



Department of
Education

Chancellor Richard A. Carranza

Testimony of NYC Schools Chancellor Richard A. Carranza on Segregation in NYC Schools

May 1, 2019

Good morning Speaker Johnson, Chairs Treyger and Eugene, and all the members of the Education Committee and Committee on Civil Rights here today. I am joined by Josh Wallack, deputy chancellor for the Division of Student Enrollment and Early Childhood Education, and LaShawn Robinson, deputy chancellor for the Division of School Climate and Wellness. Thank you for hosting this important hearing. I would also like to thank Speaker Johnson, Chair Treyger, Council Members Lander and Torres, and the City Council for your partnership, leadership, and advocacy on behalf of our 1.1 million students.

Now, I know—just as Mayor de Blasio knows, just as everyone in this chamber knows—that public education is an investment in the future. From my own experience as a student, a teacher, a principal, and, now, Chancellor of the largest school system in the nation, I can tell you that—beyond a shadow of a doubt—a public school education can change a life. Unfortunately, school segregation robs many students of color and those living in poverty of the high-quality education they deserve. So let's have some real talk.

This month marks 65 years since the Supreme Court issued the landmark decision in *Brown v. Board of Education*. Of course, in that decision, Chief Justice Earl Warren wrote: “in the field of public education the doctrine of ‘separate but equal’ has no place—and segregated schools are “inherently unequal.”

Sixty-five years later, I humbly say to you, we have not fulfilled the mandate of the Supreme Court in *Brown v. Board of Education*.

For too long, we've been afraid to confront this reality. We closed our eyes and hoped the problem would fix itself—or simply go away. No more. We can no longer allow such a system to persist... just because the problem is hard to fix.

The bottom line: a public—and I underline public—school system should represent the entire city it serves.

Therefore, today, it is my honor to share the New York City Department of Education's efforts to end segregation and integrate our public schools.

I started by talking about equality, which is very important. But my overarching goal as Chancellor is to advance equity. More precisely, to *advance equity now*. Why? Because advancing equity is the only way to disrupt the entrenched systems that throughout our history have kept underserved students from achieving their potential. Consider that 70 percent of New York City's public school students are black or Latino. Yet, if you are a black or Latino student, you are statistically less likely to be in an accelerated program or our specialized high schools



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compared with your peers. You have less access to Advanced Placement courses, and a lower likelihood of graduating, and of graduating college-ready.

Only an equity approach can right these wrongs. In New York City, equity means that we have the same high expectations for all of our students, whatever their race, ethnicity, or zip code. Equity means that we acknowledge that some students need more support than others—and we give them the resources they need to succeed. Equity means that we accelerate our work to reverse historic injustices, empower communities, and intervene throughout a child’s journey through our system. Equity means that all of our students are on a path to high school graduation, college, and meaningful employment.

Integration advances equity, because it allows our children to learn from one another’s diverse perspectives, backgrounds, and experience. Significant research demonstrates that integrated classrooms lead to improved test scores, improved critical thinking and problem-solving skills, lower dropout rates, reduction of racial bias, enhanced leadership skills, and better preparedness for success in the global economy. Integration doesn’t lower academic achievement for any student; it improves it for all.

We have no illusions. Meaningful integration of a system of 1,800 schools is tough work, and we know it will not happen overnight. What is more, integration means different things to different communities. It is not just about the movement of bodies, or giving black and Latino students access to certain schools. Achieving meaningful integration is far more complicated, and far more important.

Segregation, on the other hand, *does* shrink opportunity. So, we are confronting this problem head-on.

With all that said, we have taken real steps to improve integration in schools in some of our most diverse but segregated school districts. After a community-driven process, Districts 1 and 3 in Manhattan and District 15 in Brooklyn are implementing plans to increase school diversity. These districts have prioritized underrepresented students for admissions into schools district-wide. In each of these districts, the majority of schools have met or made progress towards their diversity goals. I would like to thank Council Members Ayala, Chin, Rosenthal, Lander, and Menchaca for their leadership on this issue in their respective communities

I want to take a moment to discuss the work in Brooklyn’s District 15. This is a beautifully diverse district that represents New York City in many ways. Unfortunately, due in part to long-standing academic screens for admissions, many District 15 middle schools have long served very low numbers of low-income black and Latino students; others basically served *only* low-income black and Latino students.

The District 15 diversity planning process brought everyone to the table: community members, parents and students, advocates, and school staff across the district had tough but necessary conversations—conversations grounded in data, and occurring in different languages.



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The District 15 Working Group looked at a huge amount of data and research, including middle school enrollment demographics, patterns of racial housing segregation, and academic outcomes. They looked at a variety of potential solutions. And then they put forward a comprehensive plan to change the middle schools admissions process. Mayor de Blasio and I were proud to approve this plan.

Now, the academic screens are gone, replaced by a lottery where students are matched to the schools they want to attend. District 15 middle schools prioritize about half of their seats for students from low-income families, multilingual learners, and students in temporary housing. We released middle schools offers earlier this month and I am proud to say that almost all of the middle schools in District 15 met their diversity targets.

This is real action. With real buy-in. With real ownership of this plan and its success.

It's not just in District 15—87 schools across the City now have a “Diversity in Admissions” plan in place. That's up from just seven schools when the Diversity in Admissions program started three years ago.

Based upon our efforts to integrate District 15, we have launched a \$2 million grant program to support school districts to develop locally driven diversity plans in communities across New York City. We're currently reviewing applications, and five recipients will be selected before the end of the school year.

Slowly but surely, we are disrupting the status quo. We are advancing equity now.

Most of this work has come from the grassroots—“bottom up,” so to speak. These plans are *owned* by principals and superintendents. By PTAs and parent-led Community Education Councils. They are ready to put in the elbow grease to make them successful. At the same time, we can't punt integration to individual schools and communities. We must pair grassroots “bottom-up” approaches with “top-down” vision, resources, and action. And New York City is supporting school desegregation like never before.

In 2017, we established the School Diversity Advisory Group (SDAG) to make formal policy recommendations to ensure that New York City schools become integrated and equitable. The SDAG includes over 40 members, including local and national experts on school diversity, parents, teachers, advocates, students, and other community leaders. We have supported the SDAG in creating multiple, large-scale public engagement opportunities where communities in each borough can come together and share their perspectives on school diversity and integration. I will be speaking at one of these events tonight. The SDAG has released an initial report, which the Mayor and I have been reviewing, and will be responding to in the weeks ahead.

We are appreciative of SDAG's hard work, and I look forward to meeting with them and Mayor de Blasio later this month. We agree on much of the substance and recommendations. In fact, consistent with SDAG's recommendation, we have recently hired a director of student voice



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through a hiring process that included youth input. This individual is charged with establishing, sustaining, and centering student voice throughout our agency. We want to reduce barriers and increase access for students at the decision-making table.

Additionally, I deeply agree with the importance of investing in culturally relevant education and practices, and we are actively considering the best way to implement some of the SDAG's recommendations related to this work.

We are also taking a hard look at more of our citywide enrollment practices from 3-K through twelfth grade. In fact, our recently released Birth-to-Five Early Childhood Care and Education RFP aims to make early education classrooms more socio-economically and racially integrated by bringing together programs that have traditionally served low-income families with our universal 3-K and Pre-K programs.

As you know, we are continuing our efforts to eliminate the Specialized High School Admissions Test (SHSAT). No other City in the country uses a single test for admissions. What outcomes has the single test led to in New York City? This year, black and Latino students received only 10 percent of the admission offers to our eight specialized high schools—in a school system that is nearly 70 percent black and Latino. This is despite significant expansion in after-school test prep, offering the SHSAT during the school day at 50 schools, and outreach to increase the number of students taking the SHSAT. A dramatic expansion of these programs that are not changing the status quo would not be a good use of resources.

Simply put, the single admissions test is unfair and the status quo is unacceptable. If we are to advance equity now, we must eliminate the single test for specialized high schools now.

I want to turn to a broader discussion of integration, which as I discussed before, goes beyond admissions and enrollment. Meaningful integration is about giving all students equitable access, opportunity, and the chance to succeed. It's also about priming school communities for this change—by creating classroom cultures that respect and celebrate diversity.

So, let me share another way we are coming at this problem. It involves 125,000 people who are employed by DOE. Starting this school year, we've made a historic investment in anti-bias training for each of these individuals who works with our children. Now, this term may seem abstract, but it's not. When we examine our implicit biases, we understand why we may have different expectations for different students. We understand why certain strategies or practices may affect different students in different ways. Implicit bias training is foundational to everything we do; it allows us to raise expectations for all students and build more inclusive school environments. It's central to advancing equity now.

We are also expanding culturally responsive education through teaching materials that are culturally relevant and include a diverse range of communities and topics. This includes the



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Passport to Social Studies curriculum, which has lesson plans about African, Latino, Asian, Middle Eastern, and Native heritage people as well as about gender, LGBTQ, and religious history. Across our vast system, we are working to show our students, through the literature we read, in the language we use, and in the way we invest our resources, that we are a deeply connected society made up of different voices and perspectives. Like anti-bias, this is not an abstract concept; it is central to creating schools that engage and motivate students, and advancing equity now. I thank the Council for its advocacy on culturally responsive education.

All of our work to increase diversity and dismantle the status quo goes hand-in-hand with our Equity and Excellence for All initiatives a, which are increasing opportunity for every student through historic investments in all our schools. 3-K and Pre-K for All, Universal Literacy, Computer Science for All, and College Access for All are game changers for our students, especially in those districts that have been historically underserved and starved of these types of programs for far too long.

The basic premise is this: whether our students attend a school with mostly white peers, or mostly black and brown peers, they all deserve excellence. Every student deserves it. And we must believe that every student can achieve it. We must have the same high expectations for every one of our students. When we invest in our students and tell them they'll achieve greatness, you will see amazing results.

As we talk about equity here today, I urge you all to keep one other question in mind: how do we best reach and serve our communities? We must truly empower parents and students, not just pay lip service to parent and student engagement. For example, do parents know that their child should be able to take algebra in eighth grade, or college-prep courses in high school? You see, knowledge is power. With this in mind, I have established a new division at the DOE for Community Empowerment, Partnerships and Communications to specifically focus on how we communicate to and with our parents and communities. We are creating the infrastructure for our parents to be empowered and active—especially in historically underserved communities.

And now I will turn to the proposed legislation. These bills would create a task force to issue recommendations for new admissions criteria for the specialized high schools; codify a citywide school diversity advisory group; create district-level diversity working groups; expand reporting on demographics; and create a school diversity monitor within the New York City Human Rights Commission.

The goals underlying these bills are consistent with our goals. We are committed to soliciting input from a wide range of stakeholders throughout the City on increasing diversity in our schools. We are excited about the SDAG's work and our next steps with them. We will continue to support district-level groups as they develop locally driven diversity plans that are responsive to the needs of their communities. We believe in transparency and the importance of reviewing data for trends. We are also committed to urgent reform of the specialized high school admissions process, as our existing proposal demonstrates. We welcome the support of the Council in achieving these goals and look forward to further discussion on these bills.



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The goal of our diversity agenda is to build a future that is not bound by history, by demography, or by income. That is what equity and excellence are about. We believe we can create a school system that reflects the best of our diverse, inspiring, innovative city. We believe we can unleash our students' innate brilliance, unlock their creativity, and put them on a path to their dreams. We believe we can disrupt the status quo and achieve meaningful integration. We believe we must advance equity now. We are grateful for the City Council's continued partnership and support in this necessary, hard work. I thank you for your time, and I will be happy to answer any questions you may have.



MEMORANDUM OF SUPPORT

May 1st, 2019

RE: NYC COUNCIL OVERSIGHT HEARING: SEGREGATION IN NYC SCHOOLS

The Council of School Supervisors and Administrators (CSA) represents more than 16,000 in-service and retired principals, assistant principals, educational administrators and supervisors who provide leadership in New York City public schools. We would like to add our voice to the critical and longstanding issue of segregation within our school system.

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CSA supports the following pre-considered Introductions and Resolutions:

- **T-2019-4276-** A Local Law in relation to creating a specialized high school taskforce
- **T-2019-4277-** A Local Law to amend the administrative code of the city of N.Y., in relation to reporting on the demographics of school staff in NYC public schools
- **T-2019-4278-** A Local Law to amend the administrative code of the city of N.Y., in relation to expanding reports on demographic data in NYC public schools
- **T-2019-4279-** A Local Law in relation to creating district diversity working groups
- **T-2019-4281-** A Local Law to amend the administrative code of the city of N.Y., in relation to the establishment of a school diversity advisory group

CSA believes that the establishment of a specialized high school task force, district diversity working groups, and a school diversity advisory group may help address the longstanding issue of segregation in our schools and that it is necessary to collect and provide data on the diversity of staff and students in NYC public schools.

CSA also believes that Res 0196-2018, a Resolution calling upon the NYS Legislature to pass and the Governor to sign A.10427A/S.8503A, to change the admissions criteria for NYC's Specialized High Schools, is premature and assumes certain recommendations from the taskforce. We believe that it is critical to include all stakeholders in the evaluation of the current admissions processes and allow the taskforce to make its own recommendations based on the data and input received. In-addition, CSA strongly believes that district diversity working groups should tackle recommendations regarding screened programs, Gifted and Talented programs and establish pathways for admission that ensure equitable access for students throughout NYC.

CSA looks forward to serving as the voice of school leaders on the specialized high school task force.



Testimony of the
United Federation of Teachers

By Janella Hinds, Vice President for Academic High Schools
Before the New York City Council's Joint Meeting of the
Committee on Education and the Committee on Civil and Human Rights
Regarding Segregation in New York City Public Schools

May 1, 2019

Good afternoon. My name is Janella Hinds and I am the UFT'S Vice President for academic high schools. On behalf of the union's more than 190,000 members, I would like to thank Speaker Corey Johnson, Education Committee Chair Mark Treyger, Civil and Human Rights Committee Chair Mathieu Eugene and members of both committees for holding today's hearing.

We deeply appreciate your oversight of New York City's recent desegregation plan authored by the School Diversity Advisory Group — *Making the Grade: The Path to Real Integration and Equity for NYC Public School Students* — and its impact.¹ Full disclosure: I actively participated in the advisory group's work as a representative of the UFT.

Chairs Treyger and Eugene, we value your committees' stewardship over these issues that have challenged our school system for decades and your continued championing of equity, fair representation and greater accountability from the Department of Education.

Local communities boldly stepped forward with their own integration plans

We applaud the local community school districts whose parents, advocates and educators collaborated and created their own school integration plans. Recognizing the disparities that benefited some children while hurting others, and analyzing the statistics, they decided the system was broken. In Community School Districts 1, 3 and 15, and in over two dozen PROSE schools – Progressive Redesign Opportunity Schools for Excellence – across the city, stakeholders collaborated on plans to reverse worsening segregation.

As indicated in the *Making the Grade* executive summary and widely reported in the press, the Diversity in Admissions pilot shows promise. District 1 in lower Manhattan, in its second year, eliminated all elementary school zones. Moreover, in a move toward representation based on the district student demographic profile, they actively worked on enrollment, controlling choice to bring each school within 10 points of the district demographic average. On the Upper West Side in District 3, the plan targeted achievement diversity setting aside 25 percent of all middle school seats for struggling students scoring 1 and 2 on state standardized tests.

District 15, covering Park Slope and Sunset Park in Brooklyn, in its first year, eliminated all middle school screens, concurrently reserving seats for the highest needs kids (students in transitional housing, multilingual learners, those with Individualized Education Plans-IEPs, free lunch eligible, etc.). As reported by the *Wall St. Journal*², MS 51, a gifted-and-talented school in Park Slope, offered 57 percent of sixth-grade seats for next fall to students who qualified for free lunch, were homeless or learning English, a jump from 33 percent last year, based on city data. Further, New Voices School of Academic and Creative Arts, which used to require auditions, saw 55 percent of offers go to children in these groups, up from 26 percent.

As I highlighted in my 2017 testimony, the UFT's PROSE program, built on the belief that the solutions to public education's challenges can be found by the educators who know our children best, was among the first to suggest to the DOE to use the flexibility of PROSE to address integration issues. PROSE schools use their culture of change to address integration enrollment and inclusion efforts; currently, 26 of the 166 PROSE schools are implementing some form of integration and diversity initiatives.

Harvest Collegiate High School in Manhattan, even as more advanced students applied, worked to ensure that it admitted students were from across the academic spectrum, as did the Urban Assembly School for Law and Justice in Brooklyn. Both have maintained high graduation rates.

The UFT supports the *Making the Grade* recommendations for parent and educator voices

The UFT has championed parent and educator voices in our advocacy and negotiated educators' voices into our DOE collective bargaining agreements. We support the integration work by local community school districts and collaborative school level teams. The union, therefore, supports the *Making the Grade* recommendation that parents and school communities in nine community school districts create integration plans, and that these district schools reflect the average demographics within 10 points of the district overall. It is noteworthy that none of these targeted districts are located in the Bronx, and that all of Staten Island is contained within one district and is deemed diverse enough to create a meaningful integration plan.

It's time to focus on all academic high schools

We need a top to bottom retooling of the DOE's approach to high school enrollment, from its application process to the complex placement algorithm, from its screened and specialized high schools admissions to the vestiges of the small school era. The UFT supports the creation of more high schools, particularly where existing high schools are overcrowded, and the creation of more academically rigorous programs inside more high schools.

As I wrote in an Op-Ed article in March of this year, "No discussion about segregation in New York City's public schools can be complete without reference to one of its most pervasive forms – academic isolation. The Department of Education – despite its own study showing the risks – has concentrated thousands of struggling high school students in about 100 buildings and programs. This concentration of high-needs students is a product of current screening procedures and the city's complicated high school assignment process. It directly contradicts the findings that when high-need students are concentrated in high schools, it becomes much more difficult for all students to succeed and graduate."³

Critically, the UFT is committed to providing all students a rich academic high school environment. Larger high schools can better provide this breadth of offerings and are better suited to serve a range of academic standings and interests. The union supports an “ed-option” formula – one that ensures schools will admit students from across the achievement spectrum. In our view, this would go a long way to reduce screening barriers at the hundreds of high schools that currently employ screening criteria. We would in fact advocate for the bold step – to put an end to high school screens – which tend to penalize students from poorer or immigrant families and to stratify students in schools based on test scores.

We would recommend the Chancellor mandate that fully serving an academically diverse population as a significant measure of a principal’s success. While the systemic disparities entrenched in our high school admissions cannot be laid at the feet of school leaders, this could go a long way to incentivize principals who have traditionally been rated largely on Regents passing rates and graduation metrics.

UFT opposes single measure admissions

The union is on record criticizing and challenging the validity of a single test as the sole criteria for high stakes decisions – such as entrance to early elementary gifted and talented programs or specialized high schools. The proponents of these standardized tests for entrance to competitive screened schools allege the tests are a reliable, objective measure that reinforce the schools’ success and set the standard for academic achievement; ultimately, it’s not broke, so no need to fix it. We respectfully and vehemently disagree. Our prior 2014 testimony citing the Education Policy Research Institute at Arizona State University’s report, “*High Stakes, But Low Validity*,” and the American Educational Research Association’s 2012 qualitative research, challenged the wisdom of a sole measure for admitting students in specialized high schools, plus revealed the most competitive educational institutions determine academic merit using formulas comprised of multiple academic measures, among which the most highly valued variable is exceptional talent.

The UFT believes admission to the specialized high schools must be changed to a system of multiple measures. This is not news. We urge the City Council to revisit our recommendations contained within our union task force’s 2014 report called, “*Redefining High Performance for Entrance Into Specialized High Schools — Making the Case for Change*.”⁴ That same standard, multiple indicators to assess a student’s academic standing, must be applied across the board – so a single test does not determine access to gifted and talented programs, middle schools or the specialized high schools. The UFT opposes creating additional specialized high schools where admission is based on a single test. The UFT supports admission programs based on multiple measures that capture a year of a student’s growth and ability.

There’s also a role, in our view, for expansion of gifted and talented programs at the upper end of early elementary, for instance third grade, as opposed to kindergarten. With the right resources and supports, students, late-bloomers and low-income ones in particular, after three years of schooling, could bridge the gap with more advantaged peers. Moreover, as the *Making the Grade* data revealed, there is greater diversity among programs for third graders.

In 2016, Montgomery County in Maryland assessed the participation of low-income students of color in its magnet elementary schools — its version of gifted and talented — and found it problematic. The county initiated some changes and by the beginning of the 2018-19 school year witnessed an appreciable impact. In just about two years, the acceptance rate for black and Hispanic

students had nearly doubled. More than tweaking its approach to admissions and testing, it was a paradigm shift. “This year, for the first time, every third grader in the county — some 12,000 students — was automatically considered for admission, with 715 winning a spot. ... The district now gives less weight to the Cognitive Abilities Test, a common assessment for admission to gifted programs, and more to class performance.” Additionally, the county reduced the weighting of teacher evaluations, which often have implicit bias and eliminated the ability for parents, most notably those of higher income, from submitting expensive outside assessments.⁵

Veteran English teacher Pian Wong-Rockfeld, who has taught for 12 of her 15 years at the High School for American Studies in the Bronx, one of the city’s eight specialized high schools, provides context for what a single multiple choice test misses in identifying talented writers and thinkers. “Who are the most qualified students who are the ones who will be most successful? Is it capturing all the ways in which a student can be academically strong? The single test doesn’t assess how hard a student works, or doesn’t assess creative or independent thinking that you would need to thrive at our schools. No, overall the test does not capture all the skills a student needs to be successful at our schools.” Even with changes to the tests, the scoring system remains the same resulting in an advantage to those who’ve benefited from test prep. Ultimately in the words of our member, “Just because it is objective, doesn’t mean that it’s fair.”

Unsung success stories

We do a disservice to our students and their parents when we reinforce the narrative that the eight specialized high schools are the only great high schools in the city and the only vehicle through which our graduates will go on to prestigious colleges and universities, securing coveted credentials. There are successful schools that are hidden jewels, where educators, students, and community work together to empower students academically and socially. Those schools, unfortunately, are left to their own devices to promote and support themselves in an environment which focuses too heavily on eight excellent academic high schools.

Our scholars deserve more. Their parents expect more. Educators long to give more. We need to create more large comprehensive high school options for students, particularly in Queens, which lacks an appropriate number of high quality seats. This would truly energize the New York City high school landscape.

Proposed City Council legislation related to segregation in New York City public schools

Intro. T2019-4276: A Local Law in relation to creating a specialized high school taskforce.

Speaker Johnson, the union has no objection to the creation of this task force. Our highest governance body, the UFT Delegate Assembly, authorized a union specialized high school task force and in its most recent session, reaffirmed its work.

Intro. T2019-4277: A Local Law to amend the administrative code of the City of New York, in relation to reporting on the demographics of school staff in New York City public schools

Chairman Treyger, the UFT has long supported and advocated for a diverse teaching force, both in the interest of equity and because education research has consistently proven that African-American and Latino students who have had teachers of color as positive role models achieve greater educational progress. We support this proposed legislation to keep

the DOE accountable in its efforts toward a school staff representative of the enrolled students.

Intro. T2019-4278: A Local Law to amend the administrative code of the City of New York, in relation to expanding reports on demographic data in New York City public schools

Council Members Lander and Torres, we support this legislation in principle, and await the details to determine how this best serves our city's students.

Intro. T2019-4279: A Local Law in relation to creating district diversity working groups

Council Members Rivera and Rosenthal, reiterating our advocacy for local community, parental and educator voice, we support this legislation that would facilitate grass roots solutions to addressing our segregated schools.

Intro. T2019-4281: A Local Law to amend the administrative code of the City of New York, in relation to the establishment of a school diversity advisory group

Public Advocate Jumaane Williams, and Council Members Torres, et al, as a participant in the School Diversity Advisory Group, we fully support codifying this work in the administrative code.

Proposed Res 417-A: Resolution calling upon the New York City Department of Education to create more district gifted and talented programs and classes, including intermediate school programs, and create pathways for admission that ensure equitable access for students throughout the city

Council Members Holden, Cornegy, et al, we fully support expanding access and creating greater equity for more students underrepresented in gifted and talented programs across the city.

Proposed Res 196-A: Resolution calling upon the New York State Legislature to pass and the Governor to sign A.10427A/S.8503A to change the admissions criteria for New York City's Specialized High Schools

Council Member Barron, the union worked with the New York State Legislature on the proposed legislation over the past three years and we support this resolution.

Intro. No 949-A: A Local Law to amend the New York City charter and the administrative code of the City of New York, in relation to creating a school diversity monitor within the human rights commission

Council Members Torres, Moya, Rose, et al, we routinely advocate funding for staff centered on direct services to students. Even though this school diversity monitor is housed under the auspices of the Human Rights Commission, we would prefer to support an initiative that did not bolster administrative staff.

Pre-considered Res T2019-4317: Resolution calling on the New York City Department of Education to ensure the methodology for developing and scoring the Specialized High School Admissions Test, and the methodology for any future process implemented for specialized high school admissions, be transparent and accessible to the general public.

Chair Treyger, the union has no objection to furthering transparency. Our union's specialized high school task force advocated for an evidence-based methodology that would be deemed valid for the work entering students would be expected to know and manage successfully.

Closing Thoughts

The UFT is committed to broadening the definition of academic success and creating rich high school and middle school experiences for all students in all communities. We commend the work done by individual community school districts and the spotlight Mayor Bill de Blasio and Chancellor Richard Carranza have given this issue. The political discussion surrounding the eight specialized high schools, while needed, obscures the larger issue of rampant academic segregation in more than 20 percent of the city's current 420 high schools. To be clear, the UFT does not support the creation of more specialized high schools, as a remedy to these serious concerns.

End Notes:

¹ *Making the Grade: The Path to Real Integration and Equity for NYC Public School Students*, School Diversity Advisory Group

² "Academic segregation hurts public schools," Janella Hinds, UFT vice president, *The Chief*, March 19, 2019, Op-Ed

³ "Some High-Performing New York City Middle Schools Make Diversity Gains," *Wall St. Journal*, April 14, 2019

⁴ *Redefining High Performance for Entrance Into Specialized High Schools — Making the Case for Change*, Policy recommendations by the United Federation of Teachers Specialized High School Task Force, March 2014

⁵ "Rethinking What Gifted Education Means, and Whom It Should Serve," *New York Times*, September 13, 2018: <https://www.nytimes.com/2018/09/13/us/education-gifted-students.html>



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Gale A. Brewer, Borough President

**Testimony before the New York City Council
May 1, 2019 Joint Hearing – Committee on Education &
Committee on Civil and Human Rights**

Oversight – Segregation in NYC Schools

Gale A. Brewer, Manhattan Borough President

Good afternoon. I am Gale A. Brewer, Manhattan Borough President. Thank you for the opportunity to testify at this oversight hearing regarding segregation in New York City schools. I am here today to support the City Council's endeavors to integrate New York City schools. In particular, I want to voice my strong support for pre-considered introductions T2019-4277, T2019-4279, and proposed resolution 417-2018.

T2019-4277 would require the New York City Department of Education (DOE) to report on the diversity demographics of school staff in NYC schools. The data on school staff demographics is essential to monitoring the DOE's progress in making schools reflective of this city's diversity. While the Department is undergoing the necessary changes to train teachers in implicit bias and create culturally relevant curriculum for students, there is a well-known dearth of diversity within the teacher force that must be addressed. Recent research demonstrates the significance of a diverse teaching staff – highlighting benefits that include increased potential for common cultural understanding, improved student engagement in lessons, less class-time spent on punitive discipline, higher expectations for students' educational attainment, improved reading outcomes, improved math outcomes, and even higher standardized test scores¹. I also believe that diversifying the teacher force will help many of our young scholars see the teaching profession in a new light as more students of color will be able to see themselves taking on this most important profession. Collecting and publicly sharing the appropriate data is a key first step to achieving these goals.

So far, New York City's desegregation plans have relied on districts to develop plans on their own or have come without public engagement as with the Mayor's SHSAT plan. T2019-4279 would mandate the establishment of district diversity working groups in each community school district in order to facilitate the creation and publishing of public input integration plans in every school district. By establishing a mandate for the DOE to work with all of its manifold communities to integrate schools, I am hopeful that the DOE will finally make a real attempt at complying with the ruling of *Brown v. Board of Ed* (1954). On this point, I think it is important

¹ Egallite, A. J. & Kisida, B. (2016) The many ways teacher diversity may benefit students.
<https://www.brookings.edu/blog/brown-center-chalkboard/2016/08/19/the-many-ways-teacher-diversity-may-benefit-students/>

to distinguish between desegregation and integration. Desegregation is simply moving bodies. Integration is the hard work of creating a welcoming and empowering environment for all those bodies, regardless of their racial background. Thankfully, IntegrateNYC has already designed a framework called the “5 R’s of Real Integration.” Briefly, those 5 R’s are race and enrollment – that is the desegregation piece, resources – equitable distribution of resources to those communities that have been historically oppressed, relationships – developing schools that are empathetic toward all identities and build bridges between those identities, restorative justice – decriminalizing schools by eliminating punitive discipline models and the policing of children, and representation – that is diversifying school faculty so that communities of color, immigrant communities, and the LGBTQ+ community are represented in school faculty and administrators.

Lastly, Resolution 417-2018 calls on the DOE to create more Gifted and Talented (G & T) programs, including intermediate school programs, and to create pathways for admission that ensure equitable access for students throughout the city. The vast majority of New York City’s students are Black and Hispanic - comprising almost 70% of the total student population. Yet, by some estimates, Black and Hispanic students only make up 21% of the students enrolled in gifted and talented programs. This disparity results from oppressive policies and underinvestment in the education of students of color. Students of color simply do not receive the same level of access to advanced educational opportunities that their white counterparts receive. Recently, the Post reported that ten of New York City’s school districts with 88 to 96% Black and Hispanic students have either 1 or no gifted and talented program at all for students in grades K through 5². That must change. The DOE should create G & T programs that benefit all students in all communities, not just those with privilege.

In closing, I once again voice my strong support for the Council’s efforts to desegregate and integrate New York City’s public schools. I hope that we can all work together with the immediacy and intent that this issue demands of all of us. Thank you.

² Edelman, S. (2019) ‘Educational genocide:’ NYC schools are leaving black and Hispanic students behind. <https://nypost.com/2019/04/06/educational-genocide-nyc-schools-are-leaving-black-and-hispanic-students-behind/>

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**RE: JOINT HEARING OF THE NYC COUNCIL COMMITTEES ON EDUCATION
AND CIVIL & HUMAN RIGHTS ON SEGREGATION IN SCHOOLS**

TESTIMONY OF PROFESSOR MAYA WILEY, CO-CHAIR, NYC SCHOOL DIVERSITY ADVISORY GROUP

Chair Treyger, members of the Committee on Education, Chair Eugene, and members of the Committee on Civil and Human Rights, it is an honor to appear before you on behalf of the New York City School Diversity Advisory Group (SDAG). My name is Maya Wiley. I am the Henry Cohen Professor of Public & Urban Policy at the Milano School of Policy, Management and Environment at the New School University. I submit this testimony on behalf of the SDAG. I serve as one of three Co-Chairs of the SDAG, along with Jose Calderón, President of the Hispanic Federation and Hazel Dukes, President of the NAACP New York State Conference, who joins me here today.

The SDAG has not had an opportunity to review the bills under review today. We have however, issued a 116-page report with seventy-three recommendations to promote real 21st century integration and increase educational equity and inclusion opportunity for all our children. Our full report and recommendations, entitled "*Making the Grade: The Path to Real Integration & Equity for New York City Public School Students*" is available on-line. I ask that the full report be entered into the record. https://docs.wixstatic.com/ugd/1c478c_4de7a85cae884c53a8d48750e0858172.pdf

Today, I will briefly summarize some of our major recommendations.

BACKGROUND ON SDAG

In June 2017, Mayor Bill de Blasio and then Chancellor Carmen Fariña announced the creation of the SDAG, as part of the Department of Education's (DOE) publication of its Diversity Plan. We began working in earnest in December 2017. With forty-five members committed to integrated schools and abiding belief in the power of education and the importance of the success of all of our children, we are a multi-stakeholder group of students, parents, academics, advocates and educators. Our charge has been two-fold: 1. Review and create recommendations related to the DOE's Diversity Plan, which among other goals, called for increasing the number of students in "racially representative schools" by 50,000 students over five years; 2. Create additional recommendations to diversify New York City public schools on race, socio-economic status, disability, English language learners and homeless youth.

The SDAG believes how we have worked as a group and the framework we used for the report have modeled an effective way to develop meaningful and supported recommendations. As we stated in our report:

"We need schools that meet the learning styles and needs of all our students and to do that, our children must be learning together and from each other. Public schools are the bedrock of a democratic society. They are meant to support social cohesion and promote social mobility in our city and society... Decades of research has taught us that racially and socioeconomically diverse schools offer academic and social benefits for all students, and can lead to more inclusive classroom environments and increased overall school quality. Researchers have identified three major advantages to racially and economically integrated schools: (1) all students benefit when they can learn from classmates who have different life experiences to share, evidenced by higher academic outcomes, stronger critical thinking skills, and increased

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creativity; (2) all students benefit from reductions in prejudices and implicit biases and improved social-emotional well-being; and (3) all students benefit from experiences that prepare them for an increasingly diverse society. Integration is not just desegregation or simply providing access to white schools for nonwhite students...We seek 21st century integration rather than 20th century desegregation, a process that de-centers whiteness and aims for equitable access, opportunity, and success for all students."

Our seventy-three recommendations are designed to help the city as a whole integrate in a fulsome way that includes what and how our students learn, as well as who they learn with and from. Our process has been driven by principles we collectively developed to work as a committed group of thoughtful leaders who come from different vantage points, backgrounds, experiences and expertise.

Our process principles include a recognition that "diversity" is defined differently by different communities and we must work with transparency, respect and an inclusive process. Our principles for recommendations are increasing equity, research-supported approaches; examination of unintended consequences and understanding what the DOE can implement in the short run, while considering longer-term recommendations that may require others to act. These principles helped us build trust with one another, operate with the central interests of our city and its students and build, with the strong support of DOE, a publicly engaged process that included town halls in all five boroughs attended by over 800 students, parents, educators, community leaders and members.

A key part of that listening has been listening to our students. Prior to the SDAG, students through Integrate NYC and Teens Take Charge already had a framework for integration they created:

"The 5Rs of Real Integration: We reclaim our right to: Racially integrate our schools through admissions processes that prioritize diversity by race, class, ability, and home language. Resource our schools through equitable distribution and monitoring of resources and opportunities. Relate through supportive relationships and culturally responsive curriculum and professional development for educators. Restore justice by interrupting the school-to-prison pipeline through community-building and appropriate responses to conflict that do not disproportionately remove students of color and those with disabilities from the classroom. Represent diverse communities through school faculty and leaders that reflect the cultures and identities of students and families."

We adopted this holistic framework because students are the ones who our schools must serve. It recognizes that while admissions policies are a core part of getting to integrated schools, they are also not sufficient to ensure that our schools fulfill the promise of real integration – equity, inclusion and power. It requires equitable resources, the relationships and curricula that make schools representative and excellent and the staffing and policies of expectation that ensure excellence.

We also spent a good deal of time defining our key terms, which we believe enables a clearer sense of what we intend.

Equity is our goal. It means all people receive what they need to be successful in their education. It focuses on equal opportunities not equal inputs, recognizing that different individuals have different access, challenges, histories and needs.

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Diversity is the various backgrounds and races that comprise our communities and city as a whole. Diversity in this report includes diversity of background, race, gender, religion, sexual orientation, socioeconomic status, age, language and ability. It also values inclusion of the experiences and perspectives this diversity represents, including representation of varying perspectives and thoughts in classrooms, schools and campuses and welcoming and supporting this diversity.

Segregation is the state or condition of being separated or restricted within a school setting. Segregation keeps a group from accessing power and resources necessary to advance the group and achieve equity. Historically, segregation has been used to protect privilege and to reinforce racism and other prejudices.

Integration is universal access to education environments like schools and classrooms, where power is shared by all groups. It brings people together through the expansion and fair distribution of resources, opportunities, and freedoms.

Inclusion is authentically bringing traditionally excluded individuals and/ or groups into processes, activities, and decision/policy making in a way that shares power and makes all feel welcome.

Power is the access to resources and decision-making to get what you want and define reality for yourself and potentially for others.

SDAG RECOMMENDATIONS

Today, we focus on three areas of recommendation to illustrate what we believe will help create effective and successful schools that are integrated, equitable, inclusive, and where all our students have power. They are: 1. Admissions; 2. Accountability; and 3. Resources.

Admissions Goals

Our review of the DOE's June 2017 Diversity Plan included both an acknowledgement that it represented a sincere and important effort to advance integration. We found that DOE's goals should be more aggressive because, for example, a school with a student body that was 82% Black would be considered racially representative, yet Black students make up a little over a quarter of public school students citywide. Our recommendation on admissions are that the DOE create short (3 year) set of goals to make schools more racially and socio-economically representative of their districts and also come within five percentage points of being representative based on rates of multi-lingual learners (MLLs) and Students with Disabilities (SWD). Not all districts are as diverse as others are. As a result, we suggested specific targets of between 30-70% of the student body being low-income. Research suggests that schools that are 30%-70% low-income are within a range where the peer-group effect of integration can support the learning and growth of all students, those in poverty as well as those who are not. This means that all of the 501 schools in these nine districts should become schools within which no more than 30-70% of students are low-income.

We recommended community engaged strategies to increase integration at neighborhood level, as the District 15 process has modeled that screens and gifted and talented programs be explicitly examined as part of those processes. We also recommend more resources be available, in addition to the grant opportunity the Chancellor is creating, for any district to receive support for planning diversity and that districts be permitted to apply jointly and funds to support districts which have not started discussing

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integration to do so. We also recommended that SDAG be consulted on design and roll out of grant opportunities.

We consider our short-term recommendations a minimum and believe that if resources are available, all school districts should be supported to create plans to meet the three-year goals or set meaningful goals in line with these recommendations.

In the medium (5 years) and long (10 years) goals to have racially, economically, MLL and SWD representative schools. In five years, the student body should look like the borough and in 10 years, the student body should look like the city.

Accountability

We have made several recommendations around DOE accountability to goals and equitable impacts. There is a lot of data and reporting available on New York City schools but it is difficult for families to navigate and track. We believe it should be much easier to get all the information in one place and more user-friendly to enable the public to track progress on integration goals. They include:

- The DOE should track and publish a single set of metrics that reflect schools and districts' progress toward our recommended goals. These metrics should be released every year in a family-friendly format as well as in a spreadsheet format to allow for comparison and analysis. See the Appendix for a preliminary list of metrics being considered by the SDAG. We intend to produce a list in our final report, which will include metrics mapped to key recommendations.
- Create mechanisms for students to hold the system accountable. Integrate NYC has created a proposal that SDAG endorses.
- The DOE should have a Chief Integration Officer position that reports directly to the Chancellor in order to create internal accountability within the DOE.

