II.B, C & D. [↑](#footnote-ref-30)
30. *Id.* [↑](#footnote-ref-31)
31. *Id*., §I.B.9 [↑](#footnote-ref-32)
32. *Id.*, §II.D [↑](#footnote-ref-33)
33. DOE website, “How Students Get Offers to DOE Public Schools,” accessed on 1/10/23 at <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/how-students-get-offers-to-doe-public-schools>. [↑](#footnote-ref-34)
34. *Id.* [↑](#footnote-ref-35)
35. DOE website, “Diversity in Admissions,” accessed on 1/11/23 at <https://www.schools.nyc.gov/enrollment/enrollment-help/meeting-student-needs/diversity-in-admissions>. [↑](#footnote-ref-36)
36. *Id.* [↑](#footnote-ref-37)
37. DOE, *MySchools*, accessed at <https://www.myschools.nyc/en/>. [↑](#footnote-ref-38)
38. DOE website, “MySchools,” accessed on 1/11/23 at <https://www.schools.nyc.gov/learning/digital-learning/applications-and-platforms/myschools>. [↑](#footnote-ref-39)
39. DOE website, “How Students Get Offers to DOE Public Schools,” accessed on 1/11/23 at <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/how-students-get-offers-to-doe-public-schools>. [↑](#footnote-ref-40)
40. *Id.* [↑](#footnote-ref-41)
41. DOE website, “Random Numbers in Admissions,” accessed on 1/11/23 at <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/how-students-get-offers-to-doe-public-schools/random-numbers-in-admissions>. [↑](#footnote-ref-42)
42. DOE website, “Waitists,” accessed on 1/11/23 at <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/high-school/waitlists>. [↑](#footnote-ref-43)
43. *Id.* [↑](#footnote-ref-44)
44. There are Family Welcome Centers located in every borough that serve NYC families all year round with enrollment and admissions assistance. *See* DOE website, “Family Welcome Centers,” accessed on 1/19/23 at <https://www.schools.nyc.gov/enrollment/enrollment-help/family-welcome-centers>. [↑](#footnote-ref-45)
45. DOE, *2023 NYC Public Schools Admissions Guide*, accessed at <https://www.schools.nyc.gov/docs/default-source/default-document-library/enrollment/2023-nyc-public-schools-admissions-guide> [↑](#footnote-ref-46)
46. DOE, *MySchools*, accessed at <https://www.myschools.nyc/en/>. [↑](#footnote-ref-47)
47. DOE website, “Sign Up,” accessed on 1/11/23 at <https://www.schools.nyc.gov/sign-up>. [↑](#footnote-ref-48)
48. *See* e.g. *Admit NY: NYC Educational Consultant* accessed 1/23/23 at <https://www.admitny.com/>. [↑](#footnote-ref-49)
49. DOE website, “Early Learn,” accessed on 1/18/23 at <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/earlylearn-nyc>. [↑](#footnote-ref-50)
50. *Id.* [↑](#footnote-ref-51)
51. *Id.* [↑](#footnote-ref-52)
52. *Id.* [↑](#footnote-ref-53)
53. *Id.* [↑](#footnote-ref-54)
54. DOE, *2023 NYC Public Schools Admissions Guide*, p.26, accessed at <https://www.schools.nyc.gov/docs/default-source/default-document-library/enrollment/2023-nyc-public-schools-admissions-guide>. [↑](#footnote-ref-55)
55. *Id.* [↑](#footnote-ref-56)
56. *Id.* [↑](#footnote-ref-57)
57. *Id.* at 41. [↑](#footnote-ref-58)
58. *Id*. [↑](#footnote-ref-59)
59. *Id*. [↑](#footnote-ref-60)
60. DOE website, “Kindergarten,” accessed on 1/10/23 at <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/kindergarten>. [↑](#footnote-ref-61)
61. Annalise Knudson, “NYC new early Gifted and Talented kindergarten application timeline: What you need to know for December,” *SILive*, Dec. 2 2022, accessed at <https://www.silive.com/education/2022/12/nyc-new-early-gifted-and-talented-kindergarten-application-timeline-what-you-need-to-know-for-december.html>. [↑](#footnote-ref-62)
62. DOE website, “Kindergarten,” accessed on 1/10/23 at <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/kindergarten>. [↑](#footnote-ref-63)