Resources

Resources are a significant focus for a 21st century integration plan. All too often, resources in predominantly Black and Latino schools, and schools with MLLs and SWD are insufficient to ensure the quality of education students deserve and school integration strategies can be perceived as moving resources away from creating equitable schools. We recommend investments in program offerings to ensure high poverty schools have the same curricular, extra-curricular and after school opportunities as schools in more affluent communities. Critical investments may include those in the arts, sports, music, and supplies. Build a pipeline for accelerated Science, Technology, Engineering and Math (STEM) coursework from K-8. These can also serve to make these schools more attractive to more diverse students.

The SDAG believes that every effort must be made to get Albany to fairly fund New York City schools. In addition, it is important to examine the relationship between Title I funding and integration to better understand resourcing impacts. Predominantly Black and Latino schools often more resources to ensure they are receiving the same quality of education as predominantly white schools. We recommend that accelerated enrichment programs in every school.

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Invest in growing and strengthening high-performing schools outside of Manhattan. Relationships Diversity, as students have demanded, includes how students' unique backgrounds and experiences are valued and how they are supported in developing relationships.

NEXT STEPS

The SDAG is working on its next round of recommendations that will focus exclusively on screenings and gifted and talented programs. We will be looking at the system as a whole from kindergarten through twelfth grade and will look at all programs, including but not limited to Specialized High Schools. We hope to make that report public by the end of June 2019.

CONCLUSION

The SDAG believes in the importance of real integration that achieves equity and inclusion, and ensures that all our students, families and communities have the power to ensure successful students. The SDAG also believes this vision is achievable and all we must do is begin. Thank you for your leadership and your support of our students. The SDAG looks forward to working with you.

Proposed Metrics

The School Diversity Advisory Group would propose that the DOE track and report annually on the following measures, in addition to the broad diversity goals. These measures look at specifically how the DOE is making progress against key priority areas.

Race & Enrollment

ES admissions: Demographics (race, SES, MLL, SWD) of G&T programs as compared to general education programs, by district

MS admissions: Demographics (race, SES, MLL, SWD) of middle school programs based on admissions criteria, by district

HS admissions: Demographics (race, SES, MLL, SWD) of high school programs based on admissions criteria, by borough

Students with disabilities: Number/percent of fully accessible school buildings by district and grade level

English Language Learners: TBD

Resources

All funding sources by school DBN; analysis of how schools compare across districts (ES and MS) and boroughs (HS)

Access to advanced coursework and specialized educational opportunities, by school, at each grade band (e.g., Algebra in middle school, AP courses)

All facilities spending by school DBN; analysis of how schools compare across districts (ES and MS) and boroughs (HS)

Sports spending by school; analysis of how schools compare across districts (ES and MS) and boroughs (HS)

Arts & music spending by school; analysis of how schools compare across districts (ES and MS) and boroughs (HS)

City-funded after-school programs funding (DYCD); analysis of how schools compare across districts (ES and MS) and boroughs (HS)

New school construction spending (SCA); analysis of how schools compare across districts (ES and MS) and boroughs (HS)

Require DOE to report on PTA spending (new requirement per City Council bill)

Relationships

Measure of student engagement: TBD

DOE spending re: \$2m allocation

Restorative Justice

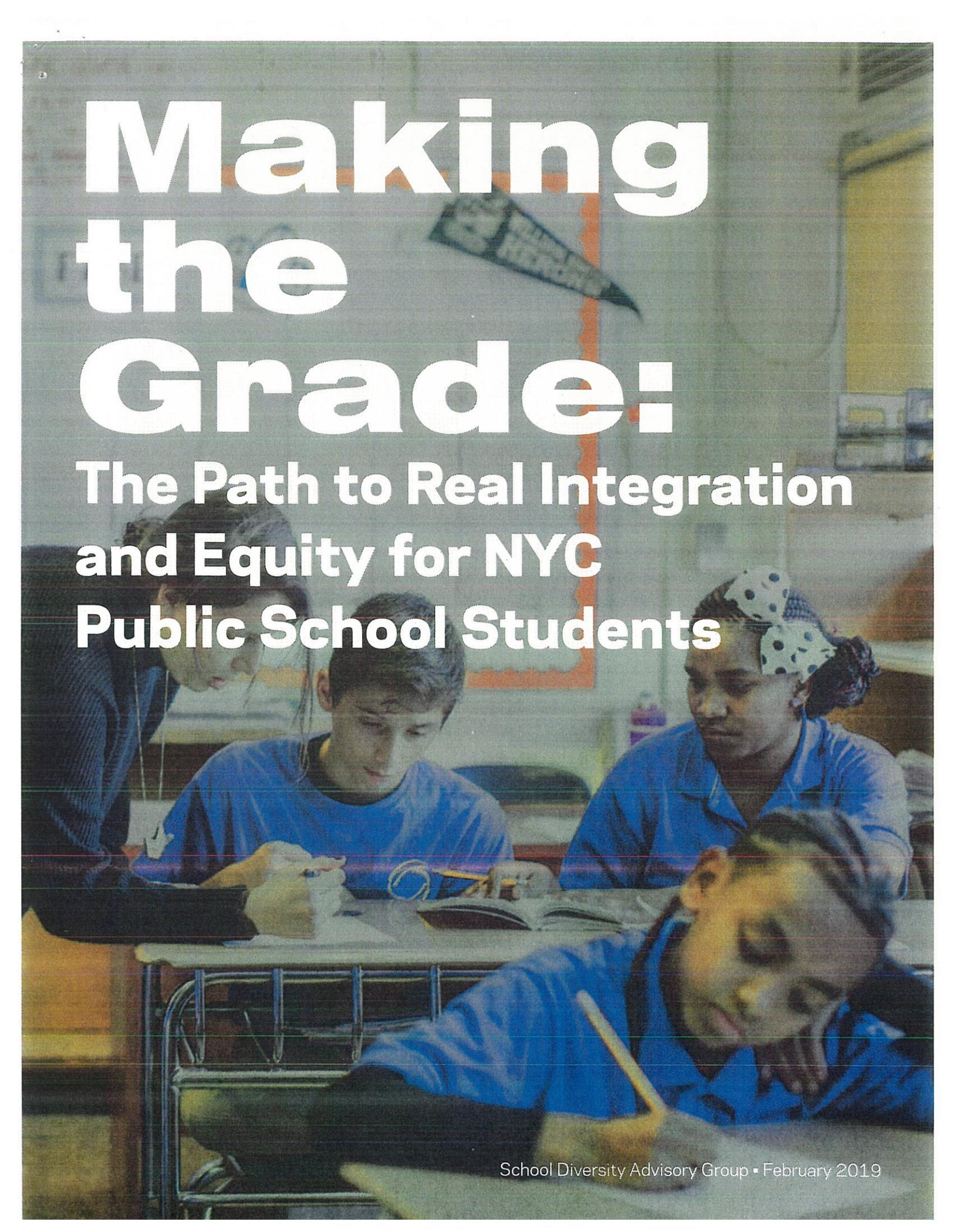
[As defined by the School Climate Working Group]

Representation

Demographics of NYC DOE teachers, as compared to demographics of the students in their schools

Demographics of school leaders, as compared to demographics of the students in their schools

Measures of teacher quality, analyzed by geography and student demographics



Making the Grade:

The Path to Real Integration
and Equity for NYC
Public School Students

Executive Summary

In June 2017, as part of the Equity and Excellence for All: Diversity in New York City Public Schools plan, the DOE established a School Diversity Advisory Group (SDAG) to make formal policy recommendations to the Mayor and Chancellor.

The report named three Co-chairs - José Calderón, President of the Hispanic Federation, Hazel Dukes, President of the NAACP New York State Conference and Maya Wiley, Senior Vice President for Social Justice and Henry Cohen Professor of Urban Policy and Management at the New School. The three co-chairs and two additional members - Amy Hsin, Associate Professor of Sociology at Queens College and Richard Kahlenberg, Senior Fellow at The Century Foundation - make up the group's Executive Committee.

The broader SDAG includes over 40 members, who bring a range of personal and professional perspectives to the group. Members include city government stakeholders, local and national experts on school diversity, parents, teachers, advocates, students, and other community leaders. The SDAG members were identified by the City and the Executive Committee and began meeting in December 2017.

The SDAG met as a full group and in sub-committees to advance discussions and also engaged in public sessions in every borough. From December 2017, through the publication of this report, the SDAG and its subcommittees have collectively held nearly 40 meetings, including one day-long retreat, and town hall meetings with over 800 New Yorkers, to facilitate research and discussion of a number of key policy areas related to diversity.

Upon its formation, the SDAG defined a set of shared principles to govern its work. These principles serve as the lens through which all recommendations, current and future, are filtered:

- Diversity means something different in each community and recommendations should speak to that broad definition.
- The Advisory group operates with respect, transparency and an inclusive process.
- Advisory group recommendations will: increase equity, be based on research-supported approaches, seek to understand unintended consequences, and be based on what DOE can implement in the short-term, with some longer-term recommendations.

Decades of research has taught us that diverse, integrated schools offer academic and social benefits for all students. Researchers have identified three major advantages to integrated schools: (1) all students benefit when they can learn from classmates who have different life experiences to share,

evidenced by higher academic outcomes, stronger critical thinking skills, and increased creativity; (2) all students benefit from reductions in prejudices and implicit biases and improved social-emotional well-being; and (3) all students benefit from experiences that prepare them for an increasingly diverse society.

The SDAG's recommendations first discuss DOE's existing diversity plan and are then organized using the framework developed by students of IntegrateNYC, a youth-led organization that stands for integration and equity, called the 5Rs of Real Integration. The 5Rs is a collective impact framework to address the manifestations of segregation in public schools which speaks to a broader set of questions we need to ask ourselves when we look at whether our schools are diverse, equitable, and integrated. The 5Rs are: Race and Enrollment, Resources, Relationships, Restorative Justice & Practices, and Representation.

Between now and the end of the school year, the SDAG will continue to meet to explore further recommendations based on community input and engagement, and continued analysis and research. We commit to releasing a subsequent report with additional recommendations on school screens, gifted and talented (G&T) programs, and school resources by the end of this school year.

Recommendations

Goals, Metrics, & Accountability

We recommend that DOE be more ambitious and more realistic. This means, in the short-term, setting racial and socio-economic diversity goals by considering neighborhood opportunities, in the medium-term looking at borough averages, and in the long-term looking at the city as a whole.

- Short-term and Medium-term: Elementary and middle schools should be measured against their district's racial, economic, Multilingual Learner (MLL), and Students with Disabilities (SWD) percentages. Upon hitting these targets, individual schools should work towards reaching their borough percentages in the mid-term.
- Long-term: DOE should aim for all schools to look more like the city. This will encourage the DOE to challenge the neighborhood segregation that exists and support schools in further diversifying their populations.
- Racial representation should consider all races.
- Socioeconomic integration should incorporate research-backed goals.
- MLL and SWD targets should also be narrowed.
- Adjust goals for schools located in areas with concentrated vulnerability.
- Track and publish a single set of metrics.

- Create a Chief Integration Officer position.
- Create mechanisms for students to hold the system accountable.
- Add metrics to School Quality Report related to Diversity and Integration.
- Consider incentives to secure charter school commitments to diversity and integration.

Race, Socioeconomic Status & Enrollment

The School Diversity Advisory Group supports a more equitable set of admissions processes that will help ensure quality learning environments for our children by supporting more schools and classrooms that reflect the city's diversity.

- Require all nine districts with sufficient demographic diversity of population to develop diversity and integration plans (Districts 1, 2, 3, 13, 15, 22, 27, 28, 31).
- Require that districts analyze controlled choice, screens, gifted and talented and other admissions policies and programs in terms of improving or perpetuating racially schools that are isolated based on race or other factors.

Accessibility and integration of students with disabilities

- All admissions fairs and events should be held in fully accessible buildings.
- School staff should be trained to welcome and accommodate students and family members with disabilities as well as immigrant families, and students and families who need interpreters on tours and school visits, as well as at school fairs.
- All Family Welcome Center staff should be trained to support students with disabilities and should be prepared to help students consider all school options within their community.
- As the City moves more of its admissions processes online, all applications should utilize the Universal Design for Learning Framework for presenting information and increasing accessibility.

Resources

This report broadens the definition of resources beyond dollars to the efforts funded. The DOE must address funding formulas that lead to uneven distribution of money and, therefore, inequitable opportunity in schools for programs, staff and facilities.

School Diversity Grant Program

- Make resources available for any district to receive support for planning diversity, if it receives more applications than the \$2 million can support.
- Permit districts to apply jointly.
- Consider a separate pot of funds for districts that have not yet begun conversations about integration.
- Consult the SDAG on the roll-out of the grant program.

System-wide recommendations

- Support efforts in Albany to collect all Campaign for Fiscal Equity funding owed to the City's schools.
- Launch a Task Force to recommend equitable PTA fundraising strategies.
- Examine Title 1 and its relationship to integration.
- Gather information from schools to determine what resources and changes in policies they feel they need to create greater diversity in their communities.
- Develop and invest in accelerated enrichment programs in elementary schools.
- Invest in programming that intentionally creates diverse populations.
- Invest in programs and offerings that will attract more diverse families to schools they might not have considered before.
- Invest in program offerings to ensure high poverty schools have the same curricular, extra-curricular and after school opportunities as schools in more affluent communities.
- Invest in college and career prep resources.
- Invest in growing and strengthening high-performing schools outside of Manhattan.

Relationships

Diversity, as students have demanded, includes how students' unique backgrounds and experiences are valued and how they are supported in developing relationships. Relationships between students, parents, teachers, guidance counselors, parent coordinators, and other school staff play an important role in supporting student success and creating environments where all students feel supported and empowered and learn from each other.

Student Empowerment

- Every school should have the resources for a high-quality student council.
- Borough Student Advisory Councils should be expanded to include seats for student council representatives from every high school.

- A General Assembly should be created with representatives from every high school to develop a citywide student agenda and vote on key issues.
- The Chancellor’s Student Advisory Committee should be transformed into a leadership body that utilizes youth-adult committees to promote authentic partnership.
- Create a Student Leadership Team, comprised of one student from each BSAC to meet monthly with the Chancellor.
- Create a new leadership position within the central DOE office to focus on student voice.
- Create a standing committee on high school admissions to advise the Chancellor in decision-making.

Pedagogy & Curriculum

- Provide culturally responsive pedagogical practices at all schools and for all students.
- Adopt a common definition of Culturally Relevant Education (CRE) that will inform and shape work across the DOE.
- Create partnerships with institutions of higher education to ensure CRE is an essential component of all pre-service teacher training efforts.
- Collaborate with the New York State Education Department and Alternative Certification Programs (i.e. NYCTF/Americorps/Teach for America/NYC Men Teach) to utilize CRE principles as part of teaching certification.
- Work with NYSED, under the state’s [ESSA plan](#), to secure additional funding to train and support teachers and staff in culturally responsive instruction.
- Implement ethnic and culturally responsive courses for all students that include religious literacy and disability studies.
- Utilize trauma-informed research to guide the development and implementation of curricula.
- Seek partnerships with qualified vendors who supply Culturally Responsive instructional materials, training, and resources.

School Climate

- Assess the roles and responsibilities of School Safety Agents in school communities.
- Analyze the benefits and drawbacks of moving School Safety Agents to DOE supervision from NYPD supervision.
- Train School Safety Agents, and Family Welcome Center, DOE central-, field- and school-based staff in CRE.
- Bolster school-based equity teams and ensure they include parent and student reps to advance welcoming school climates.
- Require all schools to monitor student discipline practices and develop a plan to reduce disparities in how students are disciplined.

- Expand community schools initiative and other models that connect schools to community based organizations.
- Include metrics for accountability related to school climate directly on Quality Review/School-wide Comprehensive Education Plan (CEP) Goals.

Parent & Teacher Empowerment

- Utilize varied outreach efforts to meaningfully engage parents in school decision-making processes with the goal of including families that have not participated in prior activities. These may include altering the time, location, setting, or language of the gathering to reflect family needs.
- Ensure families are meaningfully engaged in decisions about changes to admissions policies and procedures in their native language.
- Ensure families without internet access or a computer at home are able to utilize all tools related to application and enrollment.
- Consider cultural relevance or acceptance of new tools for families and students (e.g., online application and enrollment) before release and establish supports for families who will likely not utilize new tools.
- Ensure that Individualized Education Programs (IEPs) are translated and provide interpretation and translation support for IEP-related meetings.
- Support current efforts to share best practices between teachers, administrators and parents on CRE, school climate, and parent empowerment.
- Collaborate with the Division of Teaching and Learning alongside the UFT so that School Based Mentors, Teacher Leaders, Chapter Leaders/ Delegates, and Instructional Coaches can participate in the sharing of best practices citywide.

Restorative Justice & Practices

In 2015, the Mayor, in partnership with the DOE, the Police Department, and the Mayor’s Office of Criminal Justice, convened the Mayor’s Leadership Team on School Climate and Discipline. This working group ultimately made a set of recommendations, which are included in this report at a summary level. The SDAG endorses these recommendations and calls upon the DOE and its partner agencies to provide an update on the implementation of these recommendations.

We urge you to read their full reports: [Safety with Dignity](#) and [Maintaining the Momentum: A Plan for Safety and Fairness In Schools](#).

Representation

We encourage the DOE to further its efforts to create a diverse workforce—including principals, teachers, paraprofessionals, and all other school staff—and expand its definition of that diversity to include all race and ethnicities, cultural backgrounds, gender identities, languages, and abilities.

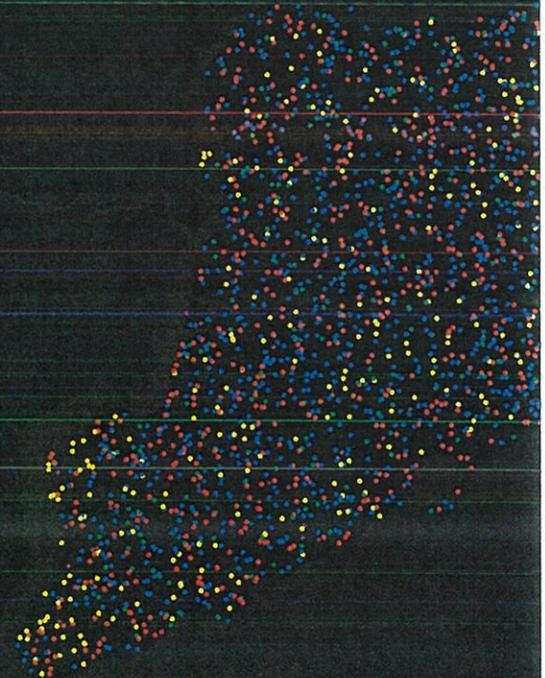
- Report diversity of staff by position (e.g., teacher, administrator, para, other staff) as part of the school quality report.
- Study the impact of current initiatives and make targeted investments to expand them.
- Monitor diversity of workforce, to the extent possible, based on race, ethnicity, disability, gender identity, and sexual orientation.
- Explore career pipeline opportunities for parent coordinators within the school system.
- Explore opportunities to build an educator career pipeline for high school students.
- Launch a task force to investigate the current state of the DOE's workforce in greater detail and make recommendations about best practices learned from existing efforts. This task force should also look at examples of success from other school districts and sectors.

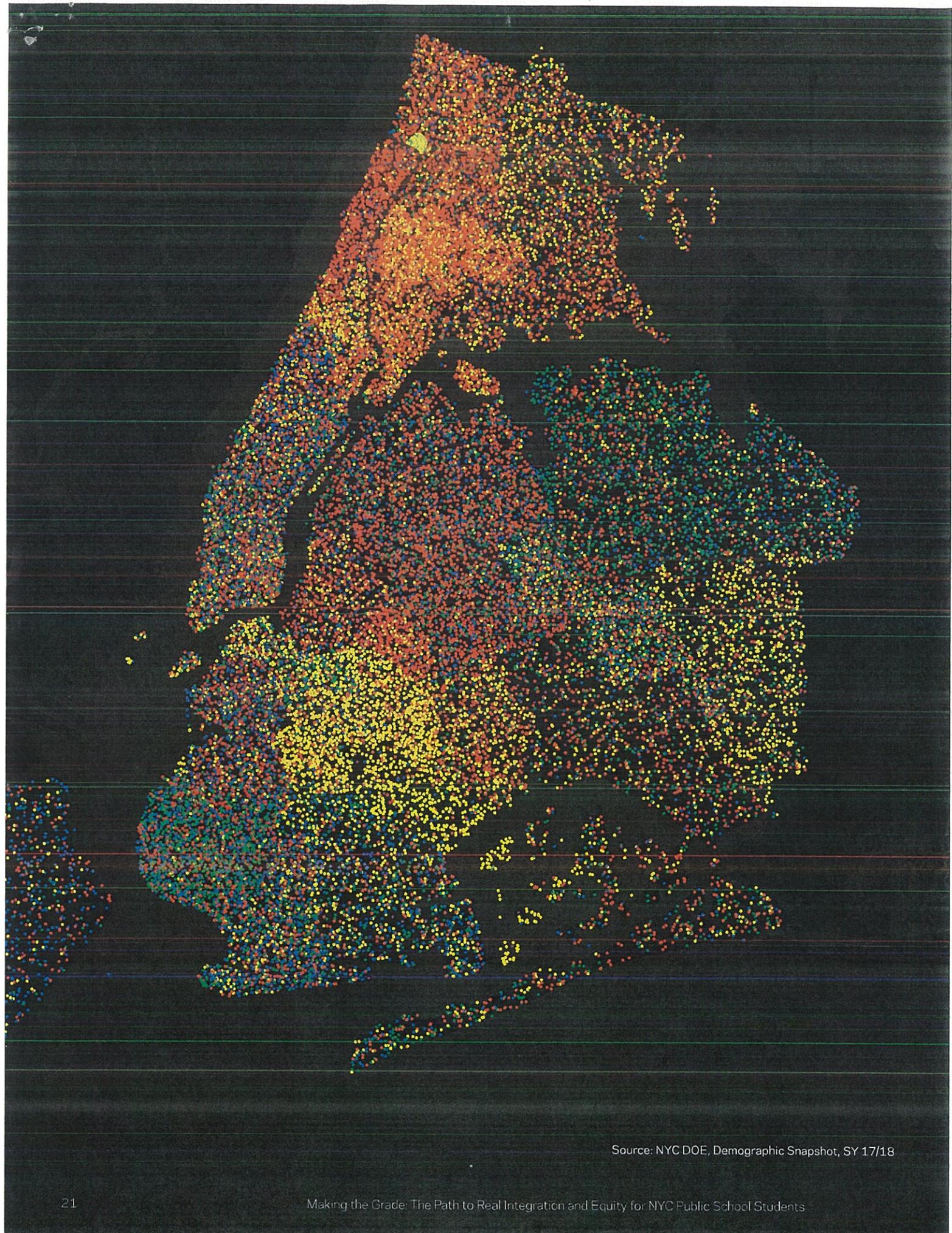
Figure 1. Student Racial Dot Density Map

This map visualizes the racial demographics of students based on where they attend school. Each dot represents 25 students of the same racial demographic. The data represents students of all grades enrolled for the 2017-2018 school year.

1 dot = 25 Students

- Asian
- Black
- Latinx
- White
- Other





Source: NYC DOE, Demographic Snapshot, SY 17/18

Making the Grade:

The Path to Real Integration
and Equity for NYC
Public School Students

Executive Committee

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Hazel Dukes (Co-chair)
Jose Calderon (Co-chair)
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Vanessa Leung
Wayne Ho
Yolanda Torres*
Yousof Abdelreheem

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Teachers College, Columbia University
The College Academy
P.S. 396
Longwood Preparatory Academy
The Children's School
Chancellor's Parent Advisory Committee (CPAC)
Community Service Society of NY (CSSNY)
NYU Metro Center
Bridging Cultures, Inc.
Pelham Lab High School, IntegrateNYC
National Center for Law and Economic Justice
The Committee for Hispanic Children and Families (CHCF)
El Puente
IntegrateNYC
Council of School Supervisors & Administrators (CSA)
NYC Charter School Center
United Federation of Teachers (UFT)
Advocates for Children of New York
School Climate and Wellness, NYC DOE
NYC Lab High School; Chancellor's Student Advisory Council (CSAC)
Office of Safety and Youth Development, NYC DOE
Chancellor's Parent Advisory Committee (CPAC)
Executive Superintendent, Manhattan
New York Appleseed
Bronx Academy of Letters, IntegrateNYC
Executive Superintendent, Bronx
Education Council Consortium (ECC)
York Early College Academy
Office of District Planning, NYC DOE
PASSNYC (Promoting Access to Specialized Schools in New York City); REBNY
Office of Student Enrollment, NYC DOE
IntegrateNYC
Education Council Consortium (ECC)
Good Shepherd Services

Diverse Charter Schools Coalition
Coalition for Asian American Children and Families (CACF)
Chinese-American Planning Council
Division of Family and Community Engagement, NYC DOE
John Bowne High School, Chancellor's Student Advisory Council (CSAC), IntegrateNYC, Teen Take Charge

*DOE staff did not have a formal vote on recommendations.

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Letter from the Executive Committee

New York City is not only the largest city in the country, we believe, as New Yorkers, that it is the greatest city in the country. One reason is that it is a truly global city. With an estimated 800 native languages and almost forty percent of our friends and neighbors born abroad, we are much more than just the home to the United Nations. We **are** the United Nations. Our city's history is as complicated and troubled as that of our country. We are immigrants and migrants, documented and undocumented. We are descendants of slaves. We are from the West Indies. Our city is home to the highest number of Native Americans of any US city, the original descendants of North America and New York City. We are new to New York City, and we are multi-generational New Yorkers. And this is our great pride and our great strength.

When we, five members of the Executive Committee of the School Diversity Advisory Group, first came together, it was with a conscious resemblance of this history and present. We came together not all knowing each other and not all knowing the other members of the Advisory Group. However, we share a sense of the tremendous importance of the questions before us. This country is experiencing a time of deep division along racial lines. From solving climate change, to managing technology, the rapid shifts of people and economies and the desperate need for social unity and collaboration, the world is making new and more complicated demands of our children. We recognize that as a city, as a people, we can only meet our challenges and improve our lives if we find ways to do it together.

Sixty-five years since *Brown v. Board of Education* declared racially segregated schools unconstitutional, New York City has taken only very modest steps to live up to these challenges. In fact, a 2014 [study](#) by the UCLA Civil Rights Project found that New York State schools are the most segregated in the country – more segregated than the schools in Alabama or Mississippi. This fact ought to horrify every member of our proud city.

Segregation by the color of our skin, the language we speak, our income, our physical ability or the way we learn robs all children of the chance to improve their ability to think critically, to work collaboratively, to engage globally and to benefit from the city as the classroom. Researcher Eugene Garcia has noted, “When a child comes to school for the first time he/she comes with a little suitcase full of experiences (language and culture) that he/she had before coming to school.” All students benefit when a teacher says, “Welcome, let’s open that little suitcase and see what you have so you can share and we can learn from you.”

Segregation also robs children who have been robbed already by a society that dictates where they can live based on the race, income or language of their parents. Our societal decisions about public housing and private housing, our history of creating and believing stereotypes about race and immigration and income have created neighborhoods and zoned schools that mirror housing discrimination and poverty. On average, racially and socioeconomically segregated schools have fewer resources – less experienced teachers, higher concentrations of need, and lower academic standards, despite the talents of

the children in the building. Nationally, low-income students in mixed-income schools are as much as two years ahead of low-income students in high-poverty schools on the National Assessment of Educational Progress in math. In New York City, 44.6% of low-income students in mixed-income schools (where 30-70% of students are low-income) earned proficiency on the English Language Arts exam, compared to 30.7% of low-income students in predominantly low-income schools (where more than 70% of students are low-income). On the math exam, 44.0% of low-income students in mixed-income schools earned proficiency, compared to 27.4% of low-income students in predominantly low-income schools.

New York City is a leader. It is also our broad and deep diversity that puts us in the best position to lead the nation on unity and excellence by addressing segregation in all its forms – race, wealth, language, immigration status, ability, religion and much more. We have more opportunity to lead the change than at any time since the Brown decision in 1954. We have a mayor who ran against the “tale of two cities,” a Schools Chancellor who has declared that school desegregation should be a top priority, and an engaged and multi-dimensional group of leaders and institutions willing to work towards a shared future. And, because the number of middle-class families choosing to send their children to public schools has increased in recent years, the possibilities for creating integrated schools in many parts of the city are greater than in years past.

As an Advisory Group, we have worked to model what all people must do across this city. We have engaged, built relationships, looked at data, argued with respect and worked on understanding each other’s various experiences and perspectives. We sought to be engaged beyond the Advisory Group, not just with the Department of Education (DOE) and its committed staff of educators and administrators, but with students, parents and interested members of our amazing city.

Our community engagement will not end with the publication of this report. We welcomed the Chancellor’s request to work beyond 2018, and we

will produce additional recommendations later this year. We will continue to examine critical practices with troubling histories, like screened schools and gifted and talented programs. Their use raises real questions about how to ensure all of our children are recognized for their talents, supported with high expectations, and welcomed into challenging academic environments.

We recognize that not all of New York City’s schools can be racially and economically integrated immediately, which is why most of our recommendations apply to every school in the city, whether or not they are likely to become integrated soon. Inspired by students, we adopted IntegrateNYC’s 5Rs of Real Integration – Race and Enrollment; Resources; Relationships; Restorative Justice; and Representation – four of which apply to all schools, irrespective of enrollment.

However, because not all schools can be integrated quickly does not mean that some shouldn’t be. We estimate, for example, that nine of New York City’s 32 community school districts have sufficient socioeconomic diversity to meet our goals for economically integrated schools. These nine community districts are just a subset of New York City schools, but they educate 330,338 students. Taken together, these nine community districts would constitute the fifth largest school district in the nation.

Last year, Chancellor Richard Carranza said of desegregation, “We’ve been admiring this issue for 64 years! Let’s stop admiring and let’s start acting.” We agree, which is why this report lays out a bold and practical blueprint for change and why we aren’t stopping.

The Executive Committee of the School Diversity Advisory Group:

Amy Hsin, Queens College, CUNY

Hazel Dukes, NAACP

Jose Calderon, Hispanic Federation

Maya Wiley, New School

Richard Kahlenberg, The Century Foundation

Letter from NYC Students

We, the students of [IntegrateNYC](#), stand for integrated schools that value students of color. We believe diversity initiatives that do not invest in cultural competency, disrupt the school-to-prison pipeline, recruit and retain diverse teachers and staff, and equitably fund all schools, are insufficient. In 1954, the Supreme Court held that “separate but equal facilities are inherently unequal.” In 2019, separate is [#STILLNOTEQUAL](#), so how much have we really progressed since the desegregation movement and passing of Brown v. Board of Education 65 years ago?

Segregation affects us, our siblings, loved ones, and generations to come. But we will never be successful in achieving [Real Integration](#) if adults are unwilling to create space for the empowerment and leadership of young people. Youth voice and presence is often tokenized, ignored, or silenced when discussing integration. Young people are directly impacted by segregation, and should be leading the movement to achieving Real Integration in our city’s schools. Youth leaders across the city - including [Teens Take Charge](#), [Urban Youth Collaborative](#), [Asian American Student Advocacy Project \(ASAP\)](#), and many more - are leading the charge for educational equity in NYC.

IntegrateNYC is a youth-led organization that stands for integration and equity in New York City schools. Over the past five years, IntegrateNYC has created space for public school students to organize, build coalitions, and design solutions to school segregation. Students developed the 5Rs of Real Integration, a framework that redefines integration as more than the movement of bodies.

The 5Rs of Real Integration: We reclaim our right to: Racially integrate our schools through admissions processes that prioritize diversity by race, class, ability, and home language. Resource our schools through equitable distribution and monitoring of resources and opportunities. Relate through supportive relationships and culturally responsive curriculum and professional development for educators. Restore justice by interrupting the school-to-prison pipeline through community-building and appropriate responses to conflict that do not disproportionately remove students of color and those with disabilities from the classroom. Represent diverse communities through school faculty and leaders that reflect the cultures and identities of students and families.

This framework was created by students, for students, and we believe it is necessary for all five components to work in conjunction to transform our schools into spaces that affirm, empower, and educate young people.

As members of the School Diversity Advisory Group, we are proud to see the 5Rs be a collective framework that all stakeholders - parents, educators, advocates, and researchers- have gotten behind. We would also like to acknowledge Teens Take Charge for their work in developing Student Voice recommendations endorsed in this report. We call for continued authentic student leadership in the process of creating policies that affect us most.

We urge Mayor de Blasio and Chancellor Carranza to take action on the recommendations in this report. Segregation has no place in New York City. On this 65th Anniversary of Brown v Board of Education, it is time New York City finally retire segregation. We look forward to representing and standing by the voice of students as these initiatives take shape.

Sincerely,

Students of IntegrateNYC



Source: IntegrateNYC

Letter from NYC Parents

Behind most (if not every) failed education policy lies the absence of parent involvement at the creation stage of the policy. In order to create positive and supportive policies we need parents' voices — not the formal parent engagement that rubber stamps decisions already made by others, but true involvement in the planning and the making. Yet parents have often been left out of the development and implementation of new policies, even those that affect them directly.

Our experience as parent members of the School Diversity Advisory Group was positive and enriching. While there are other SDAG members who have children in public schools, we are the only members who participate as parent representatives. The four of us have shared our perspectives not only as parents of children currently in public schools but also as parent advocates who have volunteered countless hours working with other parents to improve our schools for all the children of the city.

We must recognize the key position parents hold in school integration, particularly with regard to their ability to exercise school choice, and engage them far and wide as we move forward with school integration efforts. We also believe actively seeking parents who have traditionally been left out or ignored by the system, and empowering them to participate in the process is important. We believe we can achieve an equitable school system and we believe it can be achieved by improving the school experience for all children, but to make it happen we need the help, the experience, and the collaboration of all parents.

Admittedly the parents of 1.1 million students in the New York City public schools are not all in agreement about how to integrate our schools, but we call on all parents to bring their voice, seek information, look for what's best for all children and, ultimately, constructively challenge us to improve the work that the SDAG is carrying forward.

Sincerely,

Celia Green (CPAC), Marco Battistella (CPAC),
NeQuan McLean (ECC), Shino Tanikawa (ECC)



Executive Summary

In June 2017, as part of the Equity and Excellence for All: Diversity in New York City Public Schools plan, the DOE established a School Diversity Advisory Group (SDAG) to make formal policy recommendations to the Mayor and Chancellor.

The report named three Co-chairs - José Calderón, President of the Hispanic Federation, Hazel Dukes, President of the NAACP New York State Conference and Maya Wiley, Senior Vice President for Social Justice and Henry Cohen Professor of Urban Policy and Management at the New School. The three co-chairs and two additional members - Amy Hsin, Associate Professor of Sociology at Queens College and Richard Kahlenberg, Senior Fellow at The Century Foundation - make up the group's Executive Committee.

The broader SDAG includes over 40 members, who bring a range of personal and professional perspectives to the group. Members include city government stakeholders, local and national experts on school diversity, parents, teachers, advocates, students, and other community leaders. The SDAG members were identified by the City and the Executive Committee and began meeting in December 2017.

The SDAG met as a full group and in sub-committees to advance discussions and also engaged in public sessions in every borough. From December 2017, through the publication of this report, the SDAG and its subcommittees have collectively held nearly 40 meetings, including one day-long retreat, and town hall meetings with over 800 New Yorkers, to facilitate research and discussion of a number of key policy areas related to diversity.

Upon its formation, the SDAG defined a set of shared principles to govern its work. These principles serve as the lens through which all recommendations, current and future, are filtered:

- Diversity means something different in each community and recommendations should speak to that broad definition.
- The Advisory group operates with respect, transparency and an inclusive process.
- Advisory group recommendations will: increase equity, be based on research-supported approaches, seek to understand unintended consequences, and be based on what DOE can implement in the short-term, with some longer-term recommendations.

Decades of research has taught us that diverse, integrated schools offer academic and social benefits for all students. Researchers have identified three major advantages to integrated schools: (1) all students benefit when they can learn from classmates who have different life experiences to share,

evidenced by higher academic outcomes, stronger critical thinking skills, and increased creativity; (2) all students benefit from reductions in prejudices and implicit biases and improved social-emotional well-being; and (3) all students benefit from experiences that prepare them for an increasingly diverse society.

The SDAG's recommendations first discuss DOE's existing diversity plan and are then organized using the framework developed by students of IntegrateNYC, a youth-led organization that stands for integration and equity, called the 5Rs of Real Integration. The 5Rs is a collective impact framework to address the manifestations of segregation in public schools which speaks to a broader set of questions we need to ask ourselves when we look at whether our schools are diverse, equitable, and integrated. The 5Rs are: Race and Enrollment, Resources, Relationships, Restorative Justice & Practices, and Representation.

Between now and the end of the school year, the SDAG will continue to meet to explore further recommendations based on community input and engagement, and continued analysis and research. We commit to releasing a subsequent report with additional recommendations on school screens, gifted and talented (G&T) programs, and school resources by the end of this school year.

Recommendations

Goals, Metrics, & Accountability

We recommend that DOE be more ambitious and more realistic. This means, in the short-term, setting racial and socio-economic diversity goals by considering neighborhood opportunities, in the medium-term looking at borough averages, and in the long-term looking at the city as a whole.

- Short-term and Medium-term: Elementary and middle schools should be measured against their district's racial, economic, Multilingual Learner (MLL), and Students with Disabilities (SWD) percentages. Upon hitting these targets, individual schools should work towards reaching their borough percentages in the mid-term.
- Long-term: DOE should aim for all schools to look more like the city. This will encourage the DOE to challenge the neighborhood segregation that exists and support schools in further diversifying their populations.
- Racial representation should consider all races.
- Socioeconomic integration should incorporate research-backed goals.
- MLL and SWD targets should also be narrowed.
- Adjust goals for schools located in areas with concentrated vulnerability.
- Track and publish a single set of metrics.

- Create a Chief Integration Officer position.
- Create mechanisms for students to hold the system accountable.
- Add metrics to School Quality Report related to Diversity and Integration.
- Consider incentives to secure charter school commitments to diversity and integration.

Race, Socioeconomic Status & Enrollment

The School Diversity Advisory Group supports a more equitable set of admissions processes that will help ensure quality learning environments for our children by supporting more schools and classrooms that reflect the city's diversity.

- Require all nine districts with sufficient demographic diversity of population to develop diversity and integration plans (Districts 1, 2, 3, 13, 15, 22, 27, 28, 31).
- Require that districts analyze controlled choice, screens, gifted and talented and other admissions policies and programs in terms of improving or perpetuating racially schools that are isolated based on race or other factors.

Accessibility and integration of students with disabilities

- All admissions fairs and events should be held in fully accessible buildings.
- School staff should be trained to welcome and accommodate students and family members with disabilities as well as immigrant families, and students and families who need interpreters on tours and school visits, as well as at school fairs.
- All Family Welcome Center staff should be trained to support students with disabilities and should be prepared to help students consider all school options within their community.
- As the City moves more of its admissions processes online, all applications should utilize the Universal Design for Learning Framework for presenting information and increasing accessibility.

Resources

This report broadens the definition of resources beyond dollars to the efforts funded. The DOE must address funding formulas that lead to uneven distribution of money and, therefore, inequitable opportunity in schools for programs, staff and facilities.

School Diversity Grant Program

- Make resources available for any district to receive support for planning diversity, if it receives more applications than the \$2 million can support.
- Permit districts to apply jointly.
- Consider a separate pot of funds for districts that have not yet begun conversations about integration.
- Consult the SDAG on the roll-out of the grant program.

System-wide recommendations

- Support efforts in Albany to collect all Campaign for Fiscal Equity funding owed to the City's schools.
- Launch a Task Force to recommend equitable PTA fundraising strategies.
- Examine Title 1 and its relationship to integration.
- Gather information from schools to determine what resources and changes in policies they feel they need to create greater diversity in their communities.
- Develop and invest in accelerated enrichment programs in elementary schools.
- Invest in programming that intentionally creates diverse populations.
- Invest in programs and offerings that will attract more diverse families to schools they might not have considered before.
- Invest in program offerings to ensure high poverty schools have the same curricular, extra-curricular and after school opportunities as schools in more affluent communities.
- Invest in college and career prep resources.
- Invest in growing and strengthening high-performing schools outside of Manhattan.

Relationships

Diversity, as students have demanded, includes how students' unique backgrounds and experiences are valued and how they are supported in developing relationships. Relationships between students, parents, teachers, guidance counselors, parent coordinators, and other school staff play an important role in supporting student success and creating environments where all students feel supported and empowered and learn from each other.

Student Empowerment

- Every school should have the resources for a high-quality student council.
- Borough Student Advisory Councils should be expanded to include seats for student council representatives from every high school.

- A General Assembly should be created with representatives from every high school to develop a citywide student agenda and vote on key issues.
- The Chancellor’s Student Advisory Committee should be transformed into a leadership body that utilizes youth-adult committees to promote authentic partnership.
- Create a Student Leadership Team, comprised of one student from each BSAC to meet monthly with the Chancellor.
- Create a new leadership position within the central DOE office to focus on student voice.
- Create a standing committee on high school admissions to advise the Chancellor in decision-making.

Pedagogy & Curriculum

- Provide culturally responsive pedagogical practices at all schools and for all students.
- Adopt a common definition of Culturally Relevant Education (CRE) that will inform and shape work across the DOE.
- Create partnerships with institutions of higher education to ensure CRE is an essential component of all pre-service teacher training efforts.
- Collaborate with the New York State Education Department and Alternative Certification Programs (i.e. NYCTF/Americorps/Teach for America/NYC Men Teach) to utilize CRE principles as part of teaching certification.
- Work with NYSED, under the state’s [ESSA plan](#), to secure additional funding to train and support teachers and staff in culturally responsive instruction.
- Implement ethnic and culturally responsive courses for all students that include religious literacy and disability studies.
- Utilize trauma-informed research to guide the development and implementation of curricula.
- Seek partnerships with qualified vendors who supply Culturally Responsive instructional materials, training, and resources.

School Climate

- Assess the roles and responsibilities of School Safety Agents in school communities.
- Analyze the benefits and drawbacks of moving School Safety Agents to DOE supervision from NYPD supervision.
- Train School Safety Agents, and Family Welcome Center, DOE central-, field- and school-based staff in CRE.
- Bolster school-based equity teams and ensure they include parent and student reps to advance welcoming school climates.
- Require all schools to monitor student discipline practices and develop a plan to reduce disparities in how students are disciplined.

- Expand community schools initiative and other models that connect schools to community based organizations.
- Include metrics for accountability related to school climate directly on Quality Review/School-wide Comprehensive Education Plan (CEP) Goals.

Parent & Teacher Empowerment

- Utilize varied outreach efforts to meaningfully engage parents in school decision-making processes with the goal of including families that have not participated in prior activities. These may include altering the time, location, setting, or language of the gathering to reflect family needs.
- Ensure families are meaningfully engaged in decisions about changes to admissions policies and procedures in their native language.
- Ensure families without internet access or a computer at home are able to utilize all tools related to application and enrollment.
- Consider cultural relevance or acceptance of new tools for families and students (e.g., online application and enrollment) before release and establish supports for families who will likely not utilize new tools.
- Ensure that Individualized Education Programs (IEPs) are translated and provide interpretation and translation support for IEP-related meetings.
- Support current efforts to share best practices between teachers, administrators and parents on CRE, school climate, and parent empowerment.
- Collaborate with the Division of Teaching and Learning alongside the UFT so that School Based Mentors, Teacher Leaders, Chapter Leaders/Delegates, and Instructional Coaches can participate in the sharing of best practices citywide.

Restorative Justice & Practices

In 2015, the Mayor, in partnership with the DOE, the Police Department, and the Mayor’s Office of Criminal Justice, convened the Mayor’s Leadership Team on School Climate and Discipline. This working group ultimately made a set of recommendations, which are included in this report at a summary level. The SDAG endorses these recommendations and calls upon the DOE and its partner agencies to provide an update on the implementation of these recommendations.

We urge you to read their full reports: [Safety with Dignity](#) and [Maintaining the Momentum: A Plan for Safety and Fairness In Schools](#).

Representation

We encourage the DOE to further its efforts to create a diverse workforce—including principals, teachers, paraprofessionals, and all other school staff—and expand its definition of that diversity to include all race and ethnicities, cultural backgrounds, gender identities, languages, and abilities.

- Report diversity of staff by position (e.g., teacher, administrator, para, other staff) as part of the school quality report.
- Study the impact of current initiatives and make targeted investments to expand them.
- Monitor diversity of workforce, to the extent possible, based on race, ethnicity, disability, gender identity, and sexual orientation.
- Explore career pipeline opportunities for parent coordinators within the school system.
- Explore opportunities to build an educator career pipeline for high school students.
- Launch a task force to investigate the current state of the DOE’s workforce in greater detail and make recommendations about best practices learned from existing efforts. This task force should also look at examples of success from other school districts and sectors.

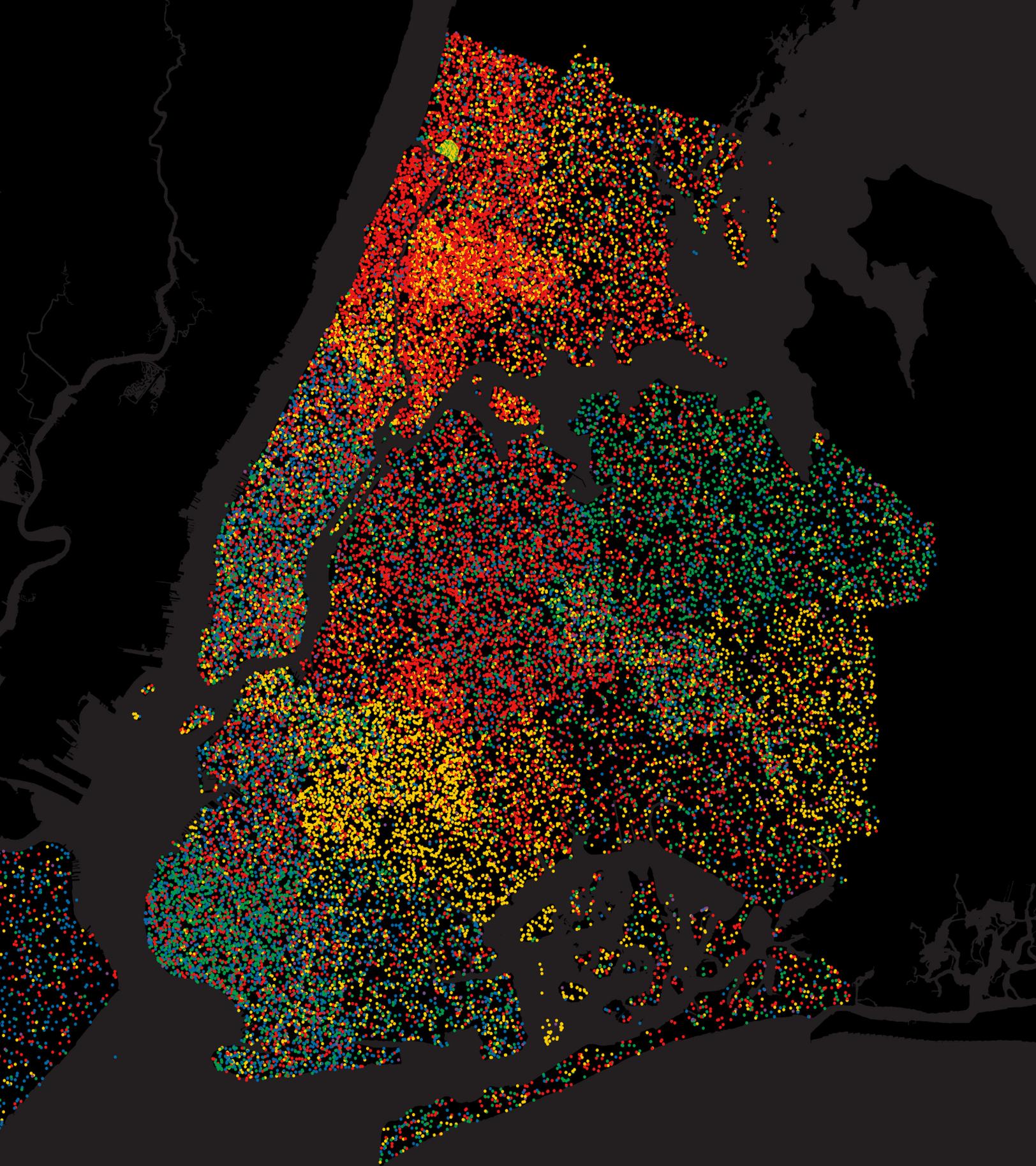
Figure 1. Student Racial Dot Density Map

This map visualizes the racial demographics of students based on where they attend school. Each dot represents 25 students of the same racial demographic. The data represents students of all grades enrolled for the 2017-2018 school year.

1 dot = 25 Students

- Asian
- Black
- Latinx
- White
- Other





Source: NYC DOE, Demographic Snapshot, SY 17/18

1

**Why
school
diversity
matters.**

The Case for Integration

We need schools that meet the learning styles and needs of all our students and to do that, our children must be learning together and from each other. Public schools are the bedrock of a democratic society. They are meant to support social cohesion and promote social mobility in our city and society.

Racially and economically segregated schools undermine those fundamental goals and lessen the educational experience of all students. That is why, since the 1954 decision in *Brown v. Board of Education*, Americans of goodwill have recognized that separate schools for different races and different classes are inherently unequal. In an increasingly global society, segregation as policy and practice is immoral and unsustainable.

Decades of research has taught us that racially and socioeconomically diverse schools offer academic and social benefits for all students, and can lead to more inclusive classroom environments and increased overall school quality. Researchers have identified three major advantages to racially and economically integrated schools: (1) all students benefit when they can learn from classmates who have different life experiences to share, evidenced by higher academic outcomes, stronger critical thinking skills, and increased creativity; (2) all students benefit from reductions in prejudices and implicit biases and improved social-emotional well-being; and (3) all students benefit from experiences that prepare them for an increasingly diverse society.

Integration is not just desegregation or simply providing access to white schools for nonwhite students. We seek **21st century integration** rather than 20th century desegregation, a process that de-centers whiteness and aims for equitable access, opportunity, and success for all students.

Shared Language

School diversity is an important topic that raises strong emotions. Since we all come from different backgrounds and our varied life experiences inform our view of these issues, the SDAG believes it is critical that people come to the discussion with a common understanding of terms and definitions.

As a group, we talked a lot about and struggled over the right language to use to discuss the critically important issues around high quality education in a city as diverse as New York. Our schools are shaped by a long history of decisions around race. From ghettos founded on racism, to poverty and housing costs, where we live too often dictates the quality of our schools. And if students are mostly Black and Latinx, assumptions about quality and education are often based on stereotypes.

As a group, we recognize and embrace the effort to ensure representative schools that also take into account issues like language barriers, learning differences, physical ability differences, religion and gender identities. Often our students have more than one of these characteristics. They all have overlapping and sometimes unique barriers to the education they deserve, and unique histories in the city as well.

As a result, we do not, as a group or a city, share a language to talk about issues of diversity, inclusion, integration and equity, although we do, as a full Advisory Group, embrace the values these words embody.

We had complex and rich discussions about language in terms of how best to express how we got here, where we are, and where we want to go. It was clear that we do not use the same language and have different experiences with what language communicates our goals effectively - that race is too real a factor historically and today, in shaping how our schools look, our assumptions about students, and the opportunities they are denied. Our wide diversity of cultures and histories raised nuanced and important differences in how to communicate.

Some in our group, for example, use the language of “white supremacy” to describe the very real history and present-day consequences of policies, practices and behaviors that harm education for all our children. Some agree with the “analysis” of those who use “white supremacy” but were concerned that members of the general public might feel blamed or even pushed out of the discussion. From an immigrant of color perspective, some stated that “race,” while understood as a factor, is not discussed in that way and that language and culture are more resonant ways to discuss the issues we face.

We, therefore, acknowledge that none of us share a single vocabulary for talking about the complex way our schools create divisions and deny opportunity.

Below, we share a glossary of terms as we have agreed to use them. We are intent on an inclusive and constructive public conversation that confronts bias in all its forms, from racism to unconscious stereotypes, to policies and decisions that shape assumptions and can serve to divide us by making the pie look small. We aspire to an “us” and whatever language we use, we believe the discussions are challenging and worth it.

In the creation of these definitions, the group recognizes the importance of words to signal intentions and commitment, advance compassion and empathy, and promote long-lasting change. These definitions are bold, unapologetic and unambiguous. By sharing the definitions below, we acknowledge a long history of unequal educational opportunity. The themes below are prevalent in many aspects of our society. In this report we use them in the context of education.

SDAG Definitions

Equity is our goal. It means all people receive what they need to be successful in their education. It focuses on equal opportunities not equal inputs, recognizing that different individuals have different access, challenges, histories and needs.

Diversity is the various backgrounds and races that comprise our communities and city as a whole. Diversity in this report includes diversity of background, race, gender, religion, sexual orientation, socioeconomic status, age, language and ability. It also values inclusion of the experiences and perspectives this diversity represents, including representation of varying perspectives and thoughts in classrooms, schools and campuses and welcoming and supporting this diversity.

Segregation is the state or condition of being separated or restricted within a school setting. Segregation keeps a group from accessing power and resources necessary to advance the group and achieve equity. Historically, segregation has been used to protect privilege and to reinforce racism and other prejudices.

Integration is universal access to education environments like schools and classrooms, where power is shared by all groups. It brings people together through the expansion and fair distribution of resources, opportunities, and freedoms.

Inclusion is authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power and makes all feel welcome.

Power is the access to resources and decision-making to get what you want and define reality for yourself and potentially for others.

Benefits of Diverse Schools

All students in diverse classrooms develop greater critical thinking skills

Because students of different races and ethnic backgrounds often bring different cultural knowledge and social perspectives into schools, classrooms with racially diverse groups of students are more likely to enhance critical thinking by exposing students to new information and understandings.¹

Researchers found that when white students are isolated in classrooms without the benefit of students who are different from them, no such cognitive stimulation occurs. “The mere inclusion of different perspectives, and especially divergent ones, in any course of discussion leads to the kind of learning outcomes (for example, critical thinking, perspective-taking) that educators, regardless of field, are interested in.”²

Students experiencing classroom diversity – specifically racial and ethnic diversity – “showed the greatest engagement in active thinking processes, growth in intellectual engagement and motivation, and growth in intellectual and academic skills.”³

The academic gains of diverse classrooms are stronger in younger students

Desegregated schools showed positive impacts on reading achievement⁴, which researchers believe to be interrelated to students’ social relationships with others and motivation to succeed.⁵ On the National Assessment of Educational Progress assessment, low-income students in economically mixed schools are as much as two years ahead of low-income students in high-poverty schools.

Table 1: Low-income Student Academic Performance

A larger percentage of low-income students are proficient in ELA and Math at economically mixed schools. The percentage of low-income students who are ELA and math proficient is higher in schools with low-income student populations between 30% and 70% and in schools with less than 30% low-income student populations.

| % Low-Income | # of Schools | Avg. % Low-Income | # Low-Income ELA Proficient | % Low-Income ELA Proficient | # Low-Income Math L34 | % Low-Income Math Proficient |
|------------------------|--------------|-------------------|-----------------------------|-----------------------------|-----------------------|------------------------------|
| 1. Less than 30% | 72 | 17% | 2,097 | 59% | 1,944 | 57% |
| 2. Between 30% and 70% | 312 | 54% | 32,542 | 45% | 31,565 | 44% |
| 3. More than 70% | 732 | 87% | 59,637 | 31% | 53,268 | 27% |

Source: NYC DOE, SY 17/18

Diverse classrooms are also linked to long-term success and life opportunities

Research shows that attending integrated schools is related to an increased likelihood of completing high school for nonwhite students.⁶ Students of all racial and socioeconomic backgrounds who have experienced integration prior to attending a college or university, are also more likely to connect positively with diverse students, and take advantage of academic opportunities.⁷ Attending diverse schools also provides benefits for Black, Latinx and Asian students by connecting them to social and professional networks that help create job opportunities. In segregated settings networks are generally more accessible to white students.⁸

Graduates of racially diverse schools are less likely to harbor or perpetuate stereotypes or hold implicit biases based upon race. They are more likely to live in racially and ethnically diverse neighborhoods and send their own children to diverse schools. They report a greater appreciation of cultural differences and have greater inter-cultural understanding. Furthermore, they note that they are better prepared for the global economy and for working in international companies and non-profit organizations. Overall, they are citizens, colleagues and community members who can best participate in a racially, ethnically and culturally diverse society.⁹

Cycles of segregation and disinvestment in disadvantaged communities concentrate poverty in their schools and restrict students' access to high-quality educational opportunities and outcomes. Research shows, however, that integrated schools can counteract these effects and expand opportunity and long-term success to all students. Integrated and equitable schools can open up access to the resources—like equipment and facilities, rigorous courses, and personal and professional social networks—that help students succeed later in life.¹⁰

Academically diverse settings provide benefits to students with and without disabilities

Research shows that the benefits of inclusive schooling for children with disabilities are threefold, including benefits for the students with disabilities, benefits for typically developing students, and benefits for schools, because monies that were allocated for special education classes can be used elsewhere to fund inclusive schooling.¹¹ A recent study also shows that students who do not have disabilities feel a greater sense of belonging in inclusive schools – schools in which students with and without disabilities learn together.¹²

Linguistically diverse classrooms benefit student learning and support the development of positive social-emotional skills and behaviors

Students who are white or in English-only households in dual-language classrooms expand their worldviews to include knowledge of and respect for the customs and experiences of others. It also improves how they perform in school. In Houston in 2000, native English speakers who had been in the two-way dual-language programs for four years scored much higher on reading than native English speakers in traditional English-only classrooms.¹³

A University of North Carolina study found that as more Spanish was spoken to a Spanish-speaking child by their classroom teacher, the child was less likely to be the victim of aggression, teasing or bullying by peers. The stronger the social relationships, attachments to teachers and adjustments to school, the better the academic success of the student.¹⁴

Diverse environments support students of all backgrounds in reducing prejudice

To work together and solve our shared problems, no matter our race or background, we have to get past our mistaken views of one another. For instance, the American Psychological Association’s brief in *Fisher v. University of Texas at Austin*¹⁵ reviewed evidence that “insufficient racial diversity” means that members of our society are more likely to have “implicit bias” – racial stereotypes and assumptions that make them treat people unfairly without realizing they are harming others.

Implicit bias is learned and has been ingrained, thereby manifesting itself in behaviors unconsciously. Research cited by the APA shows that reducing implicit bias is not only good for society, but student academics as well. Prejudices and stereotypes hinder learning for all students, and by challenging students’ biases, we prepare them for success in school and the wider world.

If we learn together, we reduce our prejudices. Other research includes analyses of how racially diverse educational settings are effective in reducing prejudice, by promoting greater contact between students of different races—both informally and in classroom settings—and by encouraging relationships and friendships across group lines. Researchers have concluded that while racial isolation in neighborhoods and schools are both important predictors of later racial attitudes, racially segregated schools play a more significant role in “inhibiting the potential development of social cohesion among young adults.”¹⁶ However, simply bringing diverse students together, without making deep investments in creating inclusive environments will undermine these benefits.



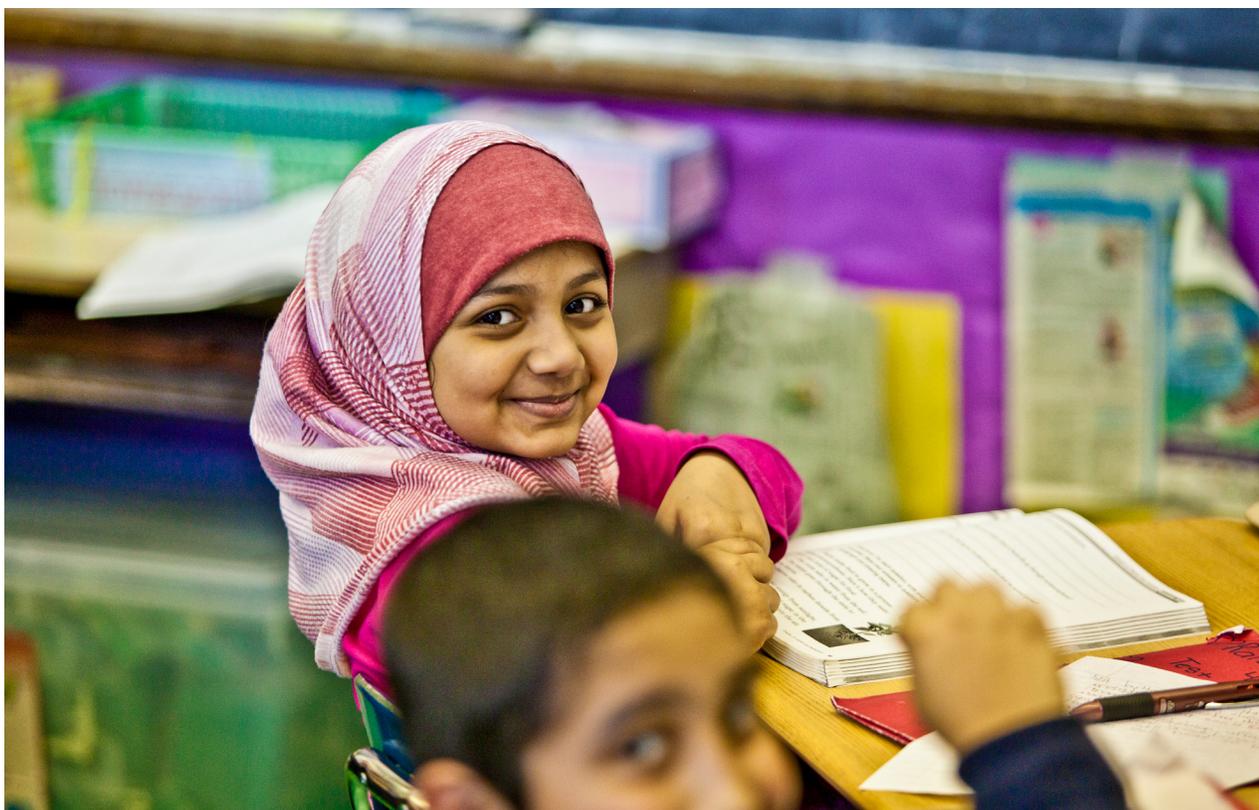
Source: NYC DOE



Source: NYC DOE



Source: NYC DOE



Source: NYC DOE

Society is becoming increasingly diverse, and students can better prepare for the professional and adult environment if they attend diverse schools

Ninety-six percent of major employers, Wells, Fox, and Cordova-Cobo note, say it is “important” that employees be “comfortable working with colleagues, customers, and/or clients from diverse cultural backgrounds.”¹⁷ Diverse educational environments also enhance students’ leadership skills, among other skills that are helpful when working in racially, ethnically, and culturally diverse workplaces. A longitudinal study found that the more often first-year college students are exposed to diverse educational settings, the greater their “gains in leadership skills, psychological well-being, intellectual engagement, and intercultural effectiveness.”¹⁸

Diverse schools also exhibit greater levels of parental involvement

A study by the National Research Council showed far higher levels of volunteers in integrated schools compared to heavily segregated schools.¹⁹ Integrated schools provide more resources for schools to engage and encourage best practices among all families and parents.²⁰

Integrated schools can support all students by increasing access to equitable resources, such as high-quality teachers, strong built environment, both public and private funding, and challenging courses

Attending an economically integrated school is an effective academic intervention and an effective use of resources that are more limited than they should be. While there are high-poverty neighborhoods where there are high performing schools²¹, one study of students in Montgomery County, Maryland, found that students living in public housing randomly assigned to lower-poverty neighborhoods performed better academically than those assigned to higher-poverty neighborhoods and schools—even though the higher-poverty schools received extra funding per pupil.²²

Formation of SDAG

In June 2017, as part of the Equity and Excellence for All: Diversity in New York City Public Schools plan, the DOE established a School Diversity Advisory Group (SDAG) to make formal policy recommendations to the Mayor and Chancellor. The report named three Co-chairs - José Calderón, President of the Hispanic Federation, Hazel Dukes, President of the NAACP New York State Conference and Maya Wiley, Senior Vice President for Social Justice and Henry Cohen Professor of Urban Policy and Management at the New School. The three co-chairs and two additional members - Amy Hsin, Associate Professor of Sociology at Queens College and Richard Kahlenberg, Senior Fellow at The Century Foundation - make up the group's Executive Committee.

The broader SDAG includes over 40 members, who bring a range of personal and professional perspectives to the group. Members include city government stakeholders, local and national experts on school diversity, parents, teachers, advocates, students, and other community leaders. SDAG members were identified by the City and the Executive Committee and began meeting in December 2017.

*Several leaders from within the NYC DOE served as named members of the Advisory Group and participated in discussions. DOE staff also provided logistical and research support. All recommendations were made by the SDAG as an independent body charged with advising the DOE and the Mayor. DOE staff did not have a formal vote on recommendations.

We are grateful to the additional students who have joined our group over the course of the last year through their commitment to and participation in IntegrateNYC and Teens Take Charge:

- Benji Weiss
- Coco Rhum
- Eliza Seki
- Julisa Perez

In addition to the members officially named in Dec. 2017, several additional individuals contributed to the advisory group through their participation in meetings as critical friends and as representatives of the individuals and organizations named above. We wish to specifically acknowledge:

- Eduardo Hernandez, Community Education Council 8
- Fred McIntosh, PASSNYC
- Kathy Gordon, Good Shepherd Services
- Laura Harding, Division of School Climate & Wellness, NYC DOE
- Lazar Treschan, Community Service Society
- Richard Gray, NYU Metro Center

*DOE staff did not have a formal vote on recommendations.

Executive Committee

| | |
|--------------------------|---|
| Amy Hsin | Queens College, City University of New York |
| Hazel Dukes (Co-chair) | NAACP |
| Jose Calderon (Co-chair) | Hispanic Federation |
| Maya Wiley (Co-chair) | New School |
| Richard Kahlenberg | The Century Foundation |

School Diversity Advisory Group

| | |
|--------------------------|--|
| Alexa Sorden | Concourse Village Elementary School |
| Amy Stuart Wells | Teachers College, Columbia University |
| Andrew Averill | The College Academy |
| Ashley Valente | P.S. 396 |
| Asya Johnson | Longwood Preparatory Academy |
| Cassandra Baptiste | The Children's School |
| Celia Green | Chancellor's Parent Advisory Committee (CPAC) |
| David R. Jones | Community Service Society of NY (CSSNY) |
| David E. Kirkland | NYU Metro Center |
| Debbie Almontaser | Bridging Cultures, Inc. |
| DeKaila Wilson | Pelham Lab High School, IntegrateNYC |
| Dennis Parker | National Center for Law and Economic Justice |
| Diana Noriega | The Committee for Hispanic Children and Families (CHCF) |
| Frances Lucerna | El Puente |
| Frantzy Luzincourt | IntegrateNYC |
| Henry Rubio | Council of School Supervisors & Administrators (CSA) |
| James Merriman | NYC Charter School Center |
| Janella Hinds | United Federation of Teachers (UFT) |
| Kim Sweet | Advocates for Children of New York |
| LaShawn Robinson* | School Climate and Wellness, NYC DOE |
| Liam Buckley | NYC Lab High School; Chancellor's Student Advisory Council (CSAC) |
| Lois Herrera* | Office of Safety and Youth Development, NYC DOE |
| Marco Battistella | Chancellor's Parent Advisory Committee (CPAC) |
| Marisol Rosales | Executive Superintendent, Manhattan |
| Matt Gonzales | New York Appleseed |
| Matthew Diaz | Bronx Academy of Letters, IntegrateNYC |
| Meisha Ross Porter | Executive Superintendent, Bronx |
| NeQuan McLean | Education Council Consortium (ECC) |
| Noah Angeles | York Early College Academy |
| Rebecca Rawlins* | Office of District Planning, NYC DOE |
| Ryan J. S. Baxter | PASSNYC (Promoting Access to Specialized Schools in New York City); REBNY |
| Sarah Kleinhandler* | Office of Student Enrollment, NYC DOE |
| Sarah "Zaps" Zapiler | IntegrateNYC |
| Shino Tanikawa | Education Council Consortium (ECC) |
| Sister Paulette LoMonaco | Good Shepherd Services |
| Sonia C. Park | Diverse Charter Schools Coalition |
| Vanessa Leung | Coalition for Asian American Children and Families (CACF) |
| Wayne Ho | Chinese-American Planning Council |
| Yolanda Torres* | Division of Family and Community Engagement, NYC DOE |
| Yusuf Abdelreheem | John Bowne High School, Chancellor's Student Advisory Council (CSAC), IntegrateNYC, Teen Take Charge |

Shared Principles

Upon its formation, the SDAG defined a set of shared principles to govern its work together. These principles serve as the lens through which all recommendations, current and future, are filtered.

- Diversity means something different in each community and recommendations should speak to that broad definition.
- The Advisory group operates with respect, transparency and an inclusive process.
- Advisory Group recommendations will:
 - Increase equity
 - Be based on research-supported approaches
 - Seek to understand unintended consequences
 - Be based on what DOE can implement in the short-term, with some longer-term recommendations

The SDAG operated in several ways to advance its work. The SDAG met as a full group and in sub-committees to advance discussions and also engaged in public sessions in every borough. From December 2017, through the publication of this report, the SDAG and its subcommittees have collectively held nearly 40 meetings, including one day-long retreat, to facilitate research and discussion of a number of key policy areas related to diversity.

SDAG members began the process by examining three critical questions in response to the DOE's diversity plan:

- What does it mean for a school to be “diverse”?
- What does it take to create a desegregated school and classrooms?
- What should happen inside a desegregated school to make it truly integrated?

To support its process, the SDAG hosted public town halls in every borough across in the City and a youth symposium to collect information from communities on the issues important to them. More information on this engagement - and what we learned by traveling across the City - is captured on the following pages.

Initially, the SDAG was charged with concluding its recommendations by the end of 2018. Because the SDAG was working as a full group and engaging with the public in town halls, and because of the size and scale of the New York City education system and the commitment to research and consideration of unintended consequences, the SDAG felt that it would be in the public interest to take more time.

Also, a new Schools Chancellor came on board and asked the SDAG to remain in place to advise the Administration on key steps it should be taking to tackle diversity in addition to recommendations. This report includes the group's findings and recommendations to date. Additional recommendations will

be released by the end of the school year. Many SDAG members intend to continue serving in an advisory capacity to DOE, although we anticipate that some shifts in membership may occur naturally.

Connecting to Broader Policy Areas

Recognizing the close connection between school segregation and housing patterns, SDAG members were invited to participate in Where We Live, a collaborative planning process led by the City of New York to better understand how challenges like segregation and discrimination impact New Yorker's everyday lives. Through Where We Live NYC, the City of New York is developing the next chapter of fair housing policies that fight discrimination, break down barriers to opportunity, and build more just and inclusive neighborhoods. As part of this process, SDAG members explored the relationship among resources, neighborhoods and schools as well as between school integration and gentrification.

Community Engagement & Outreach

Over the past year, DOE worked with WXY, an urban planning and design firm with a focus on civic projects in NYC, to host one Town Hall in each of our five boroughs and a youth symposium. The goal of these sessions was to create a forum for community members to share their perspectives on issues related to school diversity to inform eventual recommendations. Over 800 people attended the Town Halls. Comments and feedback were also submitted to an email inbox.

Each Town Hall was hosted in a local public school and drew participants from all over the respective borough. Attendees included students, parents, teachers, school leadership and staff, members of the SDAG and local elected representatives. Translators were provided in the most commonly spoken languages in each borough.

To gather input from participants on issues of school diversity, integration and equity, facilitators led small group discussions. Each event was staffed by volunteers from the DOE. Volunteers were trained through a facilitator guide developed to help volunteers understand their roles, provide background on the goals of the Town Halls, establish expectations and community agreements, and familiarize facilitators with the discussion questions. Throughout the process, the content was revised to reflect participant and Advisory Group feedback.

The most common responses when participants were asked "What do you think of when you hear school diversity and integration?" - can be found on the following pages. The ideal school environment was most commonly defined as equally resourced schools, consistent parent and student engagement, and supportive academic environments. Participants recommended the DOE move forward by implementing a culturally responsive curriculum and cultural competency training for teachers and staff.



Bronx School Diversity Town Hall.



Bronx School Diversity Town Hall.



Queens School Diversity Town Hall.



Brooklyn School Diversity Town Hall.

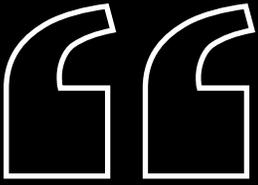
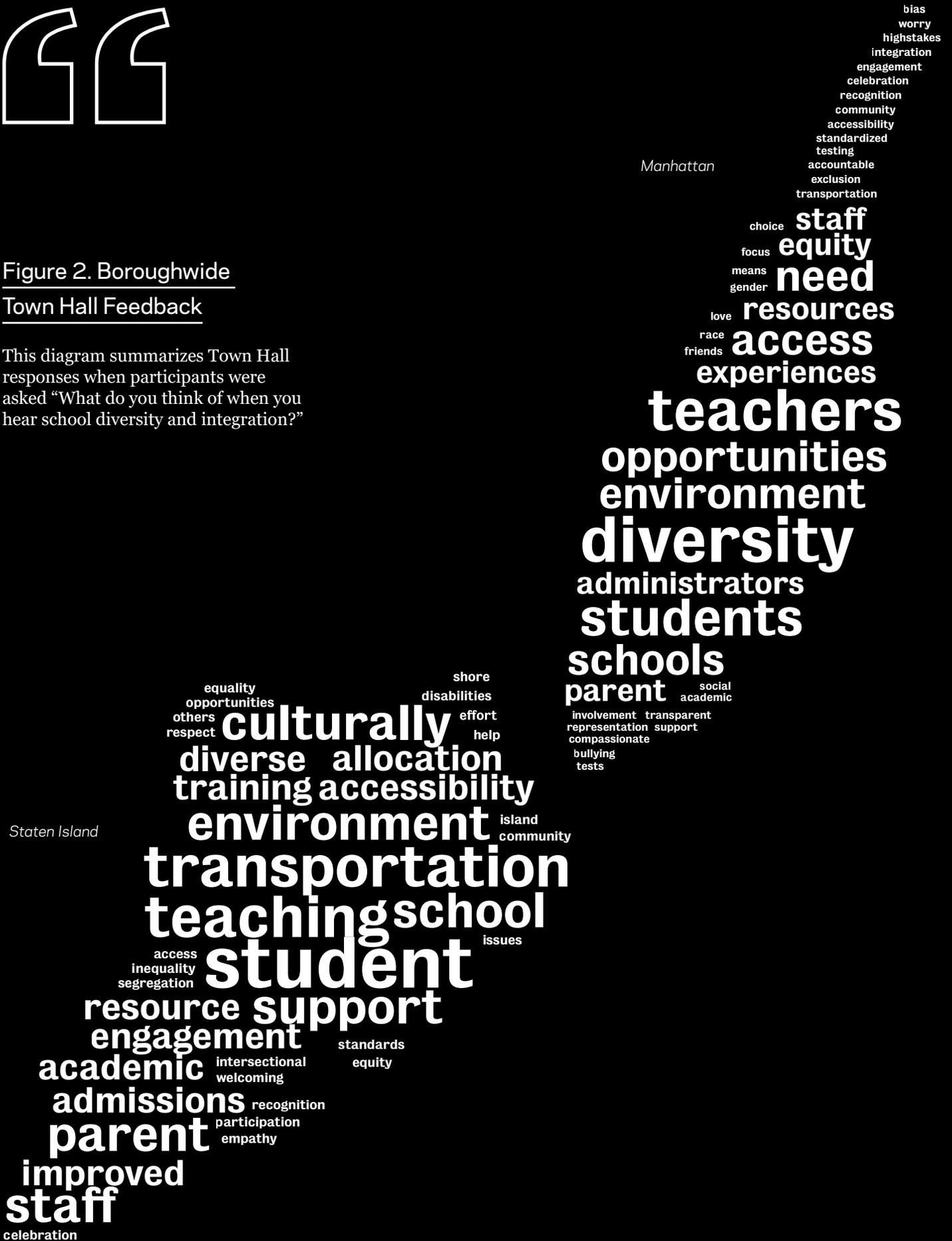


Figure 2. Boroughwide
Town Hall Feedback

This diagram summarizes Town Hall responses when participants were asked “What do you think of when you hear school diversity and integration?”



student voice
parent giving intersectional
gender **resources**
integration **culture** perspectives
inclusive religion identities
education difference equality
Bronx language staff
diverse programming travel
culturally responsive
environments welcome
neighborhood **admissions** accessibility
engagement opportunities
transportation

styles **equal**
scary

Queens

celebration
inclusive awareness
parent identities
guidance **engagement**
transparency **resources**
support staff **environments**
student **admissions**
academic **schools**
segregation collaborative
diverse **culturally**
curriculum **responsive**
transportation
education

Brooklyn

gender
religion
teachers
inclusive
accessibility

national
identities
sexual
orientation
resource
allocation
diversity
admissions
parent cultural
Support
staff
excellence
responsive
recognition **environment**
engagement
transportation
diverse empathy equity
academic exposure
transparency

excellence
responsive
recognition

management
teacher
training
accessibility
intersectional
administration
counselors

screening
exposure

equality

zoning

effort

social
equity



2

**How did we
get here?**

Rising to the challenge of addressing our segregated schools and developing a more culturally responsive curriculum requires a reflection on history that interweaves strands of both our national politics and our unique New York City past.