63. Michael Elsen-Rooney, “NYC’s ‘gifted and talented’ application timeline moves up,” *Chalkbeat*, Nov. 30 2022, accessed at<https://ny.chalkbeat.org/2022/11/30/23486915/nyc-gifted-talented-admission-timeline-change-kindergarten-applications>. [↑](#footnote-ref-64)
64. *Note*: For pre-K students not enrolled at DOE schools, applicants are interviewed by DOE’s Division of Early Childhood Education, then nominated for admission by early childhood education experts. DOE Website, “Gifted & Talented (G&T),” accessed on 1/11/23 at <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/gifted-talented>. [↑](#footnote-ref-65)
65. Michael Elsen-Rooney, “NYC’s ‘gifted and talented’ application timeline moves up,” *Chalkbeat*, Nov. 30 2022, accessed at<https://ny.chalkbeat.org/2022/11/30/23486915/nyc-gifted-talented-admission-timeline-change-kindergarten-applications>. [↑](#footnote-ref-66)
66. Office of the Mayor press release, “Mayor Adams, Chancellor Banks Announce Expansion of Gifted and Talented Programs Citywide,” April 14, 2022, accessed at <https://www.nyc.gov/office-of-the-mayor/news/203-22/mayor-adams-chancellor-banks-expansion-gifted-talented-programs-citywide#/0>. [↑](#footnote-ref-67)
67. *Id.* [↑](#footnote-ref-68)
68. *Id.* [↑](#footnote-ref-69)
69. Alex Zimmerman, “In four poorer neighborhoods, New York City will scrap tests to create new gifted system,” *Chalkbeat*, Apr. 14, 2016, accessed at<https://ny.chalkbeat.org/2016/4/14/21096092/in-four-poorer-neighborhoods-new-york-city-will-scrap-tests-to-create-new-gifted-system>. [↑](#footnote-ref-70)
70. Michael Elsen-Rooney, “NYC’s ‘gifted and talented’ application timeline moves up,” *Chalkbeat*, Nov. 30 2022, accessed at<https://ny.chalkbeat.org/2022/11/30/23486915/nyc-gifted-talented-admission-timeline-change-kindergarten-applications>. [↑](#footnote-ref-71)
71. *Id.* [↑](#footnote-ref-72)
72. *Id.* [↑](#footnote-ref-73)
73. DOE website, “Middle School,” accessed on 1/12/23 at <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/middle-school>. [↑](#footnote-ref-74)
74. *Id.* [↑](#footnote-ref-75)
75. *Id.* [↑](#footnote-ref-76)
76. *Id.* [↑](#footnote-ref-77)
77. DOE press release, “Chancellor Banks Announces Admissions Process Built on Community Feedback,” Sep. 29, 2022, accessed at <https://www.schools.nyc.gov/about-us/news/announcements/contentdetails/2022/09/29/chancellor-banks-announces-admissions-process-built-on-community-feedback>. [↑](#footnote-ref-78)
78. Christina Veiga, “NYC announces 2022-23 admissions policies for middle and high schools,” *Chalkbeat*, Dec. 14, 2021, accessed at <https://ny.chalkbeat.org/2021/12/14/22834144/nyc-middle-high-school-admissions-changes-2022>. [↑](#footnote-ref-79)
79. DOE website, “Middle School,” accessed on 1/12/23 at <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/middle-school>. [↑](#footnote-ref-80)
80. *Id.* [↑](#footnote-ref-81)
81. *Id.* [↑](#footnote-ref-82)
82. *Note*: DOE’s website provides a table to convert grades to a 1-4 scale if a child’s school does not use a 1-4 grading scale, *Id.* [↑](#footnote-ref-83)
83. *Id.* [↑](#footnote-ref-84)
84. Michael Elsen-Rooney and Alex Zimmerman, “NYC middle schools bring back selective admissions, but to far fewer campuses,” *Chalkbeat*, Oct. 26, 2022, accessed at <https://ny.chalkbeat.org/2022/10/26/23424407/nyc-middle-school-applications-selective-admissions-lottery>. [↑](#footnote-ref-85)
85. DOE website, “High School,” accessed on 1/18/23 at <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/high-school>. [↑](#footnote-ref-86)
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