We want to begin by acknowledging that our city was built on the foundation of European colonialism and the displacement of our region’s native peoples. It is instructive to consider how our school district has been shaped by the city’s enduring legacy of colonialism, battles over religion, assimilation of multilingual immigrants, race-based redlining of neighborhoods, civil rights-era tensions over school control and more recent admissions policies around school choice.

The resulting policies and pedagogies have influenced where schoolchildren live and where they go to school, what they learn and who is teaching them – and in turn, these influences are part of a feedback loop that reinforces what our neighborhoods look like and what kind of city New York is. While it is difficult to create a brief summary of our district of 1.1 million school children, this framing can be divided into five major periods.

The Emergence of Neighborhood Schools in the 19th Century

As described in Figure 2, the racial diversity of today’s New York City did not start to develop until after the Second World War. But the inception of New York City’s public schools, and its initial structure and curriculum, was shaped by issues around religious and cultural tolerance. New York City’s first major organization for state-funded education began as the Free School Society, established in 1805. But the Catholic Church attacked the Free School Society and its successor, the Public School Society, for being unelected and anti-Catholic.²³

The debate became increasingly bitter through the mid-19th century as Irish immigration peaked and as Catholic leadership discouraged participation in the Public School Society. John Spencer, appointed by the New York State governor to respond to the growing crisis, “contended that the school should be whatever the community around it wanted it to be.”²⁴ The extension of this proposition, formalized by a new bill in 1842, was that each ward should control its own school, elect its own trustees and handle its own funds.²⁵ In 1853, the Public School Society quietly disbanded, and its schools were absorbed into a ward system where a school’s demographic composition was frequently tied to the cultural identity of its neighborhood.

Mass Immigration: Schools for Assimilation at the Turn of the 20th Century

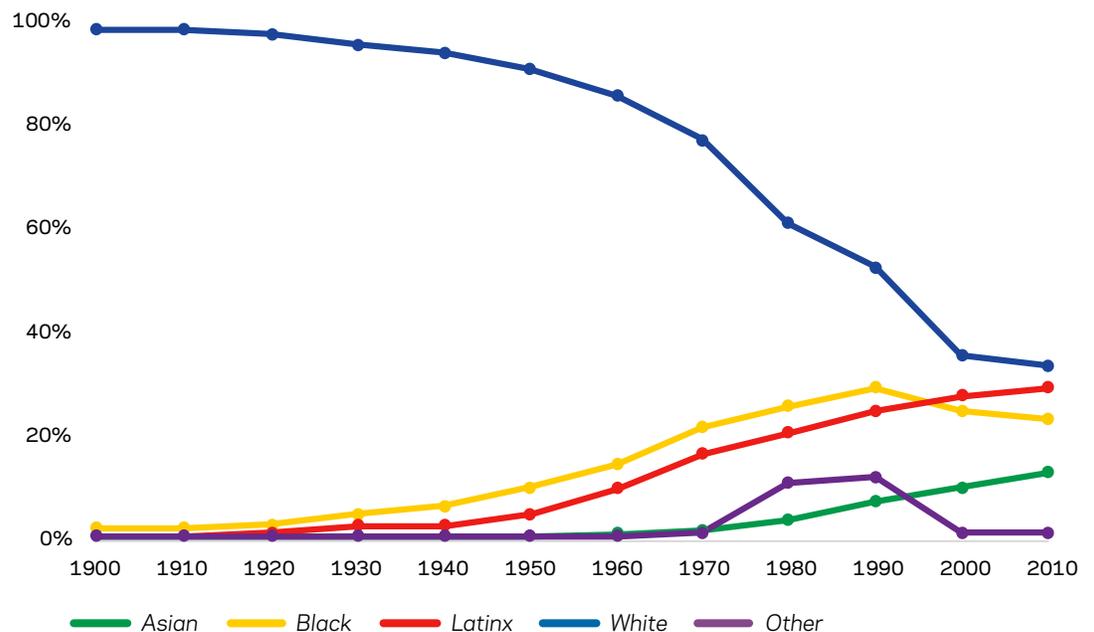
While the Irish immigration in the middle of the 19th century changed the composition of New York City, it was small when compared to the influx of people at the turn of the 20th century. Millions of immigrants from eastern and southern Europe, with a diversity of languages and political ideas, sparked fears exemplified by Woodrow Wilson’s racist belief that “hyphenated Americans have poured the poison of disloyalty into the very arteries of our national life. Such creatures of passion, disloyalty and anarchy must be crushed out.”²⁶ As a result, curricular changes were made to teach the English language, develop vocational skills and establish common values. Today’s aspirations for culturally responsive education stand in contrast to the efforts at assimilation emphasized in these early 20th century schools.

Segregation By Government Action: Redlining, Restrictive Covenants, and Public Housing

Shortly after the Depression, the National Housing Act of 1934 created the practice of “redlining,” which graded areas ranging from desirable to high risk in order to establish where insured mortgage loans could occur. The

Figure 3: NYC Racial Demographics Over Time

New York City’s racial demographics have shifted significantly over the last century. At the turn of the 20th Century New York City was 98% White, 1.8% Black, and 0.2% Asian. Since then, New York City has become increasingly diverse. In 2010, New York City was 12.6 Asian, 22.8% Black, 28.6% Latinx, 33% White, and 2% Multi-racial.



Source: NYC DCP & US Census Bureau

determination of “high risk” areas was made on the basis of race, resulting in black people being unable to get loans in “desirable” neighborhoods and being forced to live in segregated areas where landlords had little incentive to improve their properties.

At the same time two key factors were driving massive demographic changes in NYC: (1) The largest population of Black sharecroppers moving from the South to the North in the first half of the 20th Century’s Great Migration came to New York.²⁷ (2) The new immigration law of 1965 allowed millions of Central American immigrants to move to New York. These newly resettled New Yorkers were steered into largely segregated neighborhoods in places like Harlem, Brownsville and Bedford-Stuyvesant as the white working class was offered federal subsidies to leave these same neighborhoods and move to the suburbs.²⁸²⁹ Actions by the New York City Public School system exacerbated the housing segregation as school zones were adjusted to keep black children out of nearby predominantly white schools, and “feeder” patterns from elementary to middle schools helped to maintain segregated middle schools. The neighborhood schooling concept that had emerged a hundred years earlier increasingly became the target of school integration advocates.

Post-Civil Rights Era Immigration over the Last 40 Years

Latinx and Asian immigration soared from the 1980s onward, with percentages of Latinx and Asian students rising to approximately 40% and 15% respectively of all Department of Education students today. These growing and newer groups attend the Department of Education schools at a higher rate than both white and black students, who are more likely to attend private, Catholic or charter schools.

The “Choice” Paradigm: Re-segregation in the Early 21st Century

In an effort to draw white students back into the New York City public schools, prior mayoral administrations implemented Gifted & Talented programs and used screens and choice-based policies rather than feeder patterns. The effort increased segregation because it didn’t build in fairness guidelines to ensure that choice would promote integration. Research strongly demonstrates that when school choice policies are implemented to foster more competition without any guidelines for integration, they will promote more racial, ethnic and socio-economic segregation. School choice policies are a means to an end – they have been used in the past to promote integration at the “end.” When they are only used to promote competition and privatization, they usually benefit investors more than children.³⁰³¹³²

What has changed within the DOE since the diversity plan was released

In its June 2017 Diversity Plan, the DOE made several commitments - particularly around changes to citywide admissions policies. In the time since, the DOE has acted to implement these new policies.

The SDAG is independent of the NYC DOE, and as a body, believes that the City has significant work still to do to create real equity and integration in the school system. To make recommendations about how the City can continue to move forward, the SDAG needs to be grounded in an understanding of how the DOE has continued to evolve since the 2017 report.

Citywide policy changes

In 2017, the DOE committed to eliminate “limited unscreened,” the high school admissions method that prioritized students who attended a school tour, open house, or demonstrated interest in another way. This was a barrier for families with less time and fewer resources to dedicate to the admissions process. On average, families were spending 25-72 hours navigating the process.

As of fall 2018, all 245 high school programs that formerly used limited unscreened replaced their admissions method. The majority of these schools transitioned to “Educational Option,” an admissions method which fosters academic diversity.

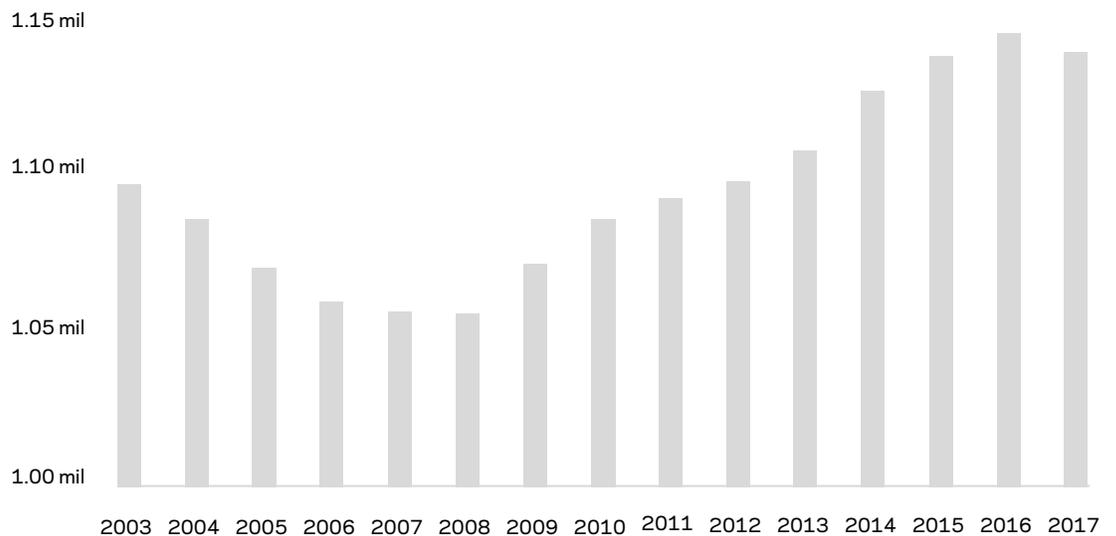
The DOE committed to develop strategies to increase access to screened schools for all students, especially high needs students. This is an area where the SDAG believes much more work needs to be done, as will be detailed in later sections of this report. However, the DOE implemented several changes as outlined in the June 2017 report.

The DOE eliminated revealed middle school ranking. In fall 2018, the last three districts, District 1, 2, and 3, moved to “blind” ranking, so all 32 districts now have blind ranking for middle school. This may create a more equitable process for families, and limits the ways in which some may try to game the system to their advantage. However, it is too early to determine whether blind ranking alone, without changing the admissions method, will lead to any meaningful change.

The DOE also eliminated school-based middle school admissions. Over 30 middle schools that previously used school-based admissions have now joined the centralized process. Families will now use one middle school application to apply to all DOE middle schools and all rising 5th grade students will receive one offer. This increases access for families, who might previously have

Figure 4: Historical Enrollment Data

New York City's public school population has increased steadily over the last ten years. However, from 2016 to 2017, the public school population decreased by 5,500 students, from 1.140 million students to 1.135 million students.



Source: NYC DOE, SY 17/18

been unable to navigate multiple processes, and creates greater transparency regarding who is selected and admitted.

The DOE has taken steps to streamline the admissions processes and to deliver information to families in increasingly more accessible ways. This includes:

- the launch of an online, mobile-friendly tool for middle and high school admissions, and the first-ever online application for middle and high school admissions;
- expanded parent online resources, including maps and search abilities, for all admissions processes;
- streamlined school tours, open houses, and registration for school-based assessment and auditions; virtual tours;
- and a pilot arts consortium, where families can learn about arts high school programs across the Bronx and in Manhattan's District 2 at one event. The Arts Consortium is working toward the goal of common auditions across programs.

However, the SDAG is aware that the streamlining of processes requires a greater level of understanding of the cultures and realities of our most vulnerable families. Any new measure must be accompanied by extra supports for those families who may not benefit from them.

The DOE has continued to make changes to expand access for the families of the thousands of children living in temporary housing. For families in shelter, major transition milestones can be a challenge. Over 1,000 families were invited to attend shelter-based events during the 2017-18 school year, and families were able to submit 3-K, pre-K, Kindergarten, and G&T applications through shelter-based DOE Liaisons. Over 7,000 families were invited to attend fairs and info sessions and offered resources to get there. As a result, the percentage of eligible families in shelter participating in the Pre-K application process increased from 38% in 2016 to 48% in 2018 and the percentage participating in the Kindergarten process increased from 36% in 2016 to 52% in 2018.

The DOE has taken some steps to increase access for students with disabilities. In December 2018, the Chancellor announced a new policy to give students with accessibility needs priority for accessible schools. Until all New York City school buildings are fully accessible, this is a necessary step to increase equity.

Investing to make schools more welcoming and supportive of all students

The DOE has continued to invest in and to grow initiatives focused on welcoming school climate. In May 2018, the DOE committed to training all 140,000 staff in implicit bias. Inherent in this training is a focus on culturally responsive practices as an approach to promoting greater systemic equity. The DOE has also provided additional social emotional supports in schools through increasing the number of social workers in schools, targeting low-income students through the Single Shepherd program and students in temporary housing through the Bridging the Gap initiative.

The Community School model of providing a Community Based Organization (CBO) as a partner in schools has expanded under the de Blasio administration. Built on the understanding that educating a child to be successful requires a holistic approach, these CBO partners provide academic supports, school-based health services, family engagement opportunities, and social emotional supports to students. The Community School program has grown from 45 schools in 2014 to over 245 schools today. (Several SDAG members work for organizations that are Community School partners.) These initiatives and many more mark the administration's commitment to fostering welcoming and supportive environments in all schools.

The DOE recently aligned many of the programs focused on providing a welcoming and supportive environment under the new Division of School Climate and Wellness, bringing together the Office of Safety and Youth Development, School Counseling Support Programs, Equity and Access, Community Schools, School Health, School Wellness, and the Public School Athletic League (PSAL).

Supporting grassroots change

The Diversity in Admissions pilot allows schools to create admissions targets for specific groups of students, including students eligible for free or reduced-price lunch (FRL), Multilingual Learners (MLL), and Students in Temporary Housing (STH). The U.S. Supreme Court has placed limitations on the ability of school districts to use the race of individual students as a sole indicator in student assignment plans. It is legal to use race along with other indicators of disadvantage, although no plan or policy in New York City does this.

In 2015, the Diversity in Admissions pilot launched with six elementary schools. Today, 87 schools are a part of the pilot. This includes all elementary schools in District 1 and middle schools in District 3. There are also now five NYC Early Education Centers (NYCEECs) participating.

Change has also been happening at the district level. In 2017, DOE worked with local stakeholders to create the first [district-wide diversity in admissions proposal](#) in District 1. District 1 covers the Lower East Side and East Village, and does not have zoned elementary schools – meaning all families can attend any of the 16 elementary schools. The district is incredibly diverse, and yet some schools remain racially and socioeconomically segregated.

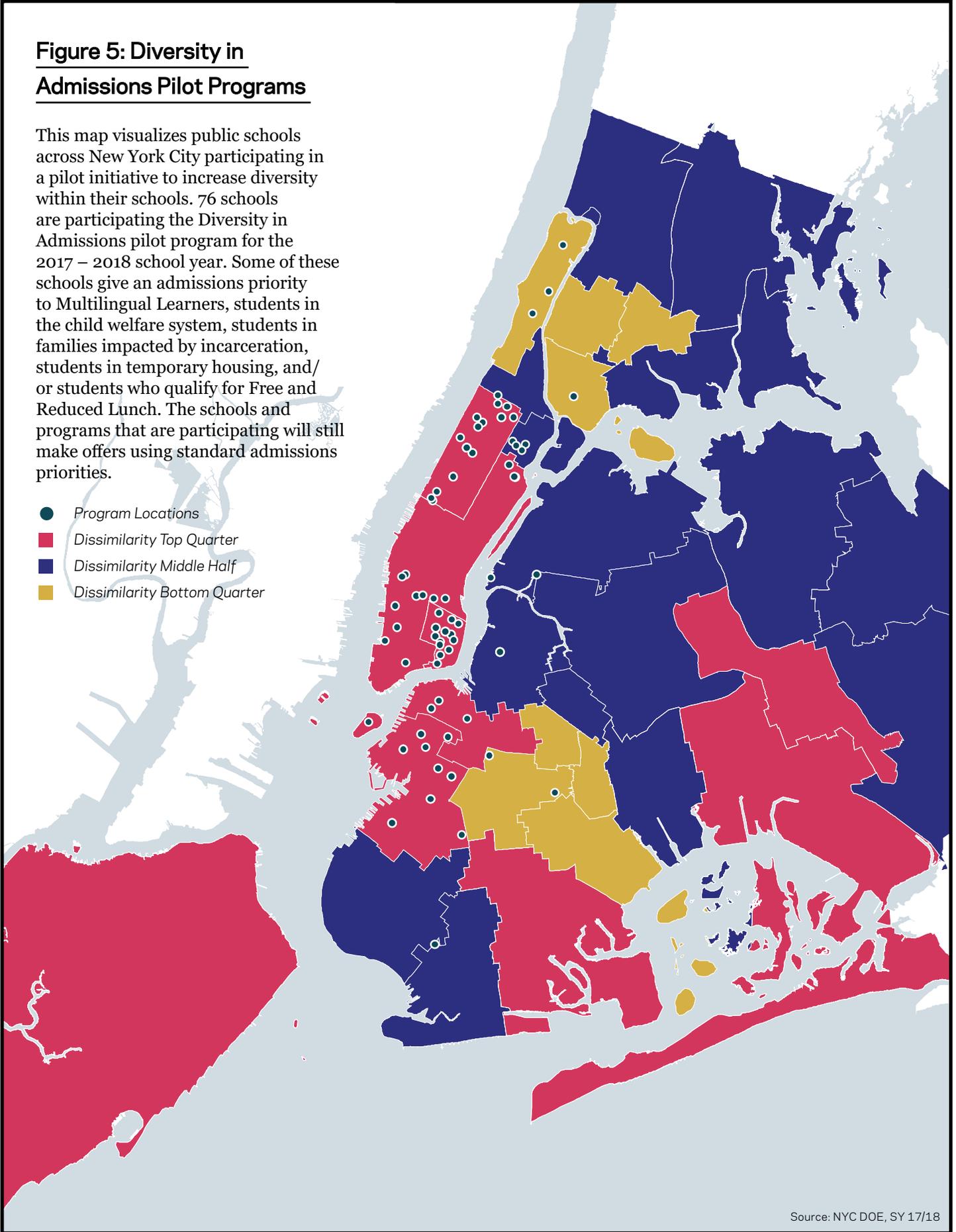
The community led a dedicated effort to address this problem. The district had been awarded a grant in 2015 from New York State to create socioeconomic integration. After years of work, parent leaders and school principals, with support from the DOE, developed a plan to tweak the admissions priority structure at each elementary school for Pre-K and Kindergarten to try to move each school to better represent the district. For the students admitted for the fall of 2018, 67% of seats at every elementary school were prioritized for FRL, STH and MLLs – matching the district average. We saw encouraging signs in year 1 – most schools moved closer to the average. Almost as important as the admissions changes was the creation of the Family Resource Center, a physical center for families to seek admissions support within the district. If we want families to consider schools they may not have explored before, we need to support them.

District 3, also led by parents and principals, implemented a [middle school diversity in admissions program](#), which went into effect for families applying this fall to start 6th grade in 2019. District 3 includes the west side of Manhattan, from 59th to 125th Street. Currently, most of the middle schools in District 3 screen their applicants on the basis of academic performance. Under this plan, each middle school will prioritize 25% of seats for lower-performing students, which will lead to more academically diverse schools and classrooms.

Figure 5: Diversity in Admissions Pilot Programs

This map visualizes public schools across New York City participating in a pilot initiative to increase diversity within their schools. 76 schools are participating the Diversity in Admissions pilot program for the 2017 – 2018 school year. Some of these schools give an admissions priority to Multilingual Learners, students in the child welfare system, students in families impacted by incarceration, students in temporary housing, and/or students who qualify for Free and Reduced Lunch. The schools and programs that are participating will still make offers using standard admissions priorities.

- Program Locations
- Dissimilarity Top Quarter
- Dissimilarity Middle Half
- Dissimilarity Bottom Quarter



Source: NYC DOE, SY 17/18

In District 15, the community went through a year-long process, led by a working group of stakeholders representing the district, to examine middle school diversity. District 15 includes a diverse set of Brooklyn neighborhoods, including Cobble Hill, Carroll Gardens, Park Slope, Sunset Park, and Red Hook. Over a year, the working group convened public meetings to solicit feedback about how to increase diversity in middle schools. The meetings were well attended, and the group worked to make sure traditionally underrepresented neighborhoods showed up in large numbers.

As in District 1, this work was not new – parents, advocates, and elected officials – had been organizing for years. And so in summer 2018, the working group presented recommendations to the DOE on how to change middle school admissions in District 15 and how to make the schools more inclusive. This included a recommendation that the DOE eliminate all admissions screens from the middle school process in district 15, and to instead use lottery-based admissions at all District 15 schools with a priority for FRL, ELL, and STH students that matches the district average. As families applied for middle school during the fall of 2018, the DOE organized a campaign to ensure every family receives a direct phone call with an offer of support.

You can read more about this process at www.d15diversityplan.com.

While these three communities were the first to propose new admissions policies, other districts are working at a grassroots level to push for change too. [Fourteen](#) districts have been awarded planning grants through the New York State Socioeconomic Integration Pilot and many will apply for implementation funds. This fall, while announcing the adoption of the District 15 recommendations, the City announced that a total of two million dollars in grant funding would be made available for up to 10 districts to engage in a similar type of planning work.

Index of Dissimilarity:

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

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

3

**What do
things look
like today?**

Demographic Overview

The New York City Department of Education is the largest school district in the United States. The school district serves 1,135,334 students in over 1,840 schools (as of September 2018), including 235 public charter schools.

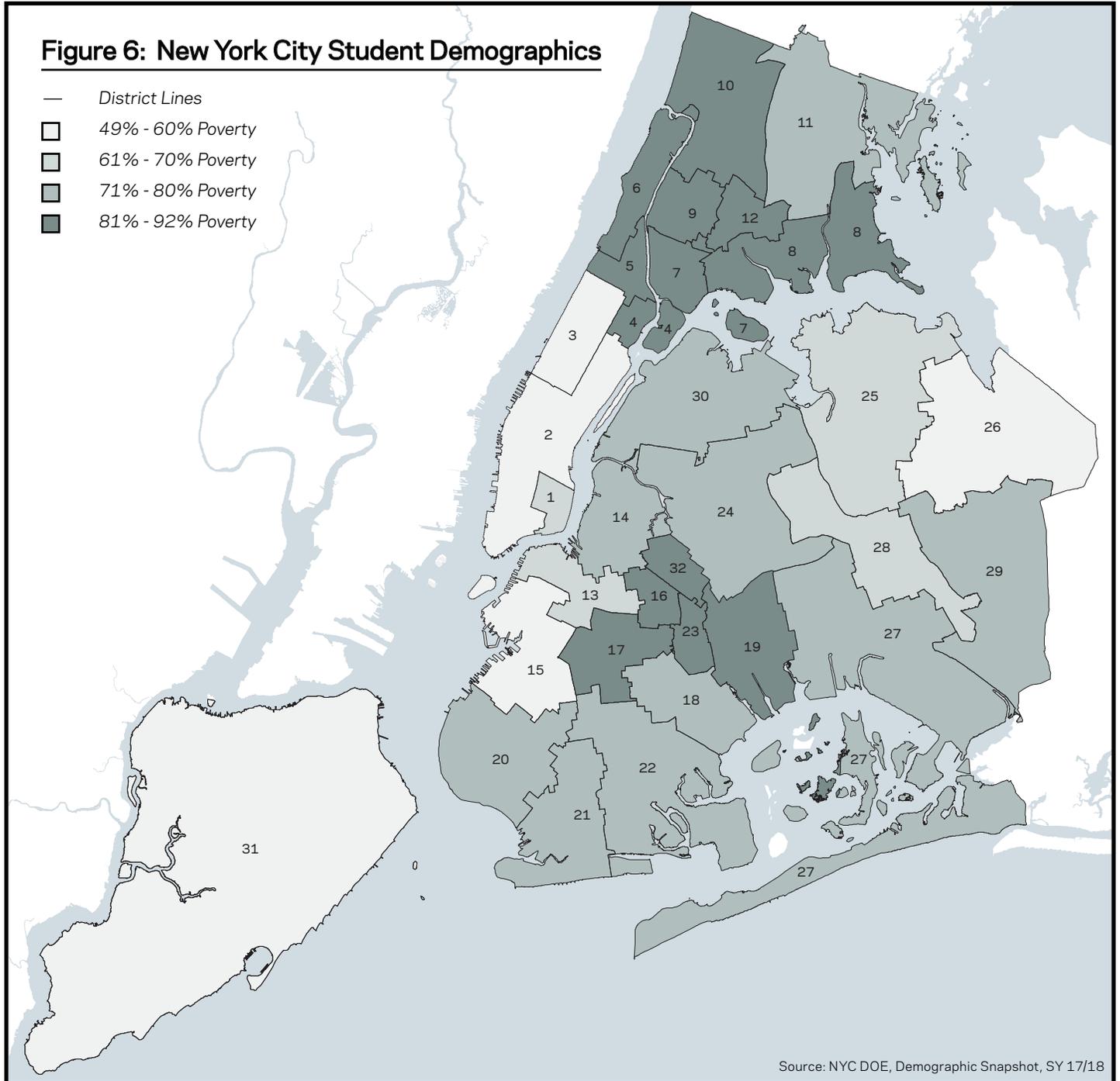
16.1% of public school students are Asian, 26% are Black, 40.5% are Latinx and 15% are White. 74% are economically disadvantaged or qualify for free or reduced-price lunch. 19.7% of public school students are students with disabilities and 13.5% are Multilingual Learners.

The following pages visualize student demographics for New York City and by each individual borough including: poverty by district and borough, race, Multilingual Learners, and students with disabilities. A table and visualization of racial demographics by district is also provided. Additional demographic information on teachers, principals, and suspensions is provided in the Appendix and referenced in later sections of the report.

New York City

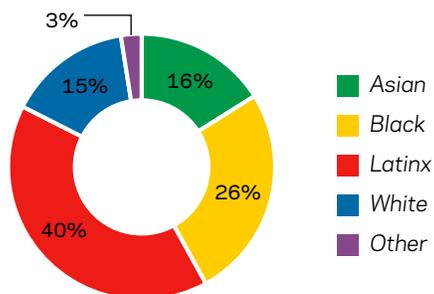
Figure 6: New York City Student Demographics

- District Lines
- 49% - 60% Poverty
- 61% - 70% Poverty
- 71% - 80% Poverty
- 81% - 92% Poverty

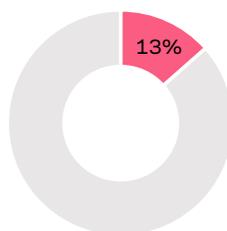


Source: NYC DOE, Demographic Snapshot, SY 17/18

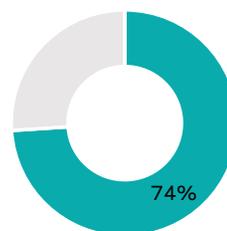
Race



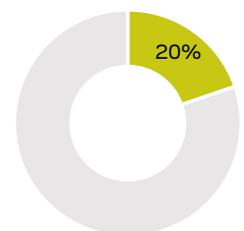
Multilingual Learners



Poverty



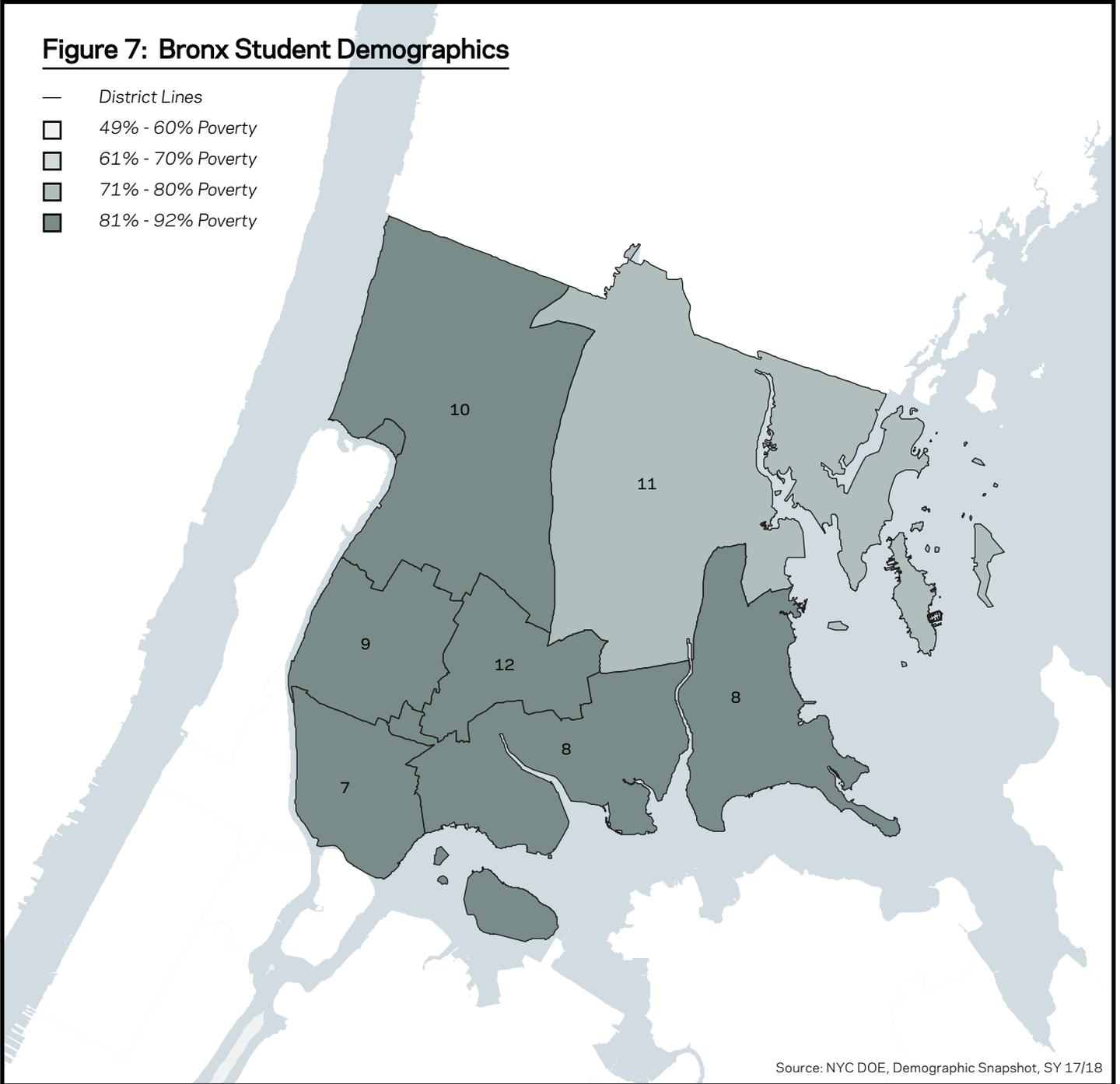
Students with Disabilities



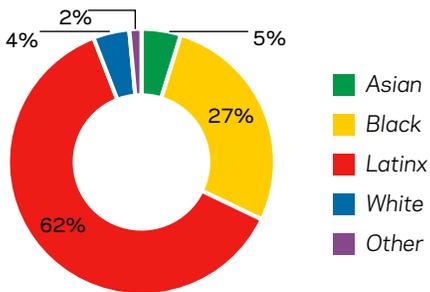
Bronx

Figure 7: Bronx Student Demographics

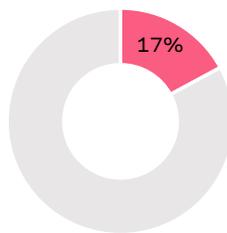
- District Lines
- 49% - 60% Poverty
- 61% - 70% Poverty
- 71% - 80% Poverty
- 81% - 92% Poverty



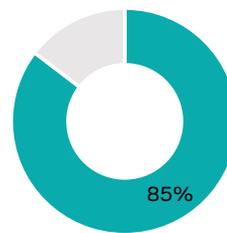
Race



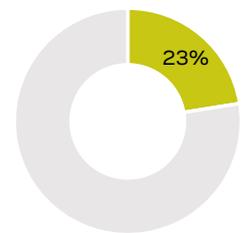
Multilingual Learners



Poverty



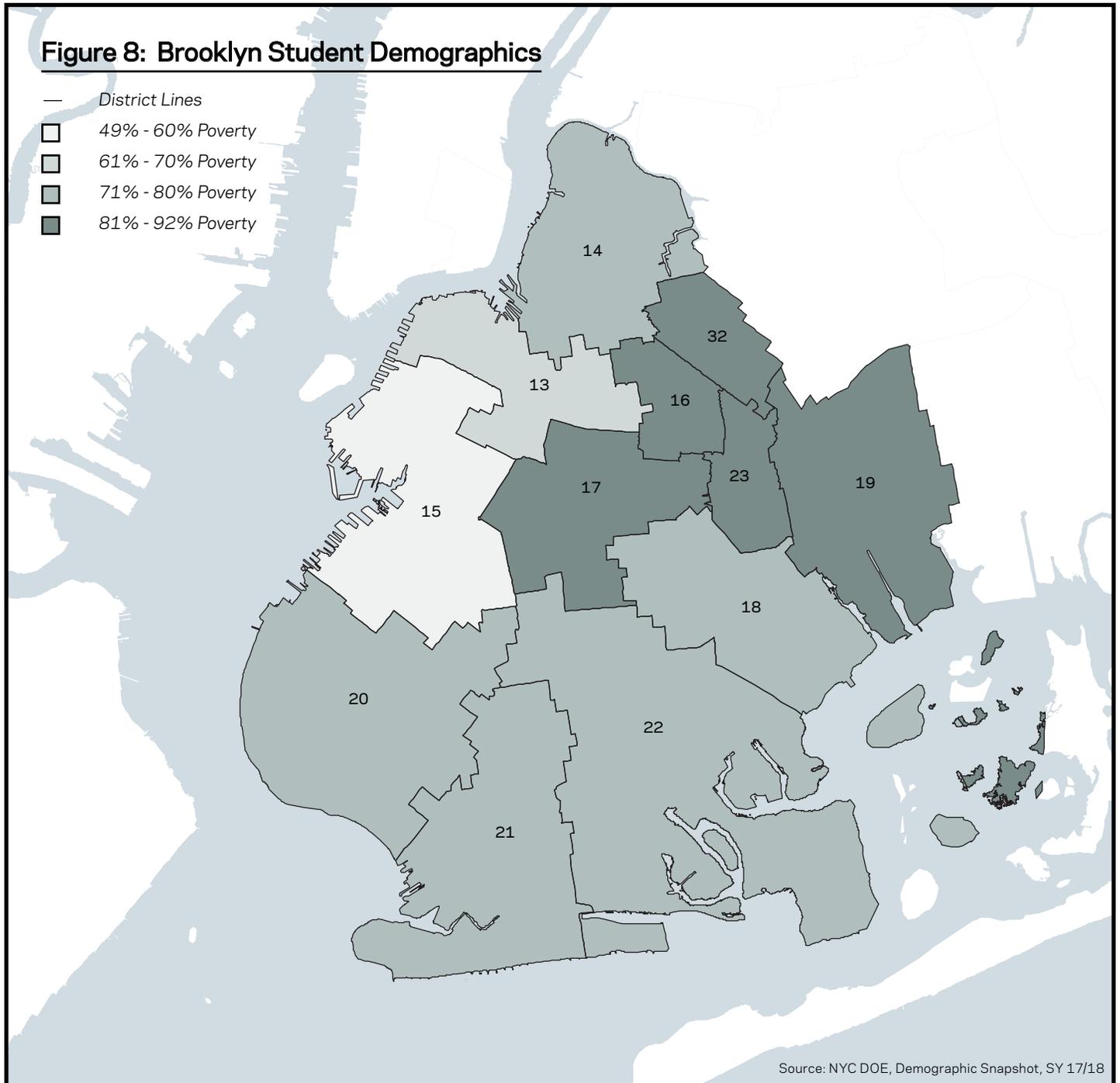
Students with Disabilities



Brooklyn

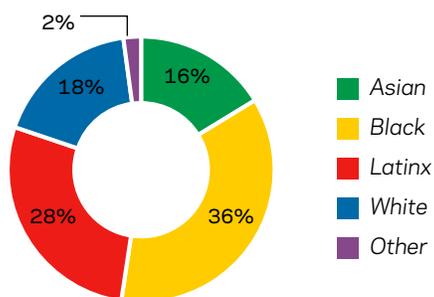
Figure 8: Brooklyn Student Demographics

- District Lines
- 49% - 60% Poverty
- 61% - 70% Poverty
- 71% - 80% Poverty
- 81% - 92% Poverty

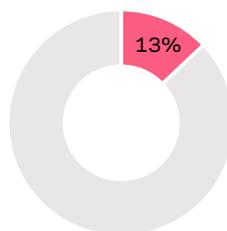


Source: NYC DOE, Demographic Snapshot, SY 17/18

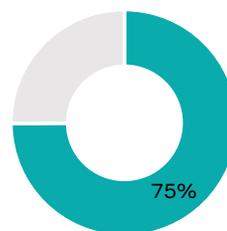
Race



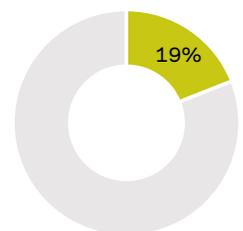
Multilingual Learners



Poverty



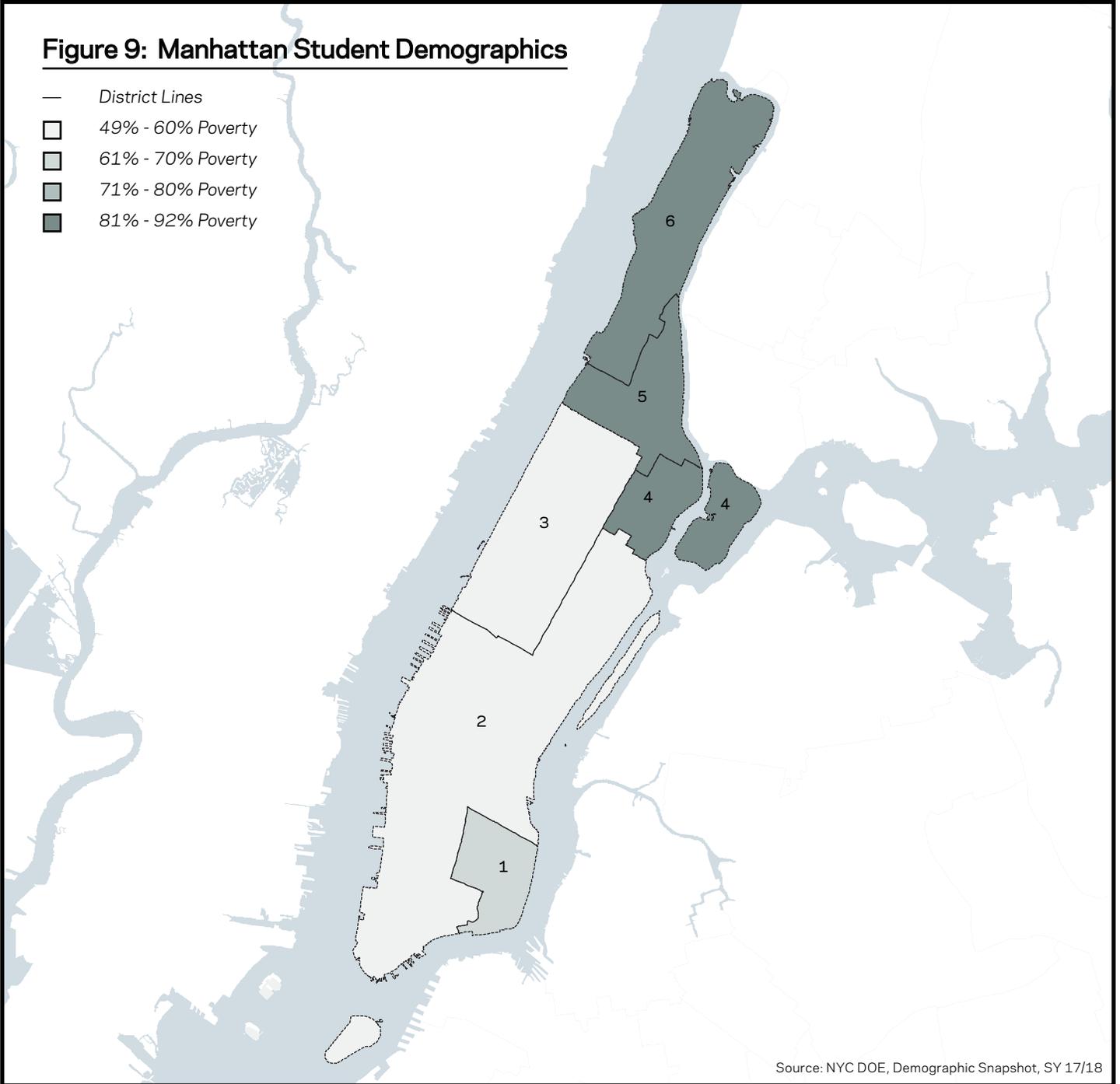
Students with Disabilities



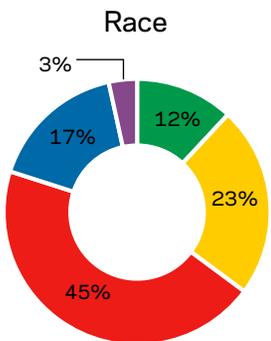
Manhattan

Figure 9: Manhattan Student Demographics

- District Lines
- 49% - 60% Poverty
- 61% - 70% Poverty
- 71% - 80% Poverty
- 81% - 92% Poverty

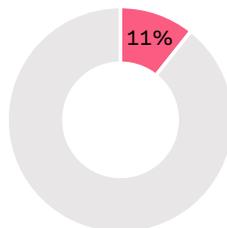


Source: NYC DOE, Demographic Snapshot, SY 17/18

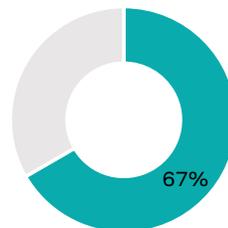


- Asian
- Black
- Latinx
- White
- Other

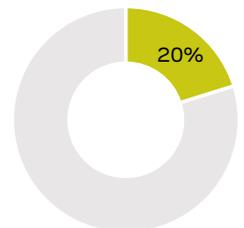
Multilingual Learners



Poverty



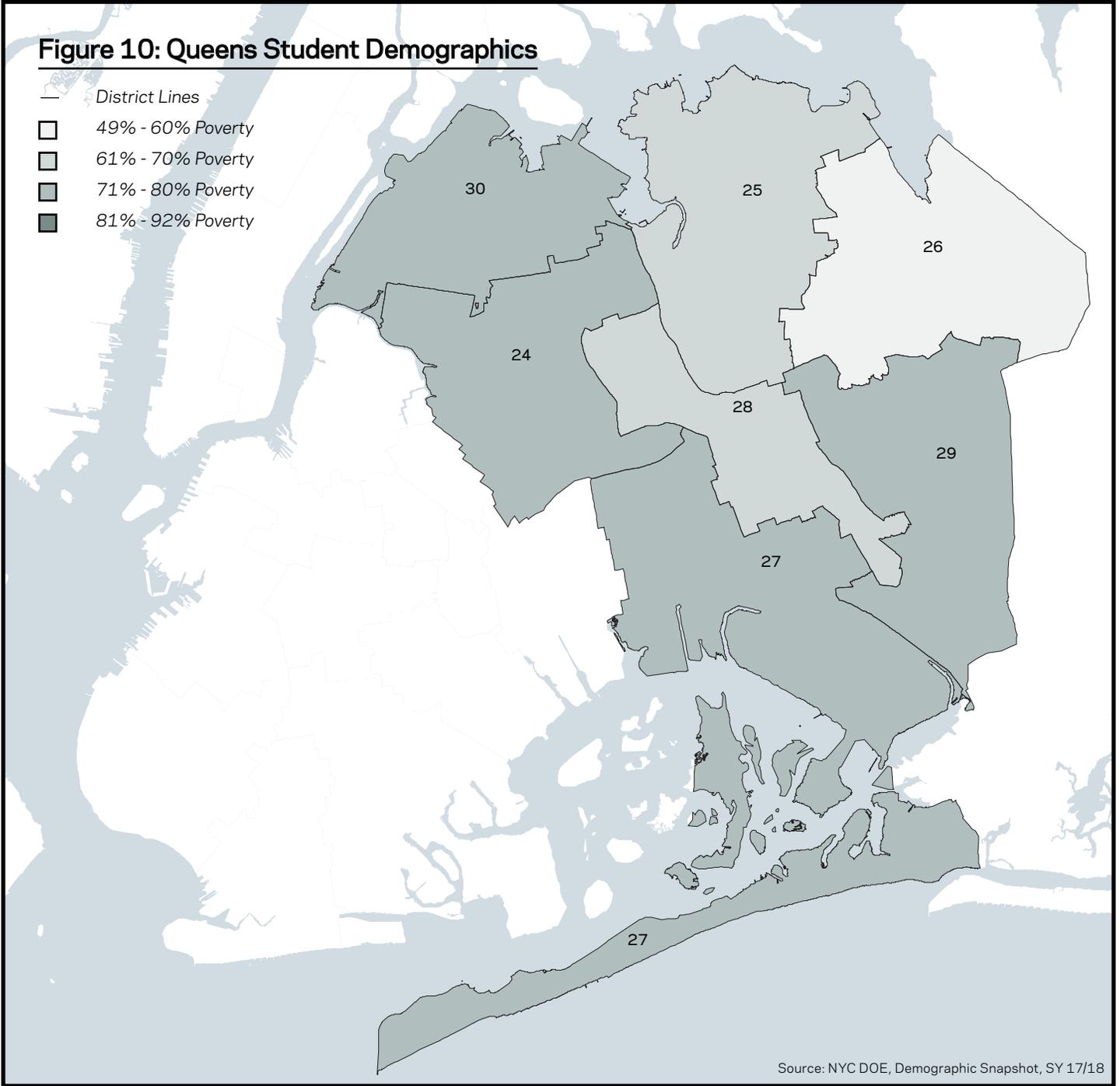
Students with Disabilities



Queens

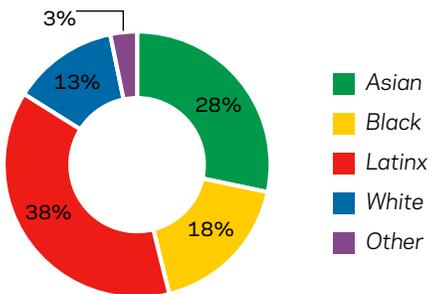
Figure 10: Queens Student Demographics

- District Lines
- 49% - 60% Poverty
- 61% - 70% Poverty
- 71% - 80% Poverty
- 81% - 92% Poverty

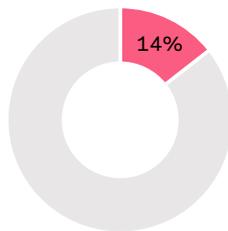


Source: NYC DOE, Demographic Snapshot, SY 17/18

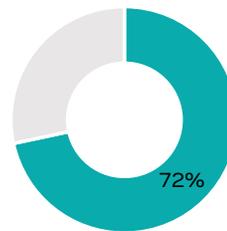
Race



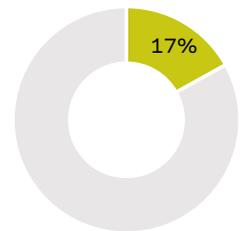
Multilingual Learners



Poverty

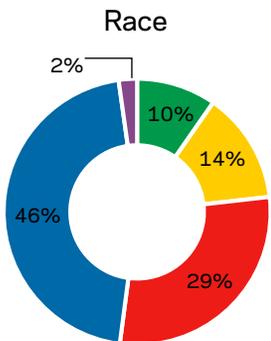
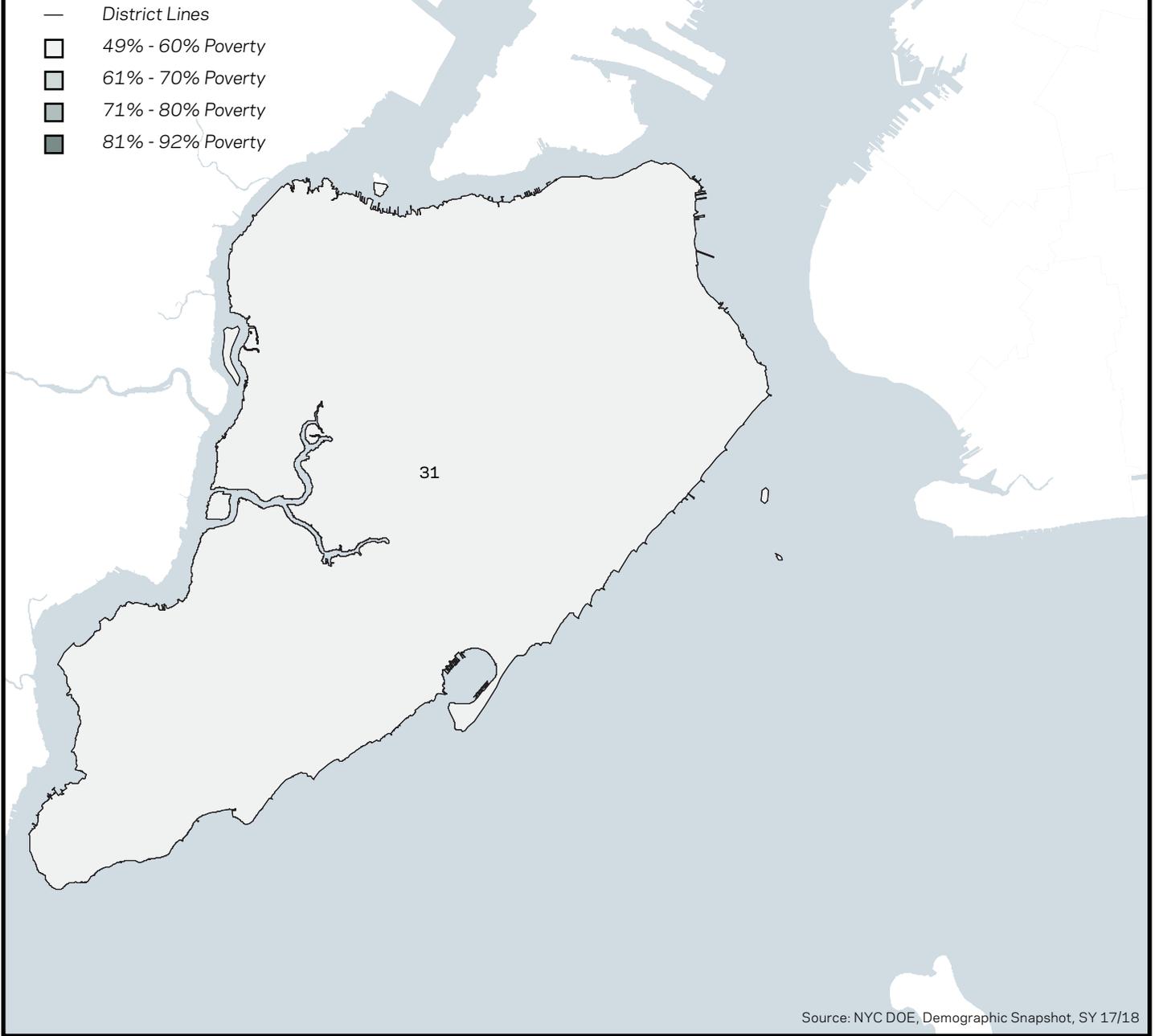


Students with Disabilities



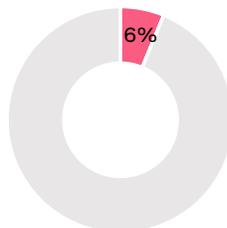
Staten Island

Figure 11: Staten Island Student Demographics

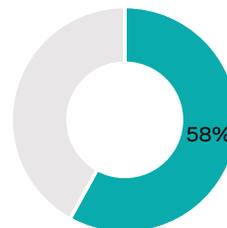


- Asian
- Black
- Latinx
- White
- Other

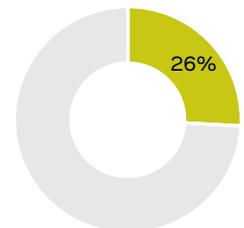
Multilingual Learners



Poverty



Students with Disabilities



Student Demographics

Table 2: Student Demographics (Bottom)

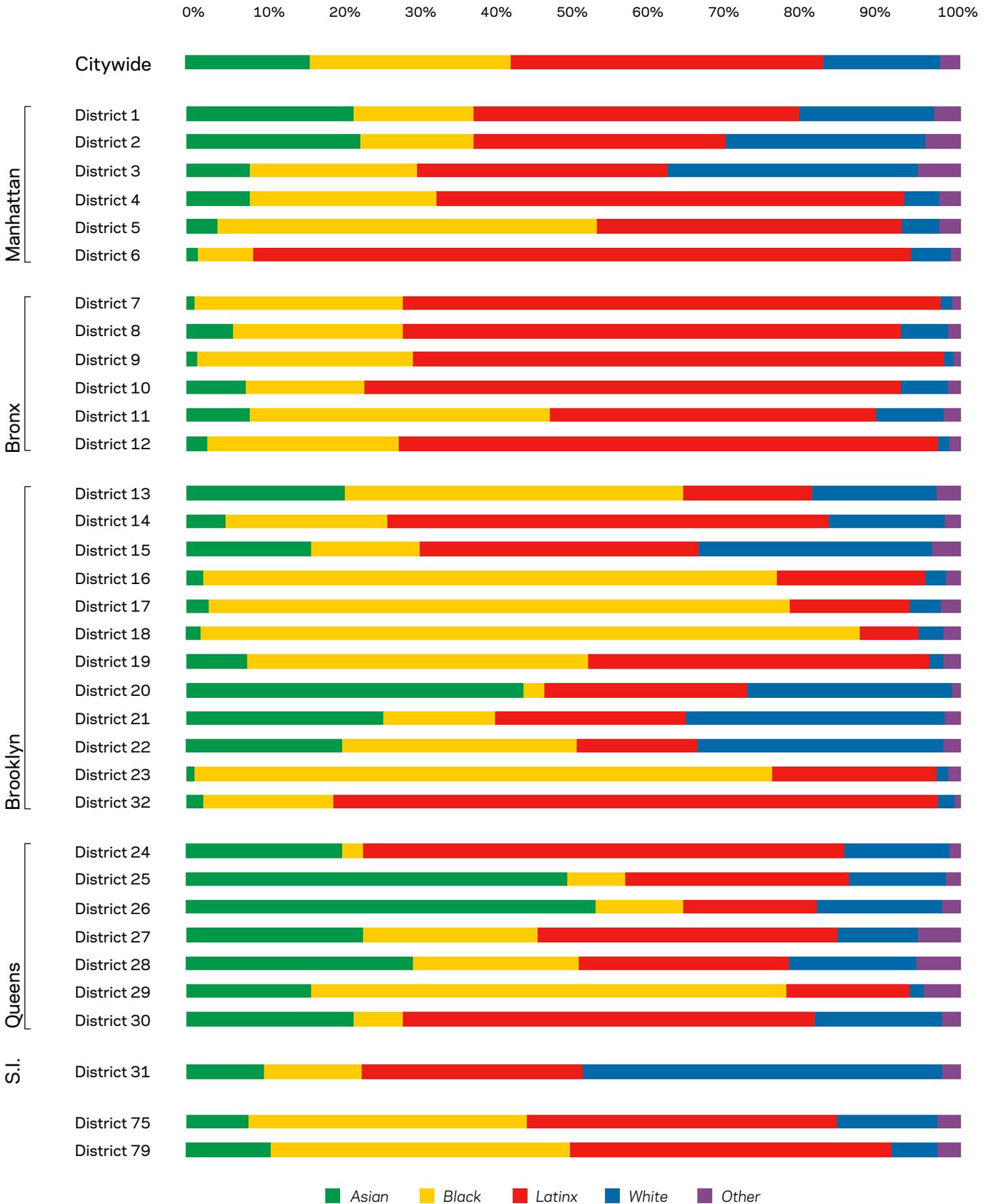
Figure 12: Student Race (Left)

Table 2 and Figure 12 outline the racial demographics of New York City’s 32 community school districts.

| | Total Enrolled | Asian | | Black | | Latinx | | White | | Other | |
|-------------|----------------|--------|-----|--------|-----|--------|-----|--------|-----|-------|-----|
| | | (#) | (%) | (#) | (%) | (#) | (%) | (#) | (%) | (#) | (%) |
| District 1 | 11,632 | 2,517 | 22% | 1,800 | 15% | 4,887 | 42% | 2,022 | 17% | 406 | 3% |
| District 2 | 63,497 | 14,213 | 22% | 9,391 | 15% | 20,623 | 32% | 16,360 | 26% | 2,910 | 5% |
| District 3 | 22,667 | 1,875 | 8% | 4,873 | 21% | 7,332 | 32% | 7,349 | 32% | 1,238 | 5% |
| District 4 | 13,230 | 1,078 | 8% | 3,196 | 24% | 7,985 | 60% | 615 | 5% | 356 | 3% |
| District 5 | 11,632 | 458 | 4% | 5,708 | 49% | 4,570 | 39% | 575 | 5% | 321 | 3% |
| District 6 | 22,701 | 319 | 1% | 1,608 | 7% | 19,316 | 85% | 1,200 | 5% | 258 | 1% |
| District 7 | 19,875 | 213 | 1% | 5,336 | 27% | 13,817 | 70% | 295 | 1% | 214 | 1% |
| District 8 | 28,728 | 1,703 | 6% | 6,307 | 22% | 18,504 | 64% | 1,766 | 6% | 448 | 2% |
| District 9 | 35,271 | 525 | 1% | 9,808 | 28% | 24,187 | 69% | 463 | 1% | 288 | 1% |
| District 10 | 56,752 | 4,343 | 8% | 8,772 | 15% | 39,322 | 69% | 3,461 | 6% | 854 | 2% |
| District 11 | 40,504 | 3,289 | 8% | 15,734 | 39% | 17,067 | 42% | 3,582 | 9% | 832 | 2% |
| District 12 | 23,401 | 642 | 3% | 5,760 | 25% | 16,314 | 70% | 341 | 1% | 344 | 1% |
| District 13 | 21,658 | 4,425 | 20% | 9,493 | 44% | 3,582 | 17% | 3,495 | 16% | 663 | 3% |
| District 14 | 18,831 | 949 | 5% | 3,934 | 21% | 10,762 | 57% | 2,819 | 15% | 367 | 2% |
| District 15 | 33,200 | 5,358 | 16% | 4,642 | 14% | 12,004 | 36% | 9,995 | 30% | 1,201 | 4% |
| District 16 | 6,839 | 148 | 2% | 5,068 | 74% | 1,320 | 19% | 178 | 3% | 125 | 2% |
| District 17 | 22,534 | 666 | 3% | 16,882 | 75% | 3,526 | 16% | 917 | 4% | 543 | 2% |
| District 18 | 15,707 | 271 | 2% | 13,406 | 85% | 1,176 | 7% | 531 | 3% | 323 | 2% |
| District 19 | 22,742 | 1,800 | 8% | 10,012 | 44% | 10,011 | 44% | 450 | 2% | 469 | 2% |
| District 20 | 54,156 | 23,563 | 44% | 1,536 | 3% | 14,151 | 26% | 14,301 | 26% | 605 | 1% |
| District 21 | 37,423 | 9,515 | 25% | 5,391 | 14% | 9,270 | 25% | 12,535 | 33% | 712 | 2% |
| District 22 | 35,692 | 7,171 | 20% | 10,851 | 30% | 5,518 | 15% | 11,415 | 32% | 737 | 2% |
| District 23 | 9,539 | 108 | 1% | 7,111 | 75% | 2,032 | 21% | 129 | 1% | 159 | 2% |
| District 24 | 60,732 | 12,254 | 20% | 1,574 | 3% | 37,797 | 62% | 8,295 | 14% | 812 | 1% |
| District 25 | 39,585 | 19,490 | 49% | 2,968 | 7% | 11,434 | 29% | 4,969 | 13% | 724 | 2% |
| District 26 | 32,891 | 17,392 | 53% | 3,706 | 11% | 5,651 | 17% | 5,382 | 16% | 760 | 2% |
| District 27 | 44,879 | 10,230 | 23% | 10,085 | 22% | 17,445 | 39% | 4,689 | 10% | 2,430 | 5% |
| District 28 | 42,671 | 12,503 | 29% | 9,100 | 21% | 11,666 | 27% | 6,972 | 16% | 2,430 | 6% |
| District 29 | 27,663 | 4,446 | 16% | 17,027 | 62% | 4,366 | 16% | 508 | 2% | 1,316 | 5% |
| District 30 | 41,144 | 8,859 | 22% | 2,674 | 6% | 21,888 | 53% | 6,784 | 16% | 939 | 2% |
| District 31 | 62,537 | 6,232 | 10% | 7,975 | 13% | 17,771 | 28% | 29,163 | 47% | 1,396 | 2% |
| District 32 | 11,537 | 248 | 2% | 1,948 | 17% | 9,000 | 78% | 254 | 2% | 87 | 1% |
| District 75 | 24,864 | 1,971 | 8% | 9,014 | 36% | 9,953 | 40% | 3,316 | 13% | 610 | 3% |
| District 79 | 5,092 | 562 | 11% | 1,963 | 39% | 2,149 | 42% | 313 | 6% | 105 | 2% |

Source: NYC DOE, Demographic Snapshot, SY 17/18

Student Race



4

**Our recs
for school
diversity and
integration.**

The 5Rs Framework

The Mayor and Chancellor asked two questions of the SDAG: (1) What we thought of the DOE’s 2017 diversity plan; and (2) What we recommend to advance diversity. For the first question, we provide a set of recommendations and plan on providing additional and final recommendations in spring 2019. For the second question we used the framework developed by students of IntegrateNYC, a youth-led organization that stands for integration and equity, called the 5Rs of Real Integration (the 5Rs).

First, we discuss our recommendations on the DOE’s existing diversity plan. Then, within each of the areas of the 5Rs framework, we include our analysis, summarize our discussions, information relevant to our analysis and recommendations. We have identified topic areas central to improving the quality of education for all students to consider in greater depth. We intend to spend more time as a group, and engaging with the broader public, to develop additional recommendations by the end of the school year.

The 5Rs is a collective impact framework to address segregation in public schools. The 5Rs speak to a broad set of questions we need to ask ourselves when we look at whether our schools are diverse, equitable, and integrated. The SDAG has adopted the 5Rs framework to structure this report, in part to honor the dynamic voices of students, and to engage the public in a more complex and comprehensive conversation about desegregation and integration in New York City. For many communities, particularly communities of color, the history of desegregation elicits painful memories of forced busing, disinvestment in schools serving students of color, and initiatives that focused solely on the movement of bodies. We seek to do more.

The 5Rs are:

1. Race & Enrollment - Who is in your school? How are students admitted?
2. Resources - What is in your school?
3. Relationships - How do people in your school relate to one another and their differences? How do students, families, and teachers learn to build across difference?
4. Restorative Justice & Practices - Who is punished in your school and how? What can schools do to create a more positive school climate and culture?
5. Representation - Who teaches and leads in your school?

We made some adjustments to the 5Rs framework for the purposes of this report. In the first category, Race & Enrollment, we took a more expansive look at the relationship between enrollment and many other elements of diversity beyond race. This includes socio-economic status, disability, religion, language, and other forms of vulnerability, including homelessness and immigration status. This is consistent with the way in which IntegrateNYC talks about centering race given our historic understanding of the role of racism, while also considering other factors.

We have also expanded the fourth R to include both Restorative Justice and Practices. Later in this section of the report, we outline why it is critical to look at Restorative Practices alongside Restorative Justice.

Goals, Metrics & Accountability

With the release of its Diversity Plan in June 2017, the DOE set three goals for itself to achieve by the end of the 2021-22 school year. These goals measure the DOE's progress towards increasing diversity and reducing segregation in its approximately 1,800 schools. These goals are:

1. Increase the number of students in a racially representative school by 50,000. A racially representative school is one where Black and Latinx students combined make up at least 50% and less than 90% of the student population.
2. Decrease the number of economically stratified schools by 10% (150 schools). An economically stratified school is one where the school's Economic Need Index is more than 10 percentage points from the citywide average. The Economic Need Index estimates the percentage of students at a school who face economic hardship.

3. Increase the number of inclusive schools that serve English Language Learners (ELLs) and Students with Disabilities (SWDs). An inclusive school is one that effectively serves a representative number of ELLs and SWDs. Elementary and middle schools are expected to serve percentages of ELLs and SWDs equivalent to their district's percentage. High schools are expected to serve percentages equivalent to their borough's percentage.

We know that these are sincere goals to make our schools more diverse. We believe that the DOE can do more faster and we also believe DOE needs long-term goals. We share our recommendations on the current diversity plan and provide short-term (2-3 years), medium-term (3-5 years) and long-term (5-10 years) goals after sharing our general recommendations to improve the current plan. We acknowledge, however, that these goals center primarily on issues related to enrollment. The Advisory Group aims to consider integration more holistically, by considering areas of education that go beyond enrollment. Our final report may recommend goals on other topics as well.

We recommend DOE be more ambitious and more realistic. This means, in the short-term, setting racial and socio-economic diversity goals by considering local opportunities, in the medium-term looking at borough averages, and in the long-term looking at the city as a whole.

What changes do we recommend?

DOE's goals should be more ambitious

For example, research has often defined a school as racially segregated if 90% of the student are of the same race.³³ Under the DOE's current goals, a school that is 82% Black could be considered "racially representative." We recommend, in the medium-term, that the DOE set the current goal by borough and make the goal that school demographics reflect the average of borough demographics of school aged children. These goals cannot be stagnant; they should be tied to and reflective of annual demographic changes in each borough. In addition, researchers have found that the City's changing demographics suggest that the goal of 50,000 students (which represents less than 5% of the NYC public school system) over five years may happen naturally, without any action by the DOE at all.³⁴

In the short-term, goals should be determined at a community level

We live in a segregated city. We heard the same message in all the town halls we held across all five boroughs: Most neighborhoods in our city look very different from the city overall. In the South Bronx, for example, students and parents all said that they are mostly Black and Latinx and that there is deep diversity within Black and Latinx communities. Families asked for equity

and resources and students asked that we recognize the diversity within their communities. Some parts of Manhattan and Brooklyn, such as District 15, have a different kind of diversity that includes a larger number of White families. Rather than start with a standard citywide racial and economic target for all schools, the DOE should set localized targets that reflect a more achievable goal for schools. This ensures all schools and all communities have a role to play in promoting and supporting integration. In the long-term, we must achieve more diversity of our schools that represent the whole city.

Racial representation should consider all races

Rather than target a certain percentage of Black and Latinx students, we believe schools should aim to reflect the diversity of the entire community. Schools should be considered racially representative if the percentages of students they serve by race are within 10 percentage points above or below the average for that race. For example, Manhattan's District 2's pre-K-12 student population is 22% Asian, 15% Black, 32% Latinx, and 26% White. A representative school in District 2 would be 12-32% Asian, 5-25% Black, 22-42% Latinx and 16-36% White. By contrast, Queens' District 29 is 16% Asian, 62% Black, 16% Latinx, and 2% White. A representative school in District 29 would be 6-26% Asian, 52-72% Black, 6-26% Latinx, and up to 12% White.

- Currently 452 of 1,576 schools (29%) are within the 10% target range for their district.
- 478 schools (30%) are within 20% points above or below their district averages
- The remaining 646 schools (41%) are more than 20% points above or below their district averages.

Socioeconomic integration should incorporate research-backed goals

Research suggests that schools that are 30%-70% low-income are within a range where the peer-group effect of integration can support the learning and growth of all students, those in poverty as well as those who are not.³⁵ Currently, nine of the 32 school districts are within this range. This means that all of the 501 schools in these nine districts should become schools within which no more than 30-70% of students are low-income. In 10 districts, 70-80% of all students qualify as low-income. In 10 districts, 80-90% of all students qualify as low-income. In three districts (7, 9, and 12, all in the Bronx), more than 90% of all students qualify as low-income.

While we acknowledge the challenges of more schools reaching this goal given the wealth of districts that serve more than 70% low-income students, we believe current trends can support this progress. For instance, the percentage of Kindergarten students who are low-income has been declining.³⁶ Further, there are intentional policy actions the DOE can take to promote such

integration across the city. This includes expanding access to high-quality non-selective or non-screened magnet schools which may lead to diverse groups of families opting into integrated learning environments. Currently, 19% of New York City residents use private school³⁷, compared to about 10% nationally.³⁸

To begin racially and socioeconomically integrating nine New York City community districts would represent an important step for thousands of students. The student population in these nine districts totals nearly 320,000 students – a number larger than those educated in all but five of the nation’s 14,000 school districts.³⁹ In the remaining 23 districts, we believe the other four Rs beyond Enrollment remain as powerful levers to enhance and strengthen those schools, even if the schools cannot reach this target level of integration in the short-term.

Multilingual Learners (MLLs) and Students with Disabilities (SWDs) targets should also be narrowed

We believe schools should serve representative populations of MLLs and SWDs. These ranges should be within five percentage points of the district average for all schools. Currently, 62% of schools serve representative percentages of Students with Disabilities and 44% of schools serve representative percentages of Multilingual Learners. However, the DOE should investigate the impacts of these goals on bilingual school programs.

Adjust goals for schools located in areas with concentrated vulnerability

We realize these goals can feel unachievable for schools whose students and community experience deep vulnerability across the entire district and/or borough. For instance, a district in the Bronx with a high concentration of low-income families serves greater than 70% low-income students in all its schools. In such a district, the DOE should target other measures of relative privilege and vulnerability for intervention, such as disproportionate concentrations of students in temporary housing or high-performing students across schools. However, the DOE should ensure that goals regarding the concentrations of students in temporary housing don’t undermine efforts to promote school stability for this population.

Consider unintended consequences

While it would be ideal for all schools to look more like the city as a whole, we recognize that there can be unintended consequences associated with these changes. For instance, the DOE should be sure not to unintentionally drive gentrification and displacement while encouraging diversity and equity in its schools.

What is the timeline?

Goals should be achieved within 2-3 years in the short-term, within 5 years in the medium-term, and within 10 years in the long-term.

Short-term and medium-term goals

For elementary and middle schools, schools should be measured against their district's racial, economic, MLL, and SWD percentages. Upon hitting these targets, individual schools should work towards reaching their borough percentages in the medium-term.

At the high school level, schools should aim to look more like their borough overall. Data shows that most students apply primarily to high schools within their borough of residence and about 85% of students ultimately attend high school within their borough. Upon hitting these targets in the medium-term, individual schools should work towards reaching the city percentages in the long-term.

Long-term goal

In the long term, the DOE should aim for all schools to reflect the diversity of the city. This will encourage the DOE to challenge the neighborhood segregation that exists and support schools in further diversifying their populations.

Accountability Track and publish a single set of metrics

The DOE releases a great deal of data each year, as part of a number of reports, including those mandated by the City Council, and in press releases and other formal reports. It is hard for the average resident to find and navigate this data. To keep the public informed of and engaged in progress toward these diversity goals, we recommend that the DOE track and publish a single set of metrics that reflect schools' and districts' progress toward our goals. These metrics should be released every year in a family-friendly format as well as in a spreadsheet format to allow for comparison and analysis. An example of an organization that presents data well is the Research Alliance for New York City Schools. See the Appendix for a preliminary list of metrics being considered by the SDAG. We intend to produce a list in our final report, which will include metrics mapped to key recommendations.

Create the position of "Chief Integration Officer"

We recommend that the DOE create the position of "Chief Integration Officer," and have this position report directly to the Chancellor. The Chief Integration Officer would formally ensure progress and accountability to meeting these goals. While we believe diversity and integration work must be ingrained in all offices across the DOE, the Chief Integration Officer would convene and coordinate these efforts across the DOE to ensure that it remains

a focal point of the institution. One of this person's chief functions would be to break down silos around diversity and integration work in the DOE to increase effectiveness.

Create mechanisms for students to hold the system accountable to these goals

We also recommend that the DOE create mechanisms for students to hold the system accountable to these goals. This year, the Youth-Adult Student Voice Working Group released recommendations to the Chancellor on how to empower student voice and ensure students are engaged in holding their schools, communities and central offices accountable. These recommendations included establishing a formal representative student leadership structure that connects schools' student councils to top decision makers at the DOE, through youth-adult working groups for example. Further, the group recommended the hiring of a full-time Student Voice Director to provide more support for student councils and this structure. The SDAG endorses and adopts these recommendations.

Add metrics to the School Quality Report related to diversity and integration

We recommend that the DOE add metrics to the School Quality Report related to diversity and integration as another measure of school performance. The DOE should conduct research into the best and fairest metrics to be shared. It should also explore models of such reporting from other districts, such as Washington D.C.'s equity reports. This is important because integrated classroom settings are a vital way that students learn and prepare for a diverse world. A school that is high-performing, but lacking in diversity due to restrictive admissions or other factors is missing an important aspect of quality.

Consider incentives to secure charter school commitments to diversity and integration goals

Finally, the DOE's original goals do not include charter schools, since the DOE does not control admissions or other aspects of school environments at charter schools. We recommend that the DOE consider incentives to secure charter school commitments to diversity and integration goals and partner with schools and their authorizers (NYSED and SUNY) to achieve more equity across schools. As a start, the DOE should include charter schools in its annual reporting of metrics suggested above.

As the SDAG continues to work together, we may propose additional goals or metrics as they relate to the next set of recommendations we release later this year.

Race, Socioeconomic Status & Enrollment

Admissions and enrollment are usually the first topics raised in discussions about school diversity. New York City has a long history of racial segregation and discrimination. Our schools cannot educate our students effectively if they are not representative of our city.

All students receive a higher quality education when it is integrated.⁴⁰ We cannot change patterns of segregation if we do not examine which students are in each school and how they were admitted. There are over 1,800 schools in New York City and admissions processes are complex. Sometimes our admissions systems serve to segregate our students because our housing is segregated (as in attendance zones). Sometimes even when our neighborhoods are more diverse, our schools are not due to admissions processes (such as screening). The SDAG supports a more equitable set of admissions processes to remove barriers that rob marginalized students of opportunities and ensure the best quality learning environments for our children by supporting more schools and classrooms that reflect the city's diversity.

Pre-K & Elementary School Admissions

Most elementary schools in NYC are “zoned schools” - the students who live within the zone are assigned to and get first priority to their zoned school. If the neighborhood is mostly one race then generally the school is too. If it is largely low-income, so is the school.

Research tells us that families will leave their neighborhood to find what they believe will be a better school for their children. A recent report by the Center for NYC Affairs, found that about 40% of kindergarteners do not attend their zoned elementary school, and segregation is even higher than it would have been under a system of strict neighborhood assignment.⁴¹ In the 2016-2017 school year, 27,000 kindergarteners went somewhere else and one third of them left their district altogether. The report states:

“This explosion of school choice means that more than 27,000 kindergarten students leave their school zones every morning to attend charter schools, schools with gifted classes, dual language programs (with instruction in

two languages), and traditional public schools for which they are not zoned. While many of them are enrolled in schools close to home, one-third migrate across community school district lines, usually toward higher-income neighborhoods: from Harlem to the Upper West Side; from Crown Heights to Fort Greene; or from southeast Queens to Bayside.”

This same report found that Black families opt out of their neighborhood school at much higher rates than White and Asian families and that rate has increased dramatically over the last decade. However, this differs across neighborhoods. And, within all racial groups, lower-income families are less likely to opt out of their neighborhood school. This suggests that while school choice may create greater access for families, not all families have the resources to make different choices. All parents want a high quality education for their children and the ability to choose schools suggests that we have to consider how to make all schools high quality schools and to consider the impact of school choice on racial segregation of schools. Through its recommendations, the SDAG aspires to make all schools a good choice.

Table 3: Kindergarten-5th grade Assigned Zone Attendance

Black and Latinx students in grades K-5 opted out of their zoned schools at higher rates compared to Asian and White students. Asian and White students in grade K-5 attended their zoned schools at the highest rates.

| | K-5 Students (#) | Attends Zoned School | | Does Not Attend Zoned School | | No zoned school | |
|--------|---------------------|----------------------|-----|------------------------------|-----|-----------------|-----|
| | | (#) | (%) | (#) | (%) | (#) | (%) |
| Asian | 79,871 | 57,382 | 72% | 21,487 | 27% | 1,002 | 1% |
| Black | 124,596 | 49,879 | 40% | 64,285 | 52% | 10,432 | 8% |
| Latinx | 204,547 | 120,952 | 59% | 71,421 | 35% | 12,174 | 6% |
| White | 78,362 | 52,915 | 68% | 24,346 | 31% | 1,101 | 1% |
| Other | 12,775 | 7,149 | 56% | 5,138 | 40% | 488 | 4% |

Source: NYC DOE, SY 17/18

Table 4: Assigned District & Home Borough Attendance

In 2017- 2018, the majority of students in grades K-5 and 6-8 attended school in the same borough as their home. Students in higher grade levels attended school in their home district at lower percentages. 83% of students in grades 6-8 and 40% of students in grades 9-12 attended school in their home district.

| Grade | Total Students (#) | Attend School in Home District | | Attend School in Same Borough | |
|--------------|-----------------------|--------------------------------|-----|-------------------------------|-----|
| | | (#) | (%) | (#) | (%) |
| Grades K - 5 | 424,191 | 385,632 | 91% | 414,621 | 98% |
| Grades 6 - 8 | 201,890 | 167,099 | 83% | 195,000 | 97% |
| Grades 9 -12 | 295,099 | 117,233 | 40% | 245,325 | 83% |

Source: NYC DOE, SY 17/18

District 1 Diversity Plan:

In 2017, the DOE announced its first school diversity plan in District 1. The plan includes a district wide Diversity in Admissions pilot and a Family Resource Center, which serves as a one-stop shop for families to learn about and enroll in District 1 schools. Through the District 1 Diversity in Admissions pilot, students who qualify for free or reduced lunch (FRL), students in temporary housing (STH), and Multilingual Learners (MLL) have priority for 67% of offers at every District 1 elementary school for Pre-K and Kindergarten. Students who do not meet these criteria will have priority for the remaining 33% of offers. This ensures that schools with an applicant pool that is dominantly FRL-eligible, ELL, or STH families are able to make offers to a diverse group of students.

One year after the pilot was initiated, seven of the 16 elementary schools in District 1 fell within the target range - offering 57 to 77 percent of kindergarten seats to students identified as FRL, ELL, and/or STH. This is nearly double the four elementary schools in District 1 whose kindergarten enrollment was within the target range in the 2017-18 school year. Additionally, five of the nine District 1 elementary schools that were not in the target range for offers moved closer to the target range as compared to their 2017-18 enrollment - with some schools making offers to a larger percentage of students identified as FRL, MLL, and/or STH.

There are enrollment policy changes that show early promise at the elementary school level. In Manhattan's District 1, covering the East Village, the Lower East Side and a portion of Chinatown, local advocates pushed the City to adopt a district wide admissions priority. Under this model, which was implemented last year, the admissions priorities at each elementary school are designed to ensure that all 16 elementary schools reflect the district's demographics. Though District 1 may be unique within New York City - it is geographically compact, its residents are very racially and socioeconomically diverse, and its elementary schools were unzoned (no family had priority at any one school based on their address) - we hope that other districts can learn from the model as they engage in local planning efforts.

Within elementary school admissions, the SDAG is troubled by patterns in Gifted & Talented programs. Admission to these programs is based on a test that is administered when students are as young as four years old. There is little research to support the validity of an entrance exam for four-year-olds, leading some to surmise that it is a test of privilege not of students' innate intelligence. Those students who are identified as "gifted" are eligible for admissions at citywide programs or district-based programs, depending on their score.

The distribution of G&T programs is uneven, with many programs in Manhattan and parts of Queens, and few in historically Black and Latinx districts in the Bronx and Brooklyn. There are also many fewer students in these districts who receive eligible scores on the G&T test; both because Black

and Latinx students are less likely to take the test and because the percent of students with qualifying scores in these neighborhoods is lower. The demographics of the programs, far from representative of the city, lead us to further question the process.

In recent years, the DOE launched a G&T program that begins in 3rd grade. Students are admitted based on multiple measures, including teacher observations. The resulting classrooms are more diverse and representative of their communities.

Figure 13: Kindergarten G&T Program Demographics

The racial demographics of kindergarten G&T programs are not representative of the racial demographics of kindergarteners as a whole. Black and Latinx students are underrepresented while Asian and White students are overrepresented in kindergarten G&T programs.

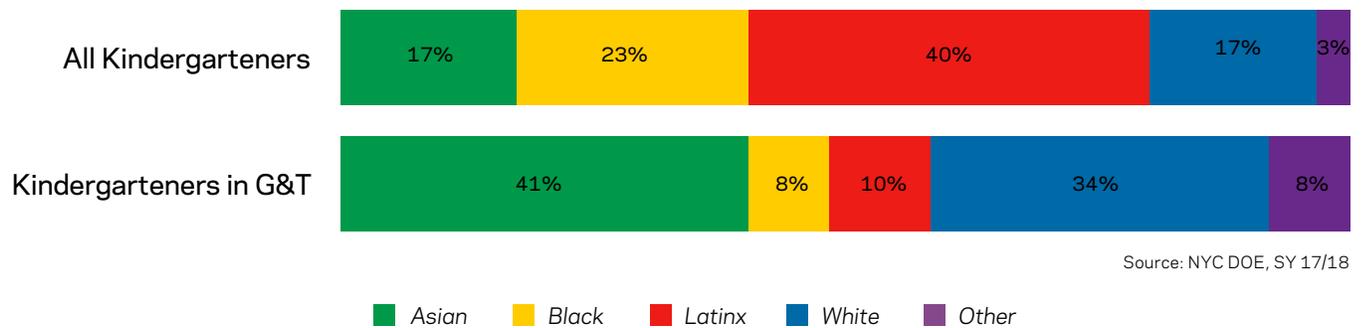
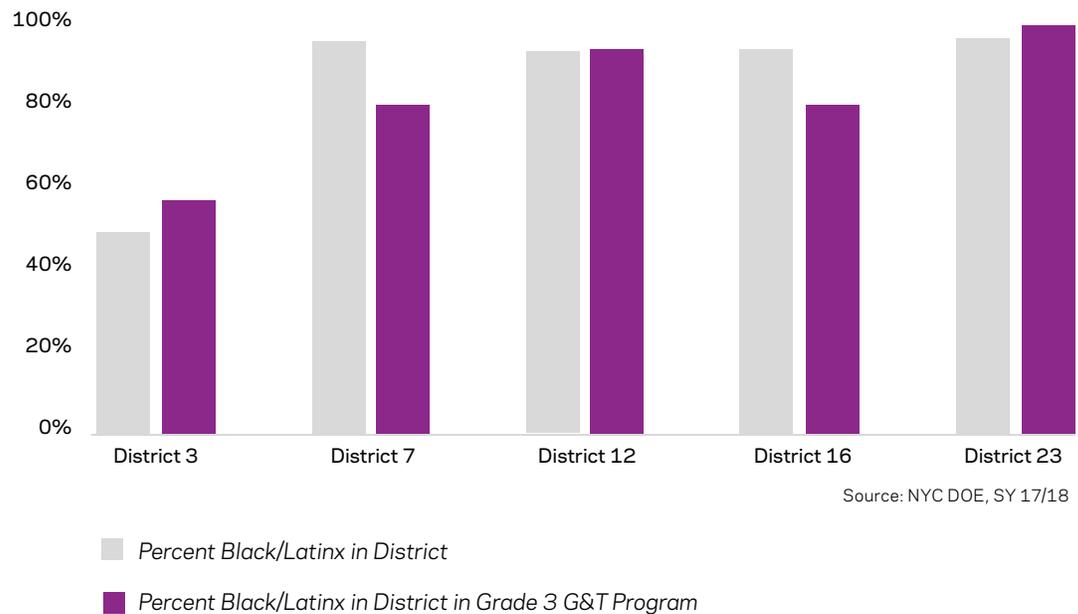


Figure 14: 3rd Grade G&T Program Demographics

In 2017 - 2018, there were 3rd grade G&T programs in districts 3, 7, 12, 16, and 23, and ~120 students were enrolled across all 5 districts. The demographics of the 3rd grade G&T programs tend to be more similar to the demographics of the districts in which they are located, as compared to Kindergarten G&T.



Other school districts have had success with programs that begin later in elementary school, like Montgomery County, Maryland and they see reduced levels of segregation.⁴²⁴³ Other districts have experimented with eliminating G&T altogether and instead move toward models known as “schoolwide enrichment,” where all students have the opportunity to engage in project-based, experiential learning. Boston⁴⁴ and Washington, D.C.⁴⁵ have put models into place like this.

Over the next several months, the SDAG intends to continue examining the role G&T plays in New York City today and plans to engage families and community members to hear more about the impacts of these programs. The SDAG believes it is critical to consider how New York City can best provide rich academic experiences for our children without creating a segregated and separate system. However, it is important to this group that we consider the potential unintended consequences of any policy change before we move forward on recommendations on this topic.

As the SDAG continues to consider opportunities to create diversity in elementary school, it will be important to examine Pre-K. Some research suggests Pre-K programs are highly segregated by race and class but because the City serves more than half of its Pre-K students in community-based organizations, the boundaries of school zones are less relevant and therefore there should be more opportunity for integration.⁴⁶

Middle School Admissions

The use of exclusionary admissions screens at the middle school level, which judge nine year old kids on behavior, test scores, and other biased metrics, is the biggest contributor to middle school segregation. In middle school, families often consider schools throughout their home district, particularly in communities where there are no zoned schools and all students within a district can apply to any of the middle schools. This should lead to diverse middle schools in our more integrated neighborhoods. However, we see that is not the case. This group believes that screened admissions plays an important role in shaping those outcomes.

Schools with screened admission look at each applicant and rank them based on information such as their elementary school grades, 4th grade state test scores, attendance, behavior, and other factors such as personal essays and interviews. The screening process creates undue stress on 4th grade students and their families, and in many communities, leads to more segregated schools. Families with greater resources are better able to navigate this system. The prevalence of screened admissions in middle school is a phenomenon somewhat unique to New York City. A 2018 New York Times report found that 1 in 5 middle and high schools in New York City has screened admissions, whereas other large urban systems have no more than a handful of screened programs each.⁴⁷

Figure 15: Screened Programs Citywide

This map visualizes screened school programs across New York City. Screened programs consider students' grades, test scores, attendance, and/or other factors in their admissions process.

● Program Locations



Source: NYC DOE, SY 17/18

High School Admissions

Within the last year, two community school districts in New York City have adopted changes to middle school admissions following community engagement processes. These changes went into effect for students applying in fall 2018 to begin 6th grade in September 2019. In Manhattan's District 3, 25% of seats at each school have been prioritized for low income, low performing students, including District 3's screened schools. In Brooklyn's District 15, screened admission has been eliminated and replaced by a lottery with a priority for low-income students at each school that should lead to demographics that more closely mirror the district. We are watching these two pilots closely. Depending on the outcomes, these policies could be models applied more broadly across the City.

As an Advisory Group, we have serious concerns about the practice of screening students for middle school admissions - both because of the experience it creates for students and because of the impact it seemingly has on segregation in middle school. The Advisory Group will continue to consider the impact of middle school screens for its final report. However, it is important to this group that we consider the unintended consequences and the potential replacement policies before we move forward on any recommendations on this topic.

When it comes to high school admissions, students have the ability to consider options across all five boroughs. Though the majority of students stay in their home borough, more than half leave their district, which creates the potential for more integrated learning environments. We do see a lesser degree of racial and socioeconomic isolation in high school than in earlier grades. However, there is still a long way to go toward integration across schools and within schools themselves. Like in middle school, we see a relationship between screened admissions and school segregation in high school. In a small subset of the City's most selective high schools, the student population does not reflect the City at all.

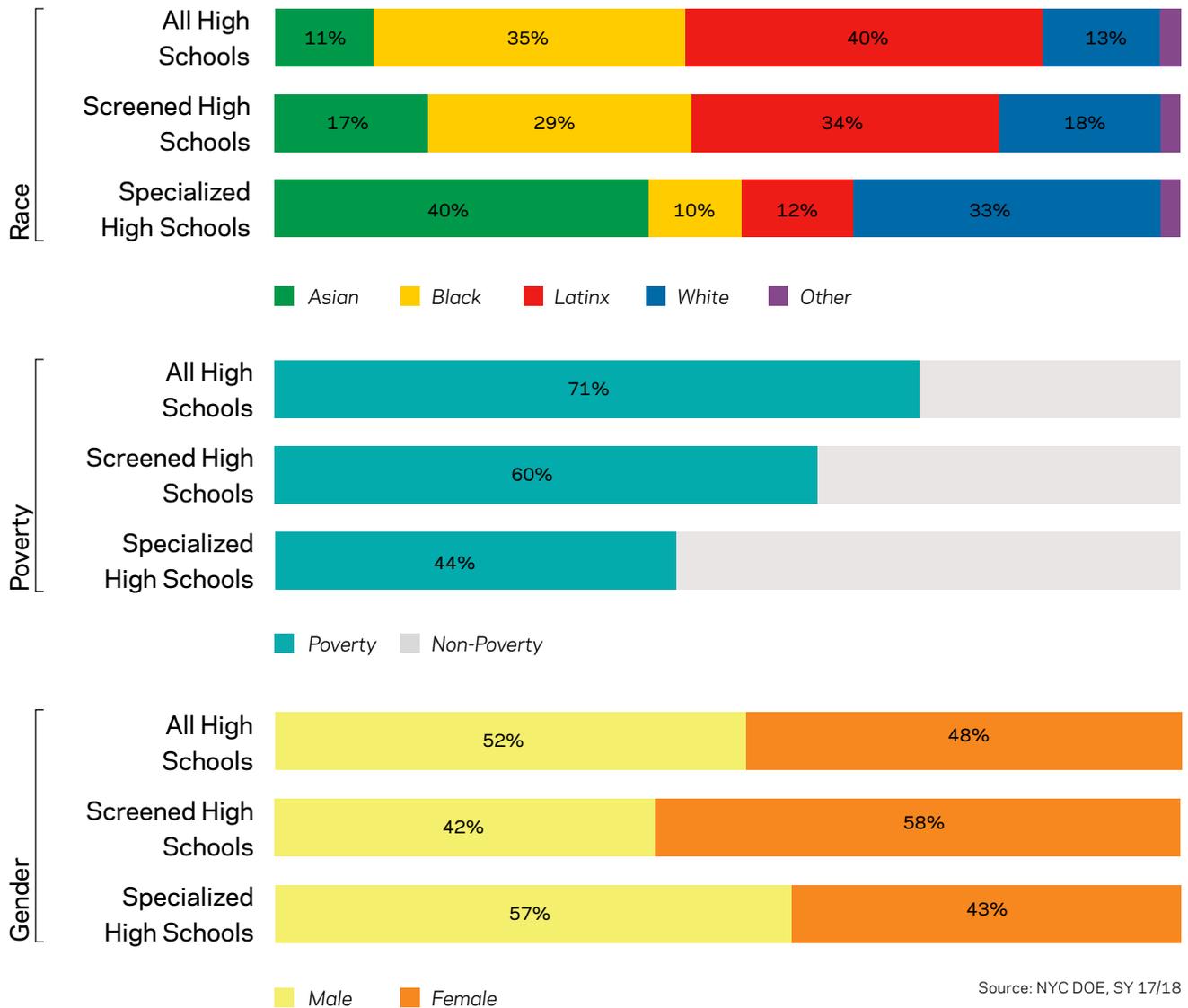
While we as an Advisory Group acknowledge the demographic imbalance in the City's screened programs, we also recognize the advantage for all students to have access to academically advanced courses as well as the advantages that come from an academic experience fostered by a diverse environment, particularly in high school. The Advisory Group plans to continue examining the admissions practices of NYC high schools, and plans to look at admissions practices that have successfully led to high-performing, integrated school communities elsewhere, before making final recommendations.

In the time since the Advisory Group was first formed, the Mayor announced his proposal to change admissions at eight of the nine Specialized High Schools. The eight Specialized High Schools admit students on the basis of a single exam, which is a form of screened admissions. However, given the

ongoing discussions at the City and State level about this proposal, the SDAG has opted not to make further recommendations about the Specialized High Schools in this report. The SDAG may revisit this topic within the broader context of screened admission in high school in our next report.

Figure 16: High School Program Demographic Comparison

Screened high school and Specialized high school demographics do not closely reflect citywide high school demographics. Black and Latinx students are underrepresented while Asian and White students are overrepresented. Additionally, screened and Specialized high school programs have lower percentages of students who qualify for free and reduced lunches compared to all school programs.



Recommendations

We recommend that the Chancellor require school districts in areas with sufficient racial diversity to meet goals in the short-term submit an analysis of how they can change admissions policies to meet the goals, including, controlled choice, eliminating screens and gifted and talented programs and any other strategies that would support racially and socioeconomically representative schools. We recommend that the DOE:

- Require all nine districts with sufficient demographic diversity of population to develop diversity and integration plans (Districts 1, 2, 3, 13, 15, 22, 27, 28, 31).
- Require that districts analyze controlled choice, screens, gifted and talented and other admissions policies and programs in terms of improving or perpetuating schools that are isolated based on race or other factors.

Additional enrollment policy considerations

Since the release of its 2017 diversity plan, the DOE has made changes in citywide policy that could lead to greater equity. For example, the elimination of “limited unscreened” - an admissions method that gave priority to families who could attend a tour or open house. However, there are additional policy areas that the Advisory Group plans to explore for our final report. For example, the SDAG plans to examine the relationship between policies for school enrollment for students who enter the system outside of the regular admissions cycle and school segregation. Currently, students arriving in New York City outside the admissions cycle have limited options in choosing a high school. We believe it is important that these students have the same options that other students enjoy.

Accessibility and integration of students with disabilities

In defining diversity, the Advisory Group has chosen to explicitly call attention to the meaningful inclusion and integration of students with disabilities. There are several groups who have informed our thinking on this topic, including advocacy groups and families of children with disabilities. We believe there are several steps the DOE can take right away to make our schools more inclusive of students of all abilities, including:

- All admissions fairs and events should be held in fully accessible buildings
- School staff should be trained to welcome and accommodate students and family members with disabilities as well as immigrant families, and students and families who need interpreters on tours and school visits, as well as at school fairs.

- All Family Welcome Center staff should be trained to support students with disabilities and should be prepared to help students consider all school options within their community
- As the City moves more of its admissions processes online, all applications should utilize the Universal Design for Learning Framework for presenting information and increasing accessibility

Integration of Multilingual Learners and Immigrant Families

With more than 190 languages spoken in NYC schools, and more than 40 percent of students coming from a home where the primary language is not English, it is critical that New York City's schools are inclusive of and welcoming to Multilingual Learners and immigrant families. We believe that the City should take steps to create policies that incentivize the integration of MLLs at a school and classroom level. That could include the creation of academic enrichment opportunities that are inclusive of MLLs and students with disabilities, as well as the continued expansion of dual language programs, which intentionally bring together children with different home languages.

Over the next several months, the Advisory Group also plans to look at how current admissions processes impact MLLs, students who are immigrants, and those who may be undocumented immigrants or whose families may be undocumented.

A product of school segregation is the strategic disinvestment and inequitable funding of schools serving majority Black and Latinx students. To achieve the 5Rs of Real Integration, all schools must be equitably funded, to ensure all students receive a sound basic education. This is the law.

This report broadens the definition of resources beyond dollars to the efforts funded. Funding formulas that lead to uneven distribution of money and therefore, inequitable opportunity in schools for programs, staff and facilities must be addressed.

Research has shown that racism, poverty and trauma over many generations have adverse impacts on learning. These realities create student bodies with more significant and diverse needs than student bodies made of children from families who did not have the same experiences. Over time, our city and state funding formulas have not sufficiently accounted for the varied need. This lack of sufficient funding creates school communities starved for resources and indicates that our city undervalues schools serving these communities.

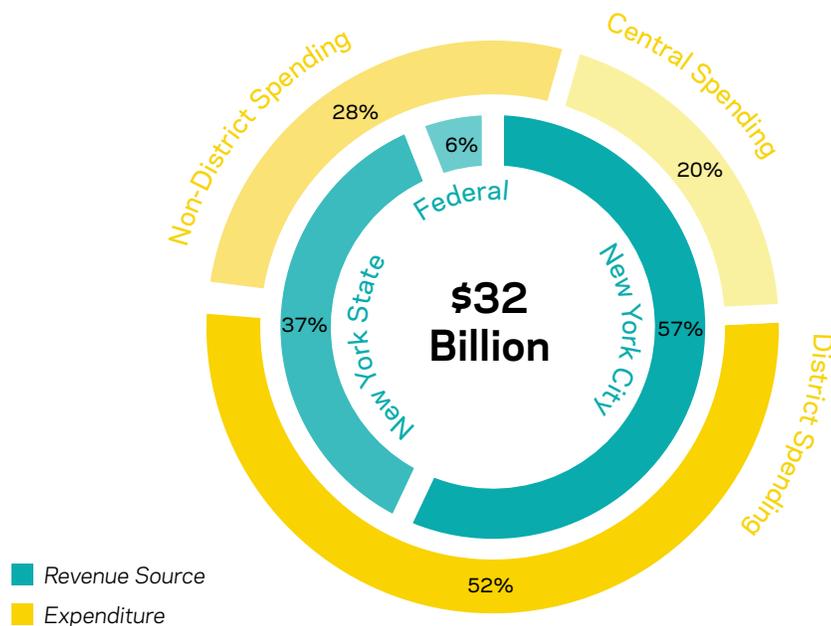
Schools with inadequate funding become less desirable for families of all backgrounds, especially in a system that emphasizes choice. These realities compound over time. To truly have equitably funded schools, additional funds must be utilized in certain neighborhoods, or for certain purposes, to compensate for historical inequities and current realities.

In its recommendations, the SDAG will address schools in two categories: (1) Those that could become more integrated, based on the demographics of their community and; (2) Those that are more socioeconomically and racially isolated. The implications for how we think about resource equity differ based on the demographic factors.

For the 2018-19 school year, the DOE's total budget was \$32.3 billion.

Figure 17: NYC DOE Revenue Sources and Expenditures

57% of DOE's budget is provided by New York City, 37% is provided by New York State, and 6% is provided by the Federal government. Of the total \$32 billion budget, 52% is spent on community school district funding, 28% is spent non-district spending, including charter schools and, 20% is central spending on behalf of district schools.



Fair Student Funding

Historically, schools were provided with resources based primarily on the size of their student body and teachers needed to staff the school. An NYC IBO analysis of city education spending in 2005 found “there were significant differences in per student spending for schools that should be fairly similar, and there was little correlation between student needs and per student spending of city tax-levy dollars.”⁴⁸ The system favored school leaders and parents who could effectively advocate for their schools.⁴⁹

To remedy this, former Mayor Bloomberg initiated a school budget reform in 2007⁵⁰ that used a weighted formula called “Fair Student Funding” to distribute funds based on the needs of students at each school. This framework remains in use today: the majority of schools’ budgets is comprised of Fair Student Funding dollars: 67.4%. It is used to hire teachers and staff, as well as to purchase materials and educational resources and support student and family activities.

Fair Student Funding is based on the following principles:

- School budgeting should fund students adequately while preserving stability at all schools;
- Different students have different educational needs and funding levels should reflect those needs as best as possible;
- School leaders, not central offices, are best positioned to decide how to improve achievement; and
- School budgets should be as transparent as possible so that funding decisions are visible for all to see and evaluate.

Fair Student Funding provides additional funding for students with disabilities, Multilingual Learners, low-income students, and students performing below grade level.

Historically, schools have not received their full allocation and the percentages of Fair Student Funding received by each school have been highly variable, ranging from the mid-80's to more than 100%. Last year, Mayor Bill de Blasio and the City Council made a commitment to raise the floor so that all schools now receive at least 90%⁵¹ of the funding according to the formula. The average school is receives 93% of their Fair Student Funding.

Figure 18: Per Pupil Funding by Borough

The Bronx receives the highest amount of funding per pupil (\$18,979), followed by Staten Island (\$18,874 per pupil), Manhattan (\$17,676 per pupil), Brooklyn (\$17,504 per pupil), and Queens (\$16,082 per pupil).



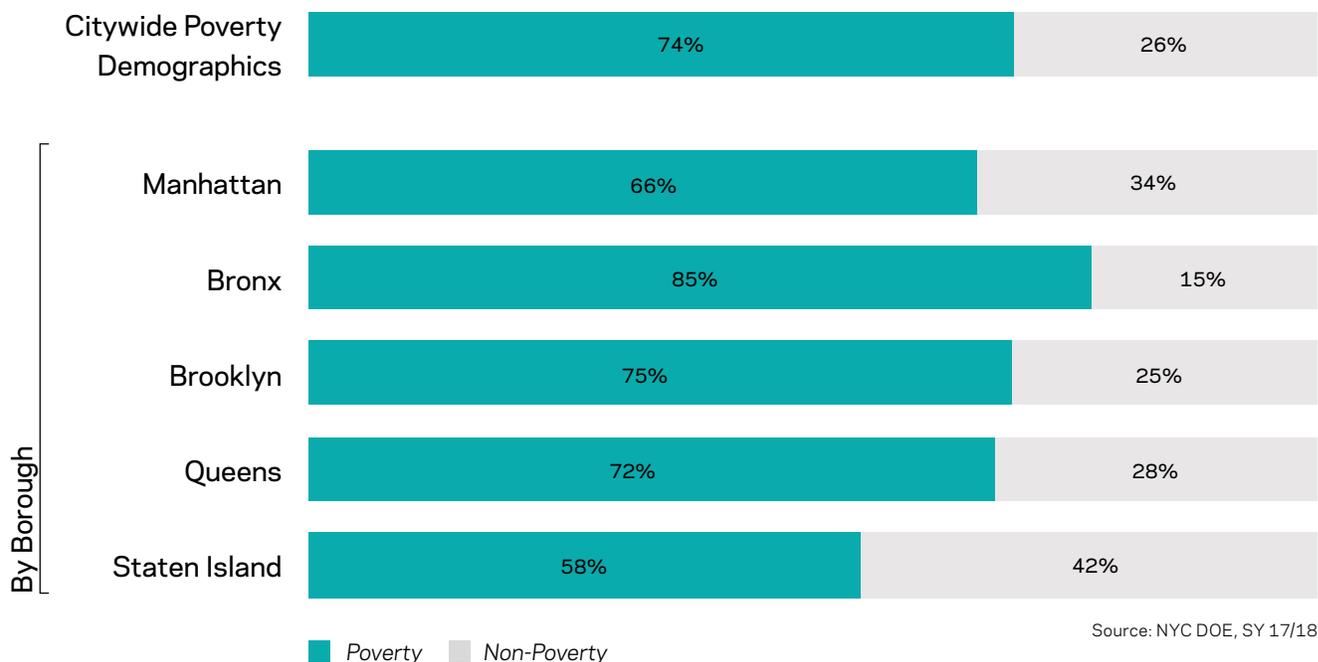
Source: NYC DOE, SY 17/18

Campaign for Fiscal Equity

The Campaign for Fiscal Equity v. State of New York case began in 1993 seeking fair funding of New York City schools to meet the New York State Constitution's requirement that every student be given a "sound, basic education." New York's highest court reaffirmed this right and established a minimum funding amount for the City's schools.

Figure 19: Student Poverty by Borough

The Bronx has the highest percentage of students who qualify for free or reduced priced lunches (85%); followed by Brooklyn (75%), Queens (72%), Manhattan (66%) and Staten Island (58%). Overall, 74% of the public school population qualifies for free or reduced-priced lunches.



To comply with the ruling, the State Legislature passed reforms resulting in additional dollars sent to public schools in the following years. Due to the economic crisis, the state slowed the implementation of these funds in 2009. Advocates believe a statewide gap of over \$4 billion dollars remains, with over \$1.4 billion owed directly to New York City. Due to this gap, the city has been unable to fully implement the Fair Student Funding formula.

Other Types of Funding

Federal Title 1 funding provides additional dollars to schools with high percentages of students in poverty. Even as the number of students qualifying for Title I spending increases throughout the nation, federal spending has remained relatively flat. The number of eligible students in New York State has increased in recent years, but not at the same rate as other parts of the country. This has resulted in less Title I funding distributed across more localities. Additionally, the number of New York City students qualifying for Title I has declined while the number of city schools eligible for Title I has increased.⁵² This reality often leads schools to fear how they would fill funding gaps if the student population significantly changes, and may discourage integration.

Title I funds are allocated to schools with a poverty rate equal to or greater than the poverty rate of the county in which the school is located. The poverty rate is the number of students eligible for free lunch divided by the total

number of students. Schools may utilize the funds in different ways depending on the percentage of students in poverty served.⁵³ New York City will receive \$519 million in the 2018-19 school year. While the DOE does not have the authority to revise the formula, SDAG will examine the effects of a threshold-based formula on school segregation.

The City also has a separate capital budget of approximately \$16 billion to build new schools, renovate existing schools, and purchase equipment over five years. Individual schools may also receive funding from other sources: federal and state grants, private philanthropy, partnerships with nonprofits, elected officials discretionary funds, Parent Teacher Associations, and alumni. The fundraising capacity of Parent Teacher Associations (PA/PTA) is highly variable, ranging from zero up to more than \$1 million.⁵⁴

Recommendations

School Diversity Grant Program

In September 2018, DOE announced it launched a \$2 million school diversity grant program for districts to develop community-driven diversity plans. Related to this program, the SDAG recommends that the DOE:

- Make resources available for any district to receive support for planning diversity, if it receives more applications than the \$2 million can support.
- Permit districts to apply jointly
- Consider a separate pot of funds for districts that have not yet begun conversations about integration
- Consult the SDAG on the roll-out of the grant program

System-wide recommendations

In 2006, the New York State Court of Appeals found that New York State was violating students constitutional right to a “sound and basic education” due to low educational funding. The SDAG supports efforts to close the \$1.4 billion funding gap for New York City schools.

- Support efforts in Albany to collect all Campaign for Fiscal Equity funding owed to the City’s schools.

Develop recommendations for the DOE that address historic inequities and that are within the City’s control to implement. While Fair Student Funding takes student needs into account, school budgets still vary significantly. These should include:

- Launch a Task Force to recommend equitable PTA fundraising strategies.

While PTAs are required to submit annual financial reports to their school's principal, as separate entities, they are not administered by the DOE.⁵⁵ A recently enacted law requires the DOE to report on the income and expenditures of all PTAs.⁵⁶ PTAs are independent organizations funded by family, business, and foundation donations. Just as family income varies widely in New York City, so does PTA fundraising, resulting in vast differences between schools. Other cities have taken steps to address fundraising inequities among schools. For example, the Portland Public Schools in Oregon require one-third of all PA/PTA funds raised (after the first \$10,000) to be contributed to an equity fund called the Portland Public School Parent Fund that distributes funding to high-need schools.⁵⁷⁵⁸

- Examine Title 1 and its relationship to integration.

Federal Title 1 funding provides additional dollars to schools with high percentages of poverty. This funding may be endangered by efforts to further integrate student populations with varied family incomes. In the final report, the Group will examine this relationship and make related recommendations.

Schools that could become more integrated based on their community's demographics

- School surveys: Gather information from schools to determine what resources and changes in policies they feel they need to create greater diversity in their communities.
- Develop and invest in accelerated enrichment programs in elementary schools that are open to all students, and inclusive of students with disabilities and Emerging Multilingual Learners.
- Invest in programming that intentionally creates diverse populations through its admissions such as dual language programs and integrated learning environments for students with disabilities to ensure that programs will be attractive to a broad cross section of families in a community, the choice of new themes for non-selective magnet schools should be based on survey research.
- Invest in programs and offerings that will attract more diverse families to schools they might not have considered before, particularly in communities that choose to make changes to their admissions methods with the explicit goal of diversity. While changes to enrollment processes are necessary to facilitate more diverse classrooms, that alone is not enough.

Schools that are more isolated

- Invest in program offerings to ensure high poverty schools have the same curricular, extra-curricular and after school opportunities as schools in more affluent communities. Critical investments may include those in the arts, sports, music, and supplies. Build a pipeline for accelerated Science, Technology, Engineering and Math (STEM) coursework from K-8.
- Develop and invest in accelerated enrichment programs in elementary schools that are open to all students, and inclusive of students with disabilities and MLLs.
- Invest in college and career prep resources (e.g., internships) to level the playing field and ensure all students have access to the roles of interest to them. Create partnerships with local colleges to ensure dual enrollment college courses take place on high school campuses.
- Invest in growing and strengthening high-performing schools outside of Manhattan. The City should explore what it would take to create new options for families in communities that currently lack the educational opportunities found in other parts of the city.

Relationships

Another product of historic and current school segregation is the elevation of deficit narratives about students of color, reinforced by curricula and pedagogical practices that undermine and exclude the success of students of color. A critical element in achieving the 5Rs of Real Integration is the investment in Culturally Responsive Education (CRE): curricular, pedagogical, and school cultural practices that honor all students' identities and backgrounds.

Students have demanded schools that are “considerate and empathetic of the identities of all students, focus on the power of different backgrounds, and act to build relationships between students across group identities.”⁵⁹ Research shows that this supports greater critical thinking skills and enhances leadership skills, particularly in working with others of different backgrounds, which is what the world now demands.⁶⁰

Diversity, for students, includes how their unique backgrounds and experiences are valued and how they are supported to develop relationships. Relationships between students, parents, teachers, principals, guidance counselors, parents coordinators, and other school staff play an important role enabling student success and creating environments where all students feel supported and empowered and learn from each other.

Recommendations

Student Empowerment

Over the past year the DOE's Youth-Adult Student Voice Working Group worked to create a strong student voice system for shaping relevant policies and practice through authentic partnership that expands access to all young people. Through outreach to and engagement with students, the Group will emphasize participation and diversity in the system, and civic engagement

more broadly. The Working Group also advocated for personnel support in the form of a Student Voice Director. The DOE began the hiring process for this new role, marking a systemic recommitment to prioritizing student voice.⁶¹ To meet these goals, the SDAG recommends that the DOE:

- Every school has the resources for a high-quality student council.
- Borough Student Advisory Councils should be expanded to include seats for student council representatives from every high school.
- A General Assembly should be created with representatives from every high school to develop a citywide student agenda and vote on key issues.
- The Chancellor’s Student Advisory Committee should be transformed into a leadership body that utilizes youth-adult committees to promote authentic partnership.
- Create a Student Leadership Team, comprised of one student from each BSAC to meet monthly with the Chancellor.

Additionally, we recommend that the DOE:

- Create a new leadership position within the central DOE office to focus on student voice.
- Create a standing committee on high school admissions to advise the Chancellor in decision-making.

As the SDAG moves toward final recommendations, we believe it is critical that student voice be central to the discussion. Our student members have held us accountable to this principle to date and we plan to continue to expand the ways in which we are taking in the feedback of diverse student communities across NYC.

Pedagogy & Curriculum

Culturally responsive education (CRE) must be central in pedagogical and curricular development at the DOE. CRE is a cultural view of learning and human development in which multiple and intersectional forms of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) are seen as indispensable assets and resources for rigorous teaching and learning, and positive academic outcomes for all students. CRE explores the relationships between historical and contemporary conditions of inequality and ideas that shape access, participation, and outcomes for learners. The following recommendations utilize CRE principles. We believe that the DOE should:

- Provide culturally responsive pedagogical practices at all schools and for all students
- Adopt a common definition of CRE that will inform and shape work across DOE

- Create partnerships with institutions of higher education to ensure CRE is an essential component of all pre-service teacher training efforts
- Collaborate with the New York State Education Department and Alternative Certification Programs (i.e. NYCTF/Americorps/Teach for America/NYC Men Teach) to utilize CRE principles as part of teaching certification
- Work with NYSED, under the state’s [ESSA plan](#), to secure additional funding to train and support teachers and staff in CRE
- Implement ethnic and culturally responsive courses for all students that include religious literacy and disability studies
- Utilize trauma-informed research to guide the development and implementation of curricula
- Seek partnerships with qualified vendors who supply CRE instructional materials, training, and resources.

School Climate

Schools should feel safe and supportive for all students, teachers, staff, and administrators. The following recommendations support this goal and acknowledge its relationship to student success. We believe that the DOE should:

- Assess the roles and responsibilities of School Safety Agents in school communities.
- Analyze the benefits and drawbacks of School Safety Agents moving to DOE supervision from NYPD supervision
- Train School Safety Agents, Family Welcome Center, DOE central, field and school based staff in CRE.
- Bolster school-based equity teams and ensure they include parent and student representatives to advance welcoming school climate.
- Require all schools to monitor student discipline practices and develop a plan to reduce disparities in how students are disciplined.
- Expand community schools initiative and other models that connect schools to community based organizations.
- Include metrics for accountability related to school climate directly on Quality Review/Schoolwide CEP Goals.

There is a strong link between school climate and the policies and practices related to discipline. We will address these issues further in the Restorative Justice section.

Parent and Teacher Empowerment

Families across the city want to support their student's educational goals, but they are stymied by barriers like language, time, and a lack of familiarity with such a large and complicated system. The following recommendations seek to make it easier for all families to engage in school communities. We believe the DOE should:

- Utilize varied outreach efforts to meaningfully engage parents in school decision-making processes with the goal of including families that have not participated in prior activities. These may include altering the time, location, setting, or language of the gathering to reflect family needs.
- Ensure families are meaningfully engaged in decisions about changes to admissions policies and procedures in their native language.
- Ensure families without internet access or a computer at home are able to utilize all tools related to application and enrollment.
- Consider cultural relevance or acceptance of new tools for families and students (e.g., online application and enrollment) before release and establish supports for families who will likely not utilize new tools.
- Ensure that IEPs are translated and provide interpretation and translation support for IEP-related meetings.

Teacher voice also needs to be heard. Teachers bring first-hand knowledge of the ways in which students can learn more in diverse environments. Educators should be part of the conversation, alongside students and parents. We believe the DOE should:

- Support current efforts to share best practices between teachers, administrators and parents on CRE, school climate, and parent empowerment. Efforts include citywide and borough based conferences run by the DOE, UFT and institutions of higher education.
- Collaborate with the Division of Teaching and Learning alongside the UFT so that School Based Mentors, Teacher Leaders, Chapter Leaders/Delegates, and Instructional Coaches can participate citywide in the sharing of best practices.

As the SDAG moves toward final recommendations, it is also critical to us that parent voice and family feedback remain central. In addition to the parents who sit on the Advisory Group, we will seek to engage organized parent bodies as well as parents who may not participate in those groups today.

Restorative Justice & Practices

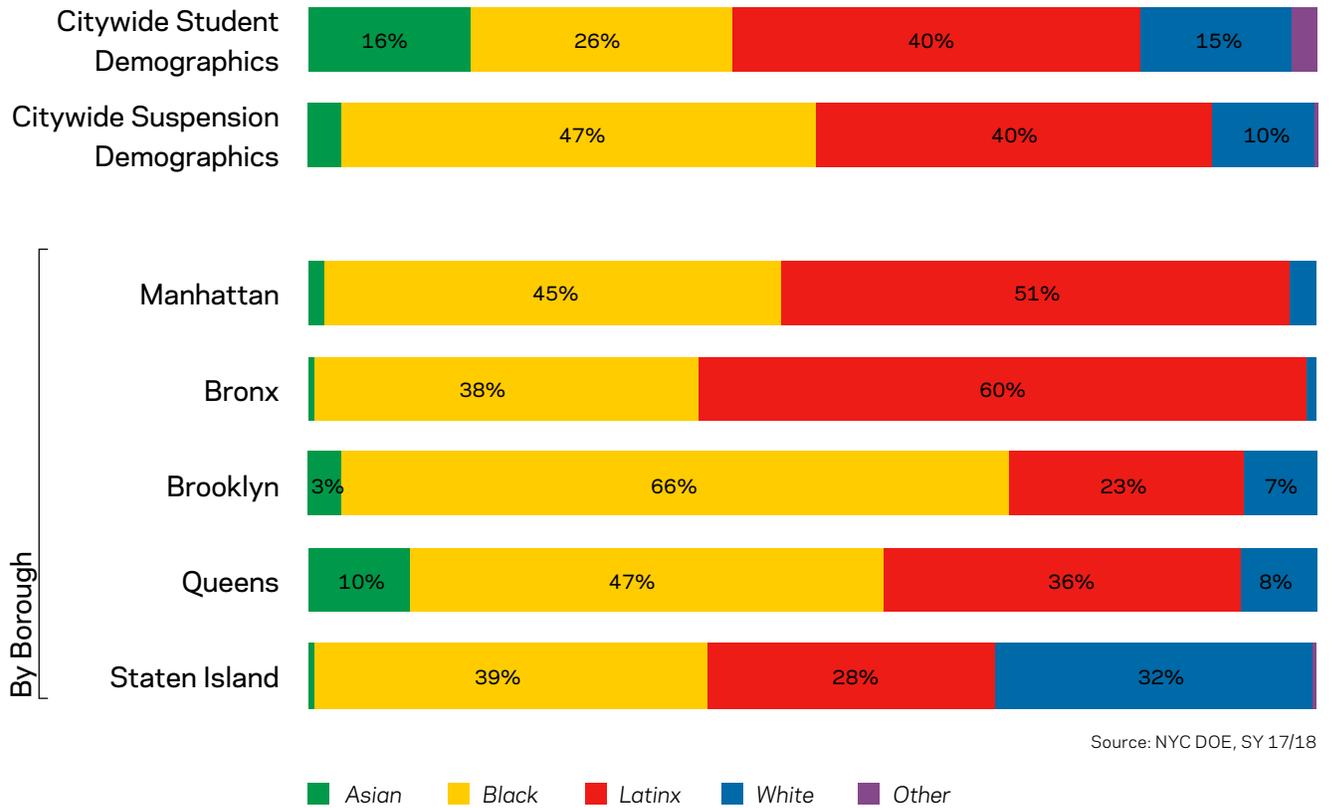
Another product of school segregation (and an unintended consequence that may arise in diverse educational spaces) is the disproportionate and punitive discipline towards students of color. Restorative justice begs us to ask the question, who is being disciplined and how? Why are some students treated differently than others for similar infractions?

The SDAG believes it is important to consider the questions above, and to consider how our school communities can repair the harm caused by negative disciplinary practices. We also believe that it is critical to look at restorative practices, which speak to the alternative ways in which school communities can approach behavior management. Restorative practices emphasize the de-escalation of conflict while building socio-emotional skills and valuing restoration of community.

The disproportionality in school suspensions by race is reported in Figure 20. Students of color are likely to face more significant disciplinary action for behavioral infractions than white students who engage in the same activities. When students of particular racial and ethnic groups and abilities face more punitive discipline in our classrooms, we see the beginning of the school-to-prison pipeline. To disrupt this, we need to look at the connections between equity, integration, and restorative practice.

Figure 20: Student Suspension Racial Demographics

Citywide suspension demographics do not closely reflect citywide student demographics. Black and Latinx students are often disciplined at disproportionate rates compared to their peers.



In 2015, the Mayor, in partnership with the DOE, the Police Department, and the Mayor’s Office of Criminal Justice, convened the Mayor’s Leadership Team on School Climate and Discipline. This working group ultimately made a set of recommendations, which are included below at a summary level. The SDAG endorses these recommendations and calls upon the DOE and its partner agencies to provide an update on the implementation of these recommendations.

Recommendations

Mayor’s Leadership Team on School Climate and Discipline

Phase 1 recommendations; issued July 2015

- Articulate a clear mission statement on student discipline that embraces positive supports and presents a strategy for implementing this mission.
- Provide additional school climate supports, including staff and training,

for schools with the highest numbers of suspensions, arrests and/or summonses.

- Increase school climate supports system-wide.
- Improve citywide and school-level data collection and use.
- Implement protocols and training to improve the scanning process and remove scanners where appropriate.
- Memorialize in writing, policies and protocols within NYPD and DOE that promote de-escalation and integration between educators and agents.
- Create Resource Coordination Teams within the new Borough Field Support Centers
- Implement strategies and supports to specifically reduce disparities in discipline and school-based arrests/summonses.
- Improve training of staff in high-priority schools about how to identify and meet the needs of students with special needs.
- Promote transparency, consistency and information sharing between schools receiving students via Safety Transfers and DOE Central.

Phase 2 recommendations; issued July 2016

- Train superintendents in positive discipline strategies so they have the knowledge and skill set necessary to promote these strategies and evaluate their execution.
- Increase mental health supports for high-need schools to address symptoms and behaviors with a medical model as an alternative to disciplinary action.
- Reduce the length of superintendent's suspensions to minimize disruption to learning and engagement in school.
- Improve supports for students returning to district schools from superintendent's suspensions at Alternate Learning Centers.
- Improve supports for students returning to school from alternative settings such as the Rikers Island Correctional Facility and facilities managed by the Administration for Children's Services.
- Update the Discipline Code to reflect the City's current vision and approach to positive climate and discipline in schools.
- Rewrite the Memorandum of Understanding to clarify the role and authority of school safety staff, precinct officers and educators on safety and discipline matters.
- Evaluate new initiatives, and improve and increase data collection on school climate and safety indicators.

We urge you to read their full reports, [Safety with Dignity](#) and [Maintaining the Momentum: A Plan for Safety and Fairness In Schools](#).

Representation

The DOE is one of the largest employers in New York City, with more than 140,000 employees throughout the five boroughs. While the DOE has a diverse student body, the majority of the teaching workforce is white and female.

We know that teacher diversity matters. According to national research, having at least one same-race teacher has positive correlations with student achievement, attendance, and suspension rates, as well as students' self-perceptions.

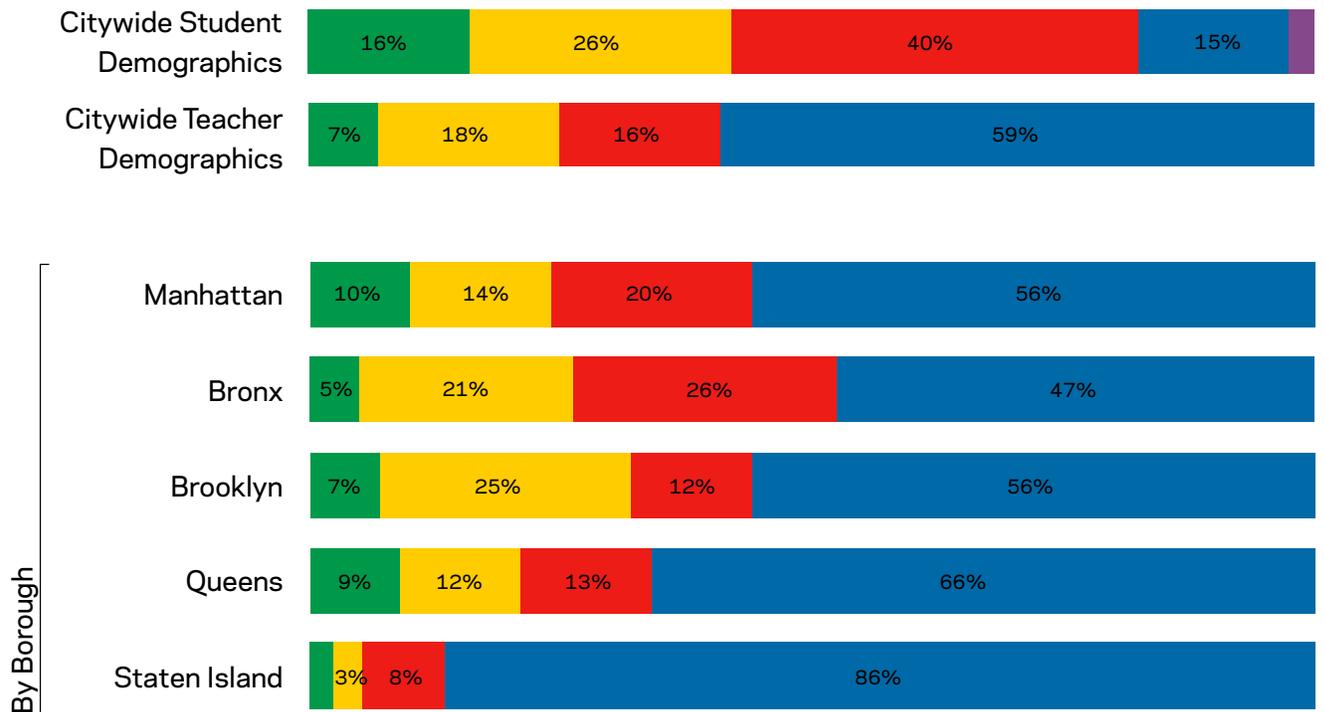
Earlier in this report, we wrote about the importance of a workforce that is trained in culturally responsive education and pedagogy. That alone is not enough. The DOE also needs a workforce that ultimately reflects the diversity of its students. We encourage the DOE to further its efforts to create a diverse workforce—including principals, teachers, paraprofessionals, and all other school staff—and expand its definition of that diversity to include all race and ethnicities, cultural backgrounds, gender identities, and abilities. The DOE is already doing some of this work:

- The New York City Teaching Fellows program is the most diverse pipeline into the teaching workforce and attracts career-changers and young professionals. In the Summer 2018 Teaching Fellows cohort, 62% were teachers of color.
- The NYC Men Teach initiative supports recruitment and retention strategies. Since its launch in 2015, NYC Men Teach has raised the percentage of new hires that are men of color by 3%.
- The Expanded Success Initiative, which includes the Critically Conscious Educators Rising series, trains teachers in Culturally Responsive Education and identifying implicit biases when serving all students.
- The Teach NYC Career Training Program offers tuition aid and reimbursement opportunities for paraprofessionals pursuing higher education and educator certification. Over the years, this program has been the largest single source of minority teachers in New York City.

While we commend these efforts, there is more work to do and we believe that the DOE should explore further opportunities to diversify and strengthen its workforce. We propose the following recommendations for steps that the DOE should take now, and we plan to revisit this topic in greater detail in our final report.

Figure 21: Teacher Racial Demographics

Citywide teacher demographics do not closely reflect citywide student demographics. White teachers comprise 59% of the citywide teaching staff while white students account for 15% of the student population. Latinx teachers comprise 16% of the citywide teaching staff while Latinx students account for 40% of the student population.



Source: NYC DOE, SY 17/18

Recommendations

We believe the DOE should:

- Report diversity of staff by position (e.g., teacher, administrator, para, other staff) as part of the School Quality Report.
- Study the impact of current initiatives and make targeted investments to expand them.
- Monitor diversity of workforce, to the extent possible, based on race, ethnicity, disability, gender identity, and sexual orientation.
- Explore career pipeline opportunities for parent coordinators within the school system.
- Explore opportunities to build an educator career pipeline for high school students.
- Launch a task force to investigate the current state of the DOE's workforce in greater detail and make recommendations about best practices learned from existing efforts. This task force should also look at examples of success from other school districts and sectors.

We encourage the DOE to continue, expand, and deepen this work and to monitor its impact. It is critical that the DOE's work to diversify and train its teaching workforce to be more culturally responsive has a material impact at the policy level as well.



5

**Our path
forward.**

Roadmap and Engagement Plan

In this interim report, we have:

- recalled the historical context that brought us to today's segregated and inequitable system
- defined the key terms of the school diversity and integration conversation
- summarized the work of our group over the past year
- shared some preliminary recommendations that we believe can be implemented in the near term
- and outlined the topics which our group will continue to explore and further expound upon in our final report.

We believe strongly that building a diverse and equitable public education system in New York City requires listening to the voices of the people and communities who have been historically left out of the policy-making process.

To that end, in the coming months, members of this Advisory Group will build on our public engagement process by soliciting the opinions and suggestions of public school students, educators, parents, and community leaders; organizing additional conversations with individuals and groups across the City; and creating an online mechanism for the general public to submit their comments and suggestions for our final report. We are committed to ensuring that our engagement is multilingual, culturally responsive, and driven by the needs of New York City's many different communities.

Between now and the end of the school year, this group will continue to meet to explore further recommendations based on community input and engagement, and continued analysis and research. We commit to releasing a subsequent report with additional recommendations on school screens, G&T programs, and school resources by the end of this school year.

The SDAG is committed to meeting at least monthly through the duration of the school year to solicit input, analyze research, and compile additional recommendations. The SDAG will organize additional community engagement sessions to receive feedback on this report and the future work of the SDAG.

Appendix

Proposed Metrics

The School Diversity Advisory Group would propose that the DOE track and report annually on the following measures, in addition to the broad diversity goals. These measures look at specifically how the DOE is making progress against key priority areas.

Race & Enrollment

ES admissions: Demographics (race, SES, MLL, SWD) of G&T programs as compared to general education programs, by district

MS admissions: Demographics (race, SES, MLL, SWD) of middle school programs based on admissions criteria, by district

HS admissions: Demographics (race, SES, MLL, SWD) of high school programs based on admissions criteria, by borough

Students with disabilities: Number/percent of fully accessible school buildings by district and grade level

English Language Learners: TBD

Resources

All funding sources by school DBN; analysis of how schools compare across districts (ES and MS) and boroughs (HS)

Access to advanced coursework and specialized educational opportunities, by school, at each grade band (e.g., Algebra in middle school, AP courses)

All facilities spending by school DBN; analysis of how schools compare across districts (ES and MS) and boroughs (HS)

Sports spending by school; analysis of how schools compare across districts (ES and MS) and boroughs (HS)

Arts & music spending by school; analysis of how schools compare across districts (ES and MS) and boroughs (HS)

City-funded after-school programs funding (DYCD); analysis of how schools compare across districts (ES and MS) and boroughs (HS)

New school construction spending (SCA); analysis of how schools compare across districts (ES and MS) and boroughs (HS)

Require DOE to report on PTA spending (new requirement per City Council bill)

Relationships

Measure of student engagement: TBD

DOE spending re: \$2m allocation

Restorative Justice

[As defined by the School Climate Working Group]

Representation

Demographics of NYC DOE teachers, as compared to demographics of the students in their schools

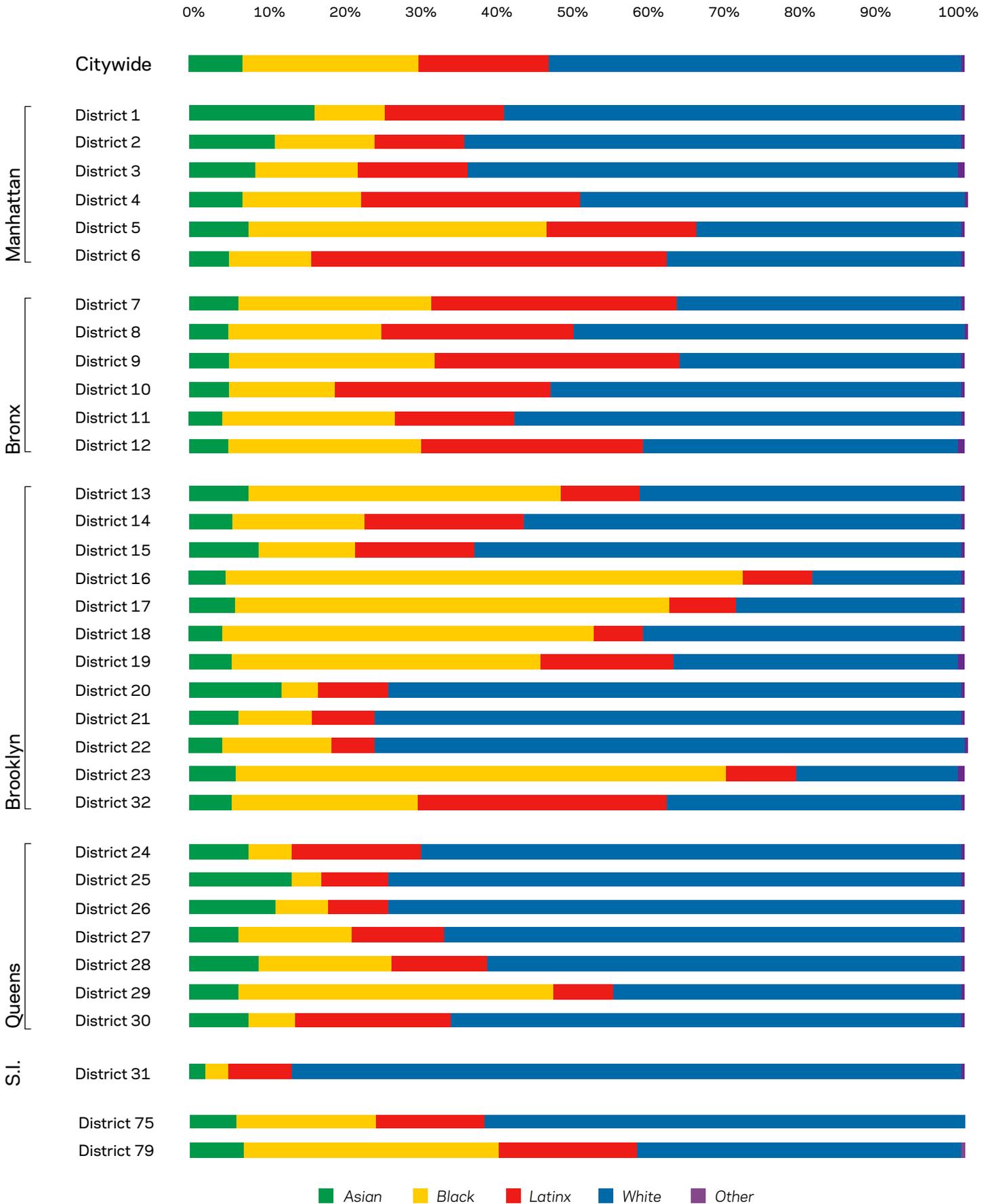
Demographics of school leaders, as compared to demographics of the students in their schools

Measures of teacher quality, analyzed by geography and student demographics

Teacher Demographics

| | Total Employed | Asian | | Black | | Latinx | | White | | Other | |
|-------------|----------------|-------|-----|-------|-----|--------|-----|-------|-----|-------|-----|
| | | (#) | (%) | (#) | (%) | (#) | (%) | (#) | (%) | (#) | (%) |
| District 1 | 934 | 152 | 16% | 83 | 9% | 142 | 15% | 551 | 59% | 6 | 1% |
| District 2 | 6146 | 672 | 11% | 799 | 13% | 711 | 12% | 3940 | 64% | 24 | 0% |
| District 3 | 1664 | 142 | 9% | 223 | 13% | 230 | 14% | 1054 | 63% | 15 | 1% |
| District 4 | 1069 | 71 | 7% | 164 | 15% | 303 | 28% | 529 | 49% | 2 | 0% |
| District 5 | 1125 | 86 | 8% | 434 | 39% | 214 | 19% | 388 | 34% | 3 | 0% |
| District 6 | 1737 | 88 | 5% | 185 | 11% | 795 | 46% | 664 | 38% | 5 | 0% |
| District 7 | 1933 | 119 | 6% | 479 | 25% | 618 | 32% | 705 | 36% | 12 | 1% |
| District 8 | 2333 | 115 | 5% | 461 | 20% | 583 | 25% | 1169 | 50% | 5 | 0% |
| District 9 | 2715 | 133 | 5% | 724 | 27% | 860 | 32% | 982 | 36% | 16 | 1% |
| District 10 | 4142 | 207 | 5% | 569 | 14% | 1160 | 28% | 2186 | 53% | 20 | 0% |
| District 11 | 3222 | 136 | 4% | 711 | 22% | 505 | 16% | 1860 | 58% | 10 | 0% |
| District 12 | 2164 | 109 | 5% | 535 | 25% | 620 | 29% | 878 | 41% | 22 | 1% |
| District 13 | 1590 | 120 | 8% | 639 | 40% | 163 | 10% | 661 | 42% | 7 | 0% |
| District 14 | 1534 | 85 | 6% | 261 | 17% | 315 | 21% | 869 | 57% | 4 | 0% |
| District 15 | 3071 | 279 | 9% | 374 | 12% | 480 | 16% | 1929 | 63% | 9 | 0% |
| District 16 | 536 | 25 | 5% | 358 | 67% | 48 | 9% | 103 | 19% | 2 | 0% |
| District 17 | 1589 | 95 | 6% | 886 | 56% | 138 | 9% | 460 | 29% | 10 | 1% |
| District 18 | 1125 | 46 | 4% | 541 | 48% | 72 | 6% | 462 | 41% | 4 | 0% |
| District 19 | 1832 | 101 | 6% | 731 | 40% | 307 | 17% | 680 | 37% | 13 | 1% |
| District 20 | 3542 | 424 | 12% | 161 | 5% | 314 | 9% | 2633 | 74% | 10 | 0% |
| District 21 | 2679 | 175 | 7% | 249 | 9% | 219 | 8% | 2025 | 76% | 11 | 0% |
| District 22 | 2316 | 93 | 4% | 335 | 14% | 124 | 5% | 1759 | 76% | 5 | 0% |
| District 23 | 845 | 51 | 6% | 533 | 63% | 75 | 9% | 179 | 21% | 7 | 1% |
| District 24 | 4405 | 334 | 8% | 252 | 6% | 735 | 17% | 3058 | 69% | 26 | 1% |
| District 25 | 2589 | 343 | 13% | 102 | 4% | 219 | 8% | 1913 | 74% | 12 | 0% |
| District 26 | 2589 | 289 | 11% | 172 | 7% | 196 | 8% | 1923 | 74% | 9 | 0% |
| District 27 | 3121 | 197 | 6% | 452 | 14% | 372 | 12% | 2086 | 67% | 14 | 0% |
| District 28 | 3005 | 266 | 9% | 514 | 17% | 374 | 12% | 1837 | 61% | 14 | 0% |
| District 29 | 1774 | 112 | 6% | 720 | 41% | 138 | 8% | 797 | 45% | 7 | 0% |
| District 30 | 2896 | 227 | 8% | 172 | 6% | 579 | 20% | 1908 | 66% | 10 | 0% |
| District 31 | 4704 | 99 | 2% | 139 | 3% | 389 | 8% | 4067 | 86% | 10 | 0% |
| District 32 | 889 | 47 | 5% | 216 | 24% | 284 | 32% | 339 | 38% | 3 | 0% |
| District 75 | 6011 | 368 | 6% | 1069 | 18% | 849 | 14% | 3706 | 62% | 19 | 0% |
| District 79 | 522 | 34 | 7% | 172 | 33% | 92 | 18% | 219 | 42% | 5 | 1% |

Teacher Race



Principal Demographics

| | Total Employed | Asian | | Black | | Latinx | | White | | Other | |
|-------------|----------------|-------|-----|-------|-----|--------|-----|-------|-----|-------|-----|
| | | (#) | (%) | (#) | (%) | (#) | (%) | (#) | (%) | (#) | (%) |
| District 1 | 29 | 3 | 10% | 3 | 10% | 7 | 24% | 16 | 55% | 0 | 0% |
| District 2 | 182 | 16 | 9% | 41 | 23% | 28 | 15% | 97 | 53% | 0 | 0% |
| District 3 | 46 | 0 | 0% | 13 | 28% | 7 | 15% | 26 | 57% | 0 | 0% |
| District 4 | 30 | 1 | 3% | 6 | 20% | 9 | 30% | 13 | 43% | 1 | 3% |
| District 5 | 30 | 1 | 3% | 17 | 57% | 8 | 27% | 4 | 13% | 0 | 0% |
| District 6 | 49 | 0 | 0% | 9 | 18% | 22 | 45% | 18 | 37% | 0 | 0% |
| District 7 | 47 | 1 | 2% | 15 | 32% | 15 | 32% | 16 | 34% | 0 | 0% |
| District 8 | 57 | 1 | 2% | 16 | 28% | 14 | 25% | 25 | 44% | 1 | 2% |
| District 9 | 69 | 5 | 7% | 20 | 29% | 23 | 33% | 21 | 30% | 0 | 0% |
| District 10 | 88 | 4 | 5% | 18 | 20% | 29 | 33% | 37 | 42% | 0 | 0% |
| District 11 | 67 | 0 | 0% | 16 | 24% | 19 | 28% | 32 | 48% | 0 | 0% |
| District 12 | 51 | 3 | 6% | 11 | 22% | 17 | 33% | 19 | 37% | 1 | 2% |
| District 13 | 47 | 1 | 2% | 30 | 64% | 2 | 4% | 14 | 30% | 0 | 0% |
| District 14 | 41 | 2 | 5% | 6 | 15% | 14 | 34% | 19 | 46% | 0 | 0% |
| District 15 | 59 | 2 | 3% | 11 | 19% | 11 | 19% | 35 | 59% | 0 | 0% |
| District 16 | 25 | 0 | 0% | 22 | 88% | 0 | 0% | 3 | 12% | 0 | 0% |
| District 17 | 50 | 0 | 0% | 35 | 70% | 6 | 12% | 9 | 18% | 0 | 0% |
| District 18 | 34 | 1 | 3% | 20 | 59% | 3 | 9% | 10 | 29% | 0 | 0% |
| District 19 | 51 | 2 | 4% | 30 | 59% | 6 | 12% | 13 | 25% | 0 | 0% |
| District 20 | 45 | 3 | 7% | 5 | 11% | 3 | 7% | 33 | 73% | 1 | 2% |
| District 21 | 45 | 0 | 0% | 6 | 13% | 1 | 2% | 38 | 84% | 0 | 0% |
| District 22 | 40 | 2 | 5% | 9 | 22% | 3 | 8% | 26 | 65% | 0 | 0% |
| District 23 | 32 | 0 | 0% | 25 | 78% | 1 | 3% | 6 | 19% | 0 | 0% |
| District 24 | 60 | 3 | 5% | 4 | 7% | 12 | 20% | 41 | 68% | 0 | 0% |
| District 25 | 45 | 2 | 4% | 4 | 9% | 2 | 4% | 37 | 82% | 0 | 0% |
| District 26 | 40 | 3 | 8% | 6 | 15% | 3 | 8% | 28 | 70% | 0 | 0% |
| District 27 | 62 | 3 | 5% | 21 | 34% | 6 | 10% | 32 | 52% | 0 | 0% |
| District 28 | 59 | 1 | 2% | 20 | 34% | 14 | 24% | 24 | 41% | 0 | 0% |
| District 29 | 47 | 0 | 0% | 32 | 68% | 1 | 2% | 14 | 30% | 0 | 0% |
| District 30 | 52 | 2 | 4% | 7 | 13% | 15 | 29% | 28 | 54% | 0 | 0% |
| District 31 | 76 | 0 | 0% | 6 | 8% | 10 | 13% | 60 | 79% | 0 | 0% |
| District 32 | 27 | 0 | 0% | 8 | 30% | 8 | 30% | 11 | 41% | 0 | 0% |
| District 75 | 60 | 0 | 0% | 16 | 27% | 7 | 12% | 37 | 62% | 0 | 0% |
| District 79 | 18 | 1 | 6% | 10 | 56% | 3 | 17% | 4 | 22% | 0 | 0% |

Principal Suspension Demographics

| | Total Students Suspended | Asian Principal | | Black Principal | | Latinx Principal | | White Principal | | Multi-Racial Principal | |
|-------------|--------------------------|-----------------|-----|-----------------|------|------------------|-----|-----------------|-----|------------------------|-----|
| | | (#) | (%) | (#) | (%) | (#) | (%) | (#) | (%) | (#) | (%) |
| District 1 | 106 | 0 | 0% | 47 | 44% | 52 | 49% | 7 | 7% | 0 | 0% |
| District 2 | 1481 | 21 | 1% | 647 | 44% | 746 | 50% | 67 | 5% | 0 | 0% |
| District 3 | 401 | 0 | 0% | 266 | 66% | 135 | 34% | 0 | 0% | 0 | 0% |
| District 4 | 223 | 0 | 0% | 89 | 40% | 134 | 60% | 0 | 0% | 0 | 0% |
| District 5 | 114 | 8 | 7% | 79 | 69% | 21 | 18% | 6 | 5% | 0 | 0% |
| District 6 | 259 | 0 | 0% | 21 | 8% | 238 | 92% | 0 | 0% | 0 | 0% |
| District 7 | 766 | 0 | 0% | 320 | 42% | 446 | 58% | 0 | 0% | 0 | 0% |
| District 8 | 1137 | 0 | 0% | 378 | 33% | 745 | 66% | 14 | 1% | 0 | 0% |
| District 9 | 758 | 0 | 0% | 191 | 25% | 567 | 75% | 0 | 0% | 0 | 0% |
| District 10 | 1061 | 11 | 1% | 336 | 32% | 703 | 66% | 11 | 1% | 0 | 0% |
| District 11 | 969 | 11 | 1% | 537 | 55% | 387 | 40% | 34 | 4% | 0 | 0% |
| District 12 | 1068 | 0 | 0% | 444 | 42% | 616 | 58% | 8 | 1% | 0 | 0% |
| District 13 | 355 | 21 | 6% | 279 | 79% | 35 | 10% | 20 | 6% | 0 | 0% |
| District 14 | 579 | 0 | 0% | 268 | 46% | 305 | 53% | 6 | 1% | 0 | 0% |
| District 15 | 271 | 6 | 2% | 160 | 59% | 99 | 37% | 6 | 2% | 0 | 0% |
| District 16 | 178 | 0 | 0% | 178 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| District 17 | 520 | 0 | 0% | 505 | 97% | 15 | 3% | 0 | 0% | 0 | 0% |
| District 18 | 450 | 0 | 0% | 441 | 98% | 9 | 2% | 0 | 0% | 0 | 0% |
| District 19 | 573 | 6 | 1% | 392 | 68% | 175 | 31% | 0 | 0% | 0 | 0% |
| District 20 | 894 | 190 | 21% | 100 | 11% | 335 | 37% | 269 | 30% | 0 | 0% |
| District 21 | 801 | 52 | 6% | 433 | 54% | 150 | 19% | 166 | 21% | 0 | 0% |
| District 22 | 521 | 12 | 2% | 322 | 62% | 49 | 9% | 138 | 26% | 0 | 0% |
| District 23 | 174 | 0 | 0% | 168 | 97% | 6 | 3% | 0 | 0% | 0 | 0% |
| District 24 | 1435 | 185 | 13% | 74 | 5% | 1053 | 73% | 123 | 9% | 0 | 0% |
| District 25 | 676 | 127 | 19% | 270 | 40% | 234 | 35% | 45 | 7% | 0 | 0% |
| District 26 | 632 | 97 | 15% | 364 | 58% | 107 | 17% | 64 | 10% | 0 | 0% |
| District 27 | 755 | 61 | 8% | 417 | 55% | 253 | 34% | 24 | 3% | 0 | 0% |
| District 28 | 568 | 52 | 9% | 273 | 48% | 159 | 28% | 84 | 15% | 0 | 0% |
| District 29 | 537 | 0 | 0% | 512 | 95% | 25 | 5% | 0 | 0% | 0 | 0% |
| District 30 | 669 | 35 | 5% | 183 | 27% | 386 | 58% | 65 | 10% | 0 | 0% |
| District 31 | 1671 | 10 | 1% | 653 | 39% | 472 | 28% | 530 | 32% | 6 | 0% |
| District 32 | 144 | 0 | 0% | 32 | 22% | 112 | 78% | 0 | 0% | 0 | 0% |
| District 75 | 132 | 0 | 0% | 118 | 89% | 14 | 11% | 0 | 0% | 0 | 0% |
| District 79 | 46 | 0 | 0% | 34 | 74% | 12 | 26% | 0 | 0% | 0 | 0% |

Superintendent Suspension Demographics

| | Total Students Suspended | Asian Superintendent | | Black Superintendent | | Latinx Superintendent | | White Superintendent | | Multi-Racial Superintendent | |
|-------------|--------------------------|----------------------|-----|----------------------|------|-----------------------|-----|----------------------|-----|-----------------------------|-----|
| | | (#) | (%) | (#) | (%) | (#) | (%) | (#) | (%) | (#) | (%) |
| District 1 | 54 | 0 | 0% | 16 | 30% | 38 | 70% | 0 | 0% | 0 | 0% |
| District 2 | 267 | 21 | 5% | 147 | 55% | 107 | 40% | 0 | 0% | 0 | 0% |
| District 3 | 148 | 0 | 0% | 94 | 64% | 54 | 36% | 0 | 0% | 0 | 0% |
| District 4 | 89 | 0 | 0% | 69 | 78% | 20 | 22% | 0 | 0% | 0 | 0% |
| District 5 | 194 | 8 | 0% | 162 | 84% | 32 | 16% | 0 | 0% | 0 | 0% |
| District 6 | 111 | 0 | 0% | 25 | 23% | 86 | 77% | 0 | 0% | 0 | 0% |
| District 7 | 163 | 0 | 0% | 62 | 38% | 101 | 62% | 0 | 0% | 0 | 0% |
| District 8 | 356 | 0 | 0% | 119 | 33% | 237 | 67% | 0 | 0% | 0 | 0% |
| District 9 | 167 | 0 | 0% | 80 | 48% | 87 | 52% | 0 | 0% | 0 | 0% |
| District 10 | 317 | 11 | 0% | 98 | 31% | 219 | 69% | 0 | 0% | 0 | 0% |
| District 11 | 303 | 11 | 0% | 204 | 67% | 99 | 33% | 0 | 0% | 0 | 0% |
| District 12 | 257 | 0 | 0% | 123 | 48% | 134 | 52% | 0 | 0% | 0 | 0% |
| District 13 | 200 | 21 | 9% | 169 | 85% | 6 | 3% | 8 | 4% | 0 | 0% |
| District 14 | 125 | 0 | 6% | 45 | 36% | 73 | 58% | 0 | 0% | 0 | 0% |
| District 15 | 81 | 6 | 0% | 49 | 60% | 32 | 40% | 0 | 0% | 0 | 0% |
| District 16 | 124 | 0 | 0% | 118 | 95% | 6 | 5% | 0 | 0% | 0 | 0% |
| District 17 | 194 | 0 | 0% | 188 | 97% | 6 | 3% | 0 | 0% | 0 | 0% |
| District 18 | 107 | 0 | 0% | 107 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| District 19 | 284 | 6 | 0% | 236 | 83% | 48 | 17% | 0 | 0% | 0 | 0% |
| District 20 | 131 | 190 | 0% | 29 | 22% | 77 | 59% | 25 | 19% | 0 | 0% |
| District 21 | 224 | 52 | 0% | 140 | 63% | 43 | 19% | 41 | 18% | 0 | 0% |
| District 22 | 113 | 12 | 0% | 97 | 86% | 0 | 0% | 16 | 14% | 0 | 0% |
| District 23 | 40 | 0 | 0% | 40 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| District 24 | 155 | 185 | 0% | 6 | 4% | 143 | 92% | 6 | 4% | 0 | 0% |
| District 25 | 156 | 127 | 7% | 70 | 45% | 75 | 48% | 0 | 0% | 0 | 0% |
| District 26 | 95 | 97 | 14% | 74 | 78% | 8 | 8% | 0 | 0% | 0 | 0% |
| District 27 | 258 | 61 | 3% | 180 | 70% | 71 | 28% | 0 | 0% | 0 | 0% |
| District 28 | 156 | 52 | 9% | 116 | 74% | 18 | 12% | 8 | 5% | 0 | 0% |
| District 29 | 156 | 0 | 0% | 149 | 96% | 7 | 4% | 0 | 0% | 0 | 0% |
| District 30 | 163 | 35 | 4% | 41 | 25% | 103 | 63% | 12 | 7% | 0 | 0% |
| District 31 | 374 | 10 | 0% | 214 | 57% | 121 | 32% | 39 | 10% | 0 | 0% |
| District 32 | 113 | 0 | 0% | 20 | 18% | 93 | 82% | 0 | 0% | 0 | 0% |
| District 75 | 53 | 0 | 0% | 34 | 64% | 19 | 0% | 0 | 0% | 0 | 0% |
| District 79 | 16 | 0 | 0% | 9 | 56% | 7 | 0% | 0 | 0% | 0 | 0% |

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Glossary

Ally someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways

Achievement Gap the gap in any measure of student academic achievement (common metrics are standardized test proficiency, graduation rates, etc). This conceptual framing puts the onus on students and their achievement. It is usually summative, based on one measure, and ignores context, need, opportunities and resources. (See opportunity gap for a different conceptual framing)

Anti-racism actively opposing racism. Anti-racism is often in response to interpersonal racism (see below), and focused on the actions of individuals.

Attributional Ambiguity a psychological state of uncertainty about the cause of a person's outcomes or treatment. It occurs whenever there is more than one plausible reason for why a person was treated in a certain way or received the outcomes that he or she received. People of Color are often vulnerable to attributional ambiguity creating an internal state of doubt (e.g., "did that happen because of my behavior/work? Or was it because of my race?" This effect can interact with

stereotype threat (see below), to create even greater self-doubt.

Cisgender A term which describes people whose gender identity or gender expression matches their assigned sex at birth

Code Switching shifting your language, dialect, and mannerisms depending on what social groups and situations you are in.

Colorism a within race preference or prejudice based solely on skin-color. (e.g. preferences in the Asian/Latinx or Black community for lighter skin, prejudice against darker skin, skin-whitening creams, etc.)

Conscientização Paulo Freire's conception of critical consciousness-- raising the consciousness of both the oppressor and the oppressed about the system of oppression that implicates both of them. It is seen as a form of liberatory pedagogy that, in turn, helps both the oppressor and the oppressed consider their situation critically and creatively and work towards systemic transformation (praxis), towards a more just social order.

Cultural Competence an approach that comes from the health and educational sectors and means being respectful and responsive to the cultural beliefs, practices, and needs of those in your care. In education, that means:

- believing that all students can learn
- self-reflective and critical examination of one's own behaviors working with students of diverse backgrounds
- setting high standards and communicating them to students
- standing up to challenge prejudice and discrimination[vii]

Cultural Proficiency a set of values and behaviors in an individual or set of policies and practices in an organization that create the appropriate mindset and approach to effectively respond to issues of diversity. Culturally proficient people may not know all there is to know about others who are different from them, but they know how to take advantage of teachable moments, how to ask questions without offending, and how to create an environment that is welcoming to diversity and to change. Five essential elements characterizing cultural proficiency include: assessing culture, valuing diversity, managing the dynamics of difference, adapting to diversity, and institutionalizing cultural knowledge.

Culturally Relevant Education (CRE)

(also commonly called culturally responsive education/culturally relevant pedagogy, culturally responsive teaching) A teaching approach that empowers students

and incorporates their cultures, backgrounds, and experiences into the school environment and classroom activities involving three different elements: 1) supporting academic success by setting high expectations for students and providing ample opportunities for them to succeed; 2) embracing cultural competence, including a curriculum that builds on students' prior knowledge and cultural experience; and 3) promoting critical consciousness by providing students with the tools to critique and challenge institutions that perpetuate inequality.

Culturally Sustaining

Pedagogy an approach that goes beyond culturally responsive or culturally relevant pedagogy in that it focuses explicitly on sustaining the cultural and linguistic value of students' families and communities while also offering access to the dominant culture to support multilingualism and multiculturalism

Culture the social characteristics that people have in common, such as language, religion, traditions, political and social affiliations, dress, recreation, foods, etc. (see ethnicity for subtle distinctions)

Color Blindness the racial ideology that contends that the best way to end discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. It focuses on commonalities between people,

such as their shared humanity (a common refrain here is "I don't see color.") This approach is often critiqued as not accounting for historical, systemic and institutional racism.

Controlled Choice

A school enrollment method first popularized in Cambridge, Massachusetts where family school choice is balanced with a locality's interest in creating equitable school populations.

Critical Consciousness

an intentionally critical analysis of power, privilege and injustice in society and institutions for the purpose of changing them. It requires anti-oppressive thinking and anti-oppressive action.

Critical Pedagogy

an orientation to teaching that focuses on critiquing the status quo by naming, analyzing and takes steps to address power imbalances and social injustice.

Critical Race Theory

a theoretical approach that originated in the legal field, and has gained traction in academia. CRT assumes a system of institutional racism that is based on colonialism and white supremacy and marginalizes people of color. CRT seeks to analyze, critique, and change the existing social order that consistently confers power and privilege on people based on their (white) skin color.

Desegregation Dismantling the beliefs, policies, and practices that physically separate students into racially and economically isolated schools, tracks, classes, and/or programs, that invariably results in inequitable access to programs, resources and opportunities.

Disability

A personal limitation of substantial disadvantage to the individual when attempting to function in society. It reflects the interaction between a person and the society in which they live. It encompasses more than students who receive special education services. Disability status is defined differently under different laws.

Disproportionality

refers to the disparity between the percentage of persons in a particular racial or ethnic group at a particular decision point or experiencing an event (maltreatment, incarceration, school dropouts) compared to the percentage of same racial or ethnic group in the overall population. These disparities could suggest underrepresentation, proportional representation, or overrepresentation of a population experiencing a particular phenomenon.

Diversity

has come to refer to the various backgrounds and races that comprise a community, nation or other groupings. In many cases the term diversity does not just acknowledge the existence of diversity of background, race, gender, religion, sexual orientation and so on, but

implies an appreciation of these differences. The structural racism perspective can be distinguished from a diversity perspective in that structural racism takes direct account of the striking disparities in well-being and opportunity areas that come along with being a member of a particular group and works to identify ways in which these disparities can be eliminated.

Educational Equity

Raising the achievement of all students, while narrowing the gaps between the highest and lowest performing students, and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

Equality sameness in quantity or quality. In education, this means providing the same educational resources to everyone regardless of need.

Equity a state in which all people in a given society receive what they need to be successful. It is about fairness and justice and focuses on equal outcomes not equal inputs, recognizing that different individuals have different access, challenges, needs, and histories.

Ethnicity a social group that shares a common culture, religion, language. Often used synonymously with national origin. Currently, the U.S. census only recognizes two ethnicities (Hispanic or non-Hispanic)

Field Support Centers

DOE run, borough-based organizations that provide differentiated support in Teaching & Learning, Business Services, Operations, Student services (safety, health, and wellness), English Language Learners and Special Education.

Gender Expression refers to the way a person expresses gender to others in ways that are socially defined as either masculine or feminine, such as through behavior, clothing, hairstyles, activities, voice, or mannerisms

Gender Identity a person's inner sense of being male or female, neither, or both, regardless of their sex assigned at birth

Gender Non-Conforming individuals whose gender-related identity and/or gender expression do not conform to the social expectations or norms for a person of that sex assigned at birth (variations include gender creative, gender liberated, gender expansive, etc.)

Gifted and Talented An option for supporting the educational needs of exceptional students, offering specialized instruction and enrichment opportunities.

High Poverty Schools

A school where more than 70% of students qualify for free or reduced price lunch, or are eligible for Human Resources Administration (HRA) benefits.

Implicit Bias/ Unconscious Bias

a preference or aversion for a person or group of people that is not consciously known. Implicit biases can run contrary to our conscious or espoused beliefs. Implicit Bias operates at the individual level but stem from social messages, stories and narratives. The Implicit Association Test (IAT) is often used to measure implicit biases with regard to race, gender, sexual orientation, age, religion, and other topics.

Inclusion Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that share power.

Integration policies and practices that actively create demographically diverse schools that support and affirm the identities of all their students. Of note, integration often involves busing students of color into schools that have historically been predominantly run by white leaders, with predominantly white teachers, for predominantly white students. To achieve real integration, more equitable student movement and the integration of

staff and leaders are important considerations.

Intersectionality the idea that every individual is subject to multiple identifies (e.g. race, gender, sexuality, religion, disability, etc) that affect that individual's level of privilege or oppression.

Nationality a person's country of citizenship, by birth or naturalization.

Microaggression The brief and everyday slights, insults, indignities and diminishing messages sent to people of color by well-intentioned White people who are unaware of the hidden messages being communicated. These messages may be sent verbally ("You speak good English."), nonverbally (clutching one's purse more tightly) or environmentally (symbols like the confederate flag or using American Indian mascots).[xviii]

Multicultural Education instruction that incorporates the histories, texts, values, beliefs, and perspectives of people of diverse backgrounds. A multicultural approach would encompass curriculum, instruction and assessment.

Nationality a person's country of citizenship, by birth or naturalization.

Opportunity Gap this is a more commonly accepted term among educators who approach

educational inequality with a critically conscious lens. This puts the onus on adults and ways that we have underserved students by denying them equal opportunities (access, resources, a culturally responsive curriculum, diverse teachers, strong pedagogy, health, safety, etc.).

Microaggression The brief and everyday slights, insults, indignities and diminishing messages sent to people of color by well-intentioned White people who are unaware of the hidden messages being communicated. These messages may be sent verbally ("You speak good English."), nonverbally (clutching one's purse more tightly) or environmentally (symbols like the confederate flag or using American Indian mascots).

Multicultural Education Instruction that incorporates the histories, texts, values, beliefs, and perspectives of people of diverse backgrounds. A multicultural approach would encompass curriculum, instruction and assessment.

Multilingual Learners A student learning a language other than English who has the opportunity to become bilingual or multilingual in school.

Nationality A person's country of citizenship, by birth or naturalization.

Opportunity Gap This is a more commonly accepted term among educators who approach educational inequality with a critically conscious lens. This puts the onus on adults and on the ways that we have underserved students by denying them equal opportunities (access, resources, a culturally responsive curriculum, diverse teachers, strong pedagogy, health, safety, etc.).

Oppression the systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society.

Systemic (or Structural) Oppression the ways in which history, culture, ideology, public policies, institutional practices, and personal behaviors and beliefs interact to maintain a hierarchy – based on race, class, gender, sexuality, and/or other group identities – that allows the privileges associated with the dominant group and the disadvantages associated with the oppressed, targeted, or marginalized group to endure and adapt over time.

Internalized Oppression Internalized negative message about a group. Belief that there is something wrong with being part of that group. Shame, self-hatred,

and low self-esteem that results when members of an oppressed group take on society's attitudes toward them and adopt myths and stereotypes about themselves. Internalized oppression can manifest through a sense of inferiority; lowered expectations and limited imagination of possibilities; holding members of one's own group to higher standards of behavior; not associating with one's own group; changing oneself in order to pass or assimilate; identifying with the dominant group; oppressing other members of one's own group; self-destructive behavior; and inability to ally oneself with other oppressed people. Cycles through generations.

People of Color a term for all people of African, Latinx, Native American, Asian, or Pacific Island descent. It was intended to be an inclusive term and is more accurate than the word minority, since people of color are frequently no longer minorities in many different domains.

Power access to resources and to decision makers, power to get what you want done, the ability to influence others, the ability to define reality for yourself and potentially for others. Power can be visible, hidden, or invisible. Power can show up as power over others, power with others, and/or power within.

Privilege a special advantage, immunity, permission, right, or benefit granted to or enjoyed by an individual because of their class, caste, gender, or racial/ethnic group.

Prejudice a prejudgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members.

Pronouns (self-identified) a way for people to self-identify by the pronouns they prefer to identify by.

Race describes categories assigned to demographic groups based mostly on observable physical characteristics, like skin color, hair texture and eye shape. A political construction created to concentrate power with white people and legitimize dominance over non-white people.

Racist describes a person that perpetuates racism in their words or deeds.

Racism a complex system of beliefs and behaviors, grounded in the presumed superiority of one race over another backed by legal authority and institutional control/power. These beliefs and behaviors are conscious and unconscious; personal and institutional. According to this definition of racism, reverse racism, in the United States, does not exist, because historical, systemic, and institutional systems and

structures have all been created to consolidate power and privilege for white European-Americans. People of color can be prejudiced against white people, but without the power of all of these systems, that prejudice is not defined as racism.

Systemic Racism a societal system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. Structural racism is not something that a few people or institutions choose to practice. Instead it has been a feature of the social, economic and political systems in which we all exist.

Institutional Racism refers to the policies and practices within and across institutions that, intentionally or not, produce outcomes that consistently favor white people and chronically disadvantage people of color, especially black and Latinx people. Examples of institutional racism occur throughout society where people of color are disproportionately affected: housing segregation and mortgage lending, environmental racism, "zero tolerance" school disciplinary policies, sentencing disparities in the criminal justice system, racial profiling, and recruitment, retention, promotion and termination.

Interpersonal Racism

discriminatory actions from one person directed at another based on race.

Internalized Racism the acceptance of a racially hierarchical system. This can occur among people who accept their superior or inferior status within the hierarchy without questioning it or working against it.

Racial Equity a reality in which a person is no more or less likely to experience society's benefits or burdens just because of the color of their skin. This is in contrast to the current state of affairs in which a person of color is more likely to live in poverty, drop out of high school, be unemployed, be imprisoned, and experience poor health outcomes like diabetes, heart disease, depression and other potentially fatal diseases.

Relative Risk Ratio the risk comparison of one demographic subgroup to end up in a risk category compared to all other demographic subgroups. It is expressed as a multiple (e.g. if black males have a relative risk ratio of 2.5 for being suspended, they are two-and-a-half times more likely to be suspended than their peers).

Restorative Justice

Focuses on rehabilitation through reconciliation with victims and the community at large instead of punishment to resolve conflict.

Safety Transfers A transfer process utilized (1) when students are victims of a violent criminal offense on school property; and (2) in other situations, when it is determined that a student's continued presence in the school is unsafe for the student.

School Climate Well-being and safety of students and staff in schools.

School Screens Selection criteria schools use to admit students.

School Quality Report An easy to digest report that highlights the key aspects of public schools in NYC. It contains background information about each school through multiple measures, including data from the Quality Review the NYC School Survey, and through Performance Metrics. It has been produced by the NYC DOE since 2014.

Segregation separation of people, especially students, by demographic categories (most commonly race), which invariably results in an inequitable distribution of programs, resources, and opportunities.

De jure segregation refers to government-sanctioned racial separation due to laws or policies

De facto segregation refers to race-based separation caused by unwritten, or unsanctioned, (but not always unintentional) societal factors (e.g.,

housing, housing discrimination, zoning, registration procedures, etc)

Sexual Orientation

describes an individual's enduring physical, romantic, emotional, and/or spiritual attraction to another person.

Solidarity Many leaders of color have recently begun to critique allyship as being convenient, temporary, transactional, or subject to paternalistic or savior mentalities. Instead of allyship, they are calling for solidarity, which involves sacrifice, shifting focus away from the ally and back to the marginalized people and communities. Solidarity requires humility, accountability, and a long term commitment.

Stereotype

a generalization and oversimplification about a person or group of people that may result in stigmatization and discrimination. Even so-called positive stereotypes (e.g., Asians as "model minorities") can be harmful due to their limiting nature on the domain group and other groups.

Stereotype Threat

the pressure and danger that any individual will believe that their performance or behavior will confirm negative perceptions about their race. This has been studied repeatedly across races and genders.

Students in Temporary

Housing Students who lack a “fixed, regular and adequate” nighttime residence are homeless and entitled to protections under the McKinney-Vento Act. This includes students living in a homeless or domestic violence shelter, hotel, car, park, bus or train station, students ‘awaiting foster care placement,’ students sharing housing with another household (sometimes referred to as ‘doubled-up’) and students living in other temporary living situations.

Students with

Disabilities Students with challenges, such as: Autism Spectrum Disorders, significant cognitive delays, emotional disturbances, sensory impairments, multiple disabilities, and physical impairments.

Title I Federal funding that provides additional dollars to schools with high percentages of students living in poverty.

Transgender a term which describes people whose gender identity or gender expression is different from their assigned sex at birth

Undocumented describes immigrants without immigration papers. This term is more humane than describing people as illegals or illegal aliens.

Universal Design A theory of teaching and learning emphasizes representation of information in multiple formats, and pathways to engage and motivate students.

White Fragility A state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium. Racial stress results from an interruption to what is racially familiar.

White Privilege the historical and contemporary advantages in access to quality education, decent jobs, living wages, homeownership, retirement benefits, wealth, etc., that have been conferred on white people in America due to their race.

White Supremacy

historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and people of color by white people for the purpose of maintaining and defending a system of wealth, power and privilege.

Whiteness a social construction that centers a shifting group of people that are considered “white,” and confers and consolidates power and privilege within their group. Whiteness is constructed, reinforced and manifested in ideological, institutional, interpersonal, and internalized racism.

Woke the process of becoming *critically conscious*, especially in regards to racial oppression. Being “woke” is a journey, not a destination.

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COMMUNITY EDUCATION COUNCIL DISTRICT 3

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Deidre Garrett Scott Vacant, ELL, Member Vacant, Student Member District 3 Community Superintendent

Vol. 19 (P) No. 3

Resolution on High School Equity and Excellence

Approved at the April 17, 2019 CEC3 Business and Calendar Meeting by a Roll Call Vote of the CEC3 members present at the time of the vote (10 in favor / 0 opposed / 0 abstain)

WHEREAS, there are 489 NYC Department of Education ('DOE') high schools, including 9 Specialized High Schools, across the five boroughs; and

WHEREAS, only 5% of these high schools (26 of 489)¹ offer at least 4 of these STEM-focused AP classes (AP Biology, AP Chemistry, AP Physics, AP Calculus AB and AP Calculus BC) and only 15% of high schools (73 of 489) offer at least 7 AP classes in any topic; and

WHEREAS, New York City has one of the most diverse populations, but its school system is one of the most segregated², denying students the opportunity to benefit from myriad academic and social gains associated with diverse educational environments and restricting equitable access to accelerated programming; and

WHEREAS, changes to high school admissions intended to increase equity have not included proposals to improve academic programming at under-performing elementary and middle schools to prepare students for advanced curricula; and

WHEREAS, high school admissions are inordinately complex; subject to four different admissions methods³ layered with district, neighborhood, middle school or language priorities; and

WHEREAS, District 3 ('D3') students have a geographical disadvantage in this complex process, being in the only Manhattan district without admissions priority to any high schools in their district,

¹ Of these 26 schools, 6 are Specialized high schools. Data tables with HS stats at www.cec3.org/high-school-admissions-committee

² "New York Schools Most Segregated in Nation", UCLA Civil Rights Project, March 26, 2014, www.civilrightsproject.ucla.edu

³ Open (Unscreened Admissions), Education Option (50% random, 50% ranked with 16% low ELA, 68% middle, 16% high ELA), Screened (various screens including tests, essays, GPA, auditions, interviews), and SHSAT (Specialized HS Adm. Test)

and being restricted from many of the high-performing schools outside of D3, due to admissions priorities granted to other districts; and

WHEREAS, D3 students currently take the SHSAT and receive offers to Specialized High Schools (SHS) at a higher rate than other Manhattan districts.⁴; and

WHEREAS, the mayor's proposed changes to SHS admissions will reduce nearly 300 D3 SHS offers to fewer than 100 over 3 years, further intensifying competition for high-demand high schools⁵ with extensive AP STEAM or early college programming; and

WHEREAS, there is no transparent plan, process or timeline for changes to admissions, or for sharing data projections with communities or Education Councils, even though many of these changes will disproportionately impact particular districts and are often made mid-cycle; and

WHEREAS, the proposed changes to SHS admissions were not reviewed by the School Diversity Advisory Group, were shared with CECs for feedback only after the legislation was introduced; and

WHEREAS, there is no comprehensive plan for integration and equity improvements across the entire system and no (shared) plans to increase the number of schools with AP STEAM or early college programs for students at all academic levels, in spite of the intense competition for such schools; and

WHEREAS, changes to admissions meant to increase access and diversity have NOT included eliminating the admissions priority given to District 2 for 7 schools with extensive AP offerings; purposefully preserving this inequity⁶ in spite of Chancellor Carranza's September 26th, 2018 statement⁷ that he doesn't believe we should cling to a system that puts up these barriers; and

THEREFORE, BE IT RESOLVED, that the DOE must continue to focus on expanding access to high-quality high school programming for all students and make increasing equity and integration across the entire system a priority by reevaluating admissions barriers through a transparent, data-based process which includes community engagement; and

⁴ Data available at cec3.org/high-school-admissions-committee

⁵ "Couldn't get into Yale? Ten New York City high schools are more selective", New York Times, March 10, 2017

⁶ Of the 19 non-SHS with the highest SAT scores, only 7 do not have admissions restrictions for D3 applicants

⁷ September 26, 2018 CEC3 Town Hall with Chancellor Carranza, audio available at www.cec3.org

BE IT FURTHER RESOLVED, that the DOE must eliminate all district priorities, which are contrary to its stated objectives of equity and access, and conduct a thorough evaluation of all borough priorities to ensure that they serve the goals of equity and transparency; and

BE IT FURTHER RESOLVED, that the DOE should provide detailed multi-year data projections to show how enrollment patterns and programming will change at other high schools if the mayor's Specialized High School proposal becomes state law;

BE IT FURTHER RESOLVED, the DOE should directly engage district communities to develop and enact integration and equity initiatives across the entire city, as SHSAT seats represent only 5% of total seats. The mayor's proposal highlights that there are thousands more students ready for advanced curricula; focusing on replication of successful models will make high quality college prep seats available across the system ; and

BE IT FURTHER RESOLVED, that the DOE must work to simplify High School Admissions including: the intersection with state laws, reducing the number of separate screening submissions, avoiding changes mid-cycle, and instituting a feedback loop with PAs and Education Councils for major changes; and

BE IT FURTHER RESOLVED, that the DOE must re-evaluate schools that are not meeting the demands of students, in order to increase the number of schools offering rigorous college-prep programs with comprehensive STEAM curricula, as well as extracurricular activities, to ensure a balance of high quality options; and

BE IT FURTHER RESOLVED, that the DOE should add 5000 (1250 9th grade) seats with access to a comprehensive STEAM⁸ curricula, including opening a high school in geographic proximity to, or within, District 3, and expanding seats at current schools with comprehensive STEAM programs in place, in order to fill the demand for STEAM curricula, ease the intense competition for seats with those qualifications and to prepare students of diverse academics needs and backgrounds for the future.

⁸ STEAM is used versus STEM, recognizing the need for comprehensive science curricula that prepares students for the ever-increasing technological aspect of modern careers, without losing sight of the importance of the arts and humanities.



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Deidre Garrett Scott Vacant, ELL, Member Vacant, Student Member District 3 Community Superintendent

Dear Speaker Johnson and City Council Education Committee Members,

The Community Education Council for District 3 (CEC3) has made diversity and equity one of our primary goals as a council. CEC3 represents the Upper West Side and parts of Harlem. Like the city as a whole, our district is very diverse but many of our schools are not. We have taken the initiative as a council, through a historic re-zoning in 2016 and new middle school admissions policies this year, to integrate and diversify our schools. Our High School Admissions Committee has been tackling equity and diversity issues in high schools and the complexity of the admissions process. CEC3 passed the attached resolution as a result of this work. We thank the City Council for diving into school integration and equity issues. Issues as challenging as school integration, and true equity, require that visionary holistic leadership be reflected at every level and include authentic community engagement.

New York City's city-wide high school admissions process is a confusing patchwork of policies, developed over several administrations and fraught with inequities. CEC3's Resolution on High School Equity and Excellence highlights the issues that make this process so stressful for families and so contentious when changes, such as the mayor's proposal, are attempted.

1. Segregation and Equity: While the best way to integrate Specialized High Schools has been hotly debated, high schools across the system suffer from harmful segregation and inequities. Except for the Specialized High School proposal, efforts to address these issues have so far been driven by individual schools and districts. Those that are willing to do this work are not always the schools that need it the most. Changing District Priority admissions to high schools, a glaring inequity in access to college prep high schools, has been deliberately avoided by our city leadership. Without a comprehensive plan from city leaders, and without data projections as to how changes in one part of the system impact other areas, each change is greeted with suspicion and uncertainty.
2. Scarcity Mindset: Out of 489 high schools in NYC, only 5% offer at least 4 of these STEM focused AP classes (AP Biology, AP Chemistry, AP Physics, AP Calculus AB and AP Calculus BC) and only 15% offer at least 7 AP classes in *any* topic. This fosters extreme competition for seats at a relatively small set of schools. Admissions changes of any sort bring on the panic of "losing out".
3. Complexity: The high school admissions process has several different methods (SHSAT, Auditions, Screened schools with varying measures etc.), and a myriad of priorities, pilots and policies that can change with very little notice to the community. This complexity is, in and of itself, an inequity as it requires months of diligence to navigate while most middle schools only have a part-time guidance counselor to assist families.

4. Comprehensive Planning: Integration and diversification efforts by the city have not included proposals to improve programming and leadership at under-performing elementary and middle schools, or a discussion of the future of low-performing high schools that are not adequately preparing students for college and careers. Efforts to expand and replicate successful school models need to be a large part of equity efforts as they will combat the “scarcity” in the system. The leadership of our schools who have proven records of preparing students for college and lifting up struggling students will undoubtedly provide some of the most useful ideas for change.

As the council works on these complex issues, we hope that a comprehensive approach and community engagement will continue to lead your efforts.

Community Education Council, District 3



FOR THE RECORD

**Testimony of the Children's Defense Fund-New York
For the New York City Council Committee on Education and Committee on Civil and Human Rights
Oversight – Segregation in NYC Schools
May 1, 2019**

Good afternoon. My name is Charlotte Pope and I am the Education Justice Policy Manager with the Children's Defense Fund-New York (CDF-NY). The Children's Defense Fund's (CDF) Leave No Child Behind® mission is to ensure every child a healthy start, a head start, a fair start, a safe start and a moral start in life, and successful passage to adulthood with the help of caring families and communities.

Thank you to Chair Treyger, Chair Eugene, and to the members and staff of the City Council Committee on Education and Committee on Civil and Human Rights for the opportunity to testify at this oversight hearing on segregation in NYC schools.

Overview

In June 2017, as part of the Equity and Excellence for All: Diversity in New York City Public Schools plan, the Department of Education (DOE) established a School Diversity Advisory Group to make formal policy recommendations to the Mayor and Chancellor. That Advisory Group identified disproportionate and punitive discipline towards students of color as a problem of school segregation, directing the city to consider the connections among issues of equity, integration, and restorative practice as a means of addressing this.¹ In our work at CDF-NY, we recognize that the uneven use of policing and surveillance practices for the purpose of punishment and exclusion is one manifestation of segregation and can reinforce racial and socioeconomic disparities in arrests, suspensions, and educational opportunity.² Further, the restorative justice committee of *IntegrateNYC*, of which CDF-NY has been a part, has consistently identified the placement of metal detectors and deployment of school police as an issue of segregation, positioning restorative practices as one remedy.³

In our testimony today, we outline the intersection between school segregation and metal detection equipment, and urge the city to realign resources and invest in approaches to school safety that preserve the dignity and wellbeing of all students. Scanning, in all its forms, bring an influx of police officers to schools, requiring significant resources at the same time that we're told that interventions like restorative justice are too costly. Criminalization impedes learning,⁴ and students report feeling criminalized, dehumanized, harassed, and stereotyped when walking through scanners just to enter their schools.⁵ The City should shift resources from practices that aim to push out and dehumanize students to practices that can address the underlying causes of violence. We urge the City to make the following investments in FY 2020:

- Increasing the number of social workers and guidance counselors (\$40M)
We appreciate the Council's recommendation to dedicate \$13.75 million to hire an additional 110 social workers for high need schools. Given the tremendously high need and demand for additional school-based support staff, our recommendation is that the FY20 budget include at least \$40 million to add 150 full-time social workers and 150 full-time guidance counselors for high need schools.
- Expanding Whole-School Restorative Practices Citywide (\$30M)
We recommend that the FY20 budget include and baseline \$30 million for whole-school Restorative Practices in 100 high need schools. This funding would pay for a full-time Restorative Practices Coordinator in each school and increased staffing at the central DOE office and Borough Field Support Centers to build capacity to evaluate, monitor, and support the expansion of Restorative Practices citywide.
- Investing in a Mental Health Continuum (\$15M)
We are excited that the Council's budget response calls on the DOE to invest in the mental health continuum as recommended by the Mayor's Leadership Team for School Climate and Discipline, and we ask that the continuum be funded and baselined at \$15 million per year.

School Scanning Landscape

In 2015, amendments to the City Council's Student Safety Act were signed into law including a new section requiring the NYPD to submit to the Council a quarterly list of school buildings with permanent metal detectors, those where students, staff and visitors are subjected to random scanning, those schools requesting the removal of metal detectors, and those school buildings where the metal detectors have been removed.⁶ During the Committee on Education's September oversight hearing on school safety, the NYPD explained their noncompliance with that section of the reporting law was that disclosing the exact locations of weapons detection equipment would compromise safety.⁷ The City Council should not permit NYPD to continue to evade these reporting obligations by claiming that the availability of these data would make schools less safe. Full transparency on this issue would better enable the public to draw attention to the intersections between school segregation and placement of full-time scanning equipment, and potentially move us closer to removing scanning equipment from schools altogether.

In the meantime, we do have access to some information about the locations of metal detectors that enable us to draw certain conclusions, though data is incomplete and difficult and time-intensive to assemble. When the NYPD publishes quarterly reports detailing all police interventions in schools, each intervention is listed by school-site, and each school-site includes a category of "scanning type" with the options of "full-time," "unannounced," "hand wand," "random," and "non-scanning." Scanning schools without police interventions are not included in this data. Also, the online resource *InsideSchools* offers data on metal detectors that were originally collected as a joint project with the New York Civil Liberties Union and then updated by WNYC. The *InsideSchools* information is available through a query that permits each school to be identified individually. Journalists have also routinely reported on the placement of metal detectors in schools, as part of coverage of high profile incidents.⁸

It is with these sources that we have been able to identify a list of 80 unique school buildings with full-time scanning, impacting a total of 243 schools, because many buildings operate as campuses housing multiple schools. This collection is not too far off a *ProPublica* report from 2016 that identified scanning equipment was in operation at more than 236 schools.⁹ Their survey brought to light that daily scanning was borne disproportionately by students of color; Black and Latinx students in high school were nearly three times more likely to walk through a metal detector to get into their school than white students.

Given the information we were able to assemble, full-time metal detection equipment impacts 124,765 students per day, or 11.0% of all students in all grades across the system.

| <i>Demographic Category</i> | <i>% of all students attending school with a metal detector</i> | <i>% of all students in the DOE</i> |
|---|---|-------------------------------------|
| Asian Students | 10.8% | 16.1% |
| Black Students | 36.3% | 26.0% |
| Latinx Students | 43.2% | 40.5% |
| Multiracial Students | 2.4% | 2.5% |
| White Students | 7.3% | 15.0% |
| Students with Disabilities | 19.0% | 19.7% |
| Students Learning English as an Additional Language | 16.3% | 13.5% |
| Students Living in Poverty | 80.3% | 74.0% |

This data shows that Black students, Latinx students, students learning English as an additional language, and students living in poverty are overrepresented in full-time scanning schools. Further, this disproportionality shows up across boroughs:

| <i>Borough</i> | <i>% of the borough's students attending a school with a full-time metal detector</i> | <i>% of the borough's schools with a full-time metal detector</i> |
|----------------|---|---|
| Bronx | 15.5% | 19.3% |
| Brooklyn | 12.6% | 13.7% |
| Queens | 9.4% | 10.1% |
| Manhattan | 8.7% | 10.8% |

Boroughs with higher concentrations of students of color are more likely to have metal detectors in their schools. The average school in New York City has a 12% white student population, with a median of 3.3%. The average full-time scanning school has a 4.9% white student population, with a median of 2.5%. The oft-cited 2014 UCLA Civil Rights Project report outlining school segregation in New York described schools in the following categories:¹⁰

- "Apartheid Schools" – schools with less than 1% white enrollment
- "Intensely Segregated" – less than 10% white enrollment
- "Multiracial" – schools with any three races representing 10% or more of the total student body

Our data reflects that scanning schools are far more likely to fall under the category of "intensely segregated" as compared to the overall school system. Nearly nine out of 10 City schools that employ full-time scanning have student bodies that are at least 90% children of color:

| <i>School Category</i> | <i>Scanning Schools</i> | | <i>All DOE Schools</i> | |
|------------------------|--------------------------|-------------------------|--------------------------|-------------------------|
| | <i>Number of Schools</i> | <i>% of all Schools</i> | <i>Number of Schools</i> | <i>% of all Schools</i> |
| Apartheid Schools | 32 | 13.2% | 286 | 15.5% |
| Intensely Segregated | 213 | 87.7% | 1,289 | 69.9% |
| Multiracial | 30 | 12.3% | 555 | 30.1% |

These data are startling because the placement of metal detection equipment in segregated schools contributes to the myth that policing responses are the only viable approach to preventing and resolving conflict.

There continues to be a lack of clear evidence of the effectiveness of metal detectors in preventing school violence despite their mounting financial and social cost.¹¹ In one nationally representative study, students who were exposed to policies such as metal detectors were likely to report feeling less safe in their schools.¹² In a randomized, national survey, results found increased use of physical and personnel-based security measures were associated with increases in students' perceptions of school disorder – particularly that students do not recognize the legitimacy of school rules and feel less engaged academically.¹³ Our experiences mirror these findings; CDF-NY and the students with whom we work understand that aggressive and intrusive school security measures fundamentally hinder students' feelings of belongingness at school and, for these reasons, we consistently call for divestment from these practices.

Divest to Invest

Every year, upwards of \$400 million passes through the Department of Education's budget to the NYPD to sustain the School Safety Division of the NYPD and its 5,511 budgeted positions. The cost of school policing goes much further; at the same time that the City is placing NYPD School Safety Officers in schools, NYPD patrol officers and detectives who function outside of the School Safety Division are also policing these settings. These NYPD officers were responsible for 74.3% of all school-based arrests and 57.2% of all criminal court summonses during 2018. We are deeply concerned that school policing spending, including spending for scanning and surveillance equipment in schools, reached \$431 million in the FY20 executive budget, \$33 million more costly than what was decided in last year's executive budget.

At this political moment when students are calling for investments in restorative practices, guidance counselors, and social workers, the City must not continue to divert valuable resources from more effective policies to the school-to-prison pipeline.

School Construction Authority Spending

Finally, the NYC School Construction Authority's new capital plan proposes to double spending on security infrastructure from \$100 million to \$200 million, a funding proposal that includes lifecycle replacement of metal-detection equipment. Perpetuating schools' capacity to exert police control over students in school is tremendously worrying, especially as the operation of this equipment by police employees facilitates surveillance that extends far beyond scanning – but includes frisking, searches, harassment, escalation to use of force, and other threats to student dignity. This is especially true as metal detection is embedded within an extensive security culture that routinely monitors and criminalizes students. Metal detectors carry with them great punishing power, opening up pathways to suspension and prosecution, and risk a range of social and psychological harms.

There is currently no effective oversight to limit the extent or impact of scanning, and the public largely relies on coverage of student activism to bring the impact of random scanning to light. Students are quick to raise the significance of school segregation in metal detector placement decisions.¹⁴ We strongly urge the City Council to speak out against and reject this growing funding allocation for criminalizing infrastructure.

Conclusion

CDF-NY appreciates the Council's leadership on issues of school segregation and school climate alike, and we acknowledge that the Restorative Justice Initiative funded by the Council has provided a groundbreaking and promising step toward the long-term institutionalization of restorative approaches in schools citywide. We look forward to an adopted budget that meaningfully invests in school climate initiatives that focus on whole-school culture change and sustainability.

Thank you again for this opportunity to testify.

¹ See "Making the Grade: The Path to Real Integration and Equity for NYC Public School Students," available at <https://www.documentcloud.org/documents/5735747-Diversity-Advisory-Group.html>.

² Hirschfield, Paul. "School Surveillance in America: Disparate and Unequal." *Schools Under Surveillance: Cultures of Control in Public Education*, edited by Torin Monahan and Rodolfo D. Torres, Rutgers University Press, 2010, pp. 38–54.

³ See "*IntegrateNYC4Me: Pushing Back Against Segregated Public Schools in NYC and Beyond*," <https://www.embracerace.org/blog/integratenyc4me-pushing-back-against-segregated-public-schools-in-nyc-and-beyond>.

⁴ Perry, B. L., & Morris, E. W. (2014). Suspending Progress: Collateral Consequences of Exclusionary Punishment in Public Schools. *American Sociological Review*, 79(6), 1067–1087.

⁵ See "What is New York City Swarmed Schools With Guidance Counselors?," available at <https://www.youtube.com/watch?v=smFcBFdlt8w>.

⁶ For more information, visit <https://legistar.council.nyc.gov/LegislationDetail.aspx?ID=2253272&GUID=9BACC627-DB3A-455C-861E-9CE4C35AFAAC>

⁷ See *hearing transcript*, page 93, <https://legistar.council.nyc.gov/LegislationDetail.aspx?ID=3647058&GUID=BD91FC72-FB66-4F47-9DCC-C744DBD384FD&Options=&Search=>

⁸ See, for example, "Security beefed up at Benjamin Cardozo High School in Bayside," available at <https://gns.com/story/2018/12/12/security-beefed-up-at-benjamin-cardozo-high-school-bayside-slashing-say-not-enough/>.

⁹ See "100,000 NYC School Children Face Airport-Style Security Screening Every Day," available at <https://www.propublica.org/article/nyc-school-children-face-airport-style-security-screening-every-day>.

¹⁰ See "New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Future," available at <https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/ny-norfler-report-placeholder/Kucsera-New-York-Extreme-Segregation-2014.pdf>

¹¹ Hankin, Abigail & Hertz, Marci & Simon, Thomas. (2011). Impacts of Metal Detector Use in Schools: Insights From 15 Years of Research". *The Journal of school health*. 81.

¹² Gastic B. (2006). At what price? Safe school policies and their unintentional consequences for at-risk students. Unpublished manuscript, presented at the Annual Meeting of the American Educational Research Association.

¹³ Mayer MJ, Leone PE. (1999) A structural analysis of school violence and disruption: implications for creating safer schools. *Education and Treatment of Children*. 22(3):333-356.

¹⁴ See, for example, "NYC Students Get Metal Detectors Expelled," available at <https://socialistworker.org/2018/01/19/nyc-students-get-metal-detectors-expelled>.

**New York City Council – Joint Hearing with Committee on Education and Committee on Civil and Human Rights
Oversight Hearing – Segregation in NYC Schools
May 1st, 2019**

**Testimony of Tasfia Rahman, Policy Coordinator
The Coalition for Asian American Children and Families (CACF)**

Good Afternoon, my name is Tasfia Rahman and I will be speaking today as both the Policy Coordinator and an alum of Brooklyn Technical High School. As a Bangladeshi-American raised in Bed-Stuy in the 90s and 2000s, I grew up in a diverse neighborhood with families and friends of different racial, ethnic, religious backgrounds. I went to an elementary school where, even though standardized test scores were low, we learned about the Civil Rights movement, celebrated annual multicultural potlucks, and wrote fun essays about our cultural backgrounds.

At the same time, faced with limited English proficiency, my parents were unable to navigate the school system and were too embarrassed to even speak with my teachers. So when I scored low on my standardized tests, they resorted to tutoring, which continued up until the SHSAT. The pressure was intense. I was told that my future depended on a single test and I had one chance to prove my value, my worth. It was overwhelming and unbearable. That's what a single, high-stakes and pressure-ridden test does to a 12-year old child--it creates a sense of impending failure and disappointment at a young and impressionable age.

When you allow a single test to be the only standard of intelligence, you breed a toxic learning environment with students cheating, bragging about loss of sleep, and competing with each other or even bullying each other based on differences. As a Muslim, I heard many Islamophobic comments being casually thrown around. But I'm also disgusted to look back at how, during college admissions time, I stood by and witnessed many of my white and Asian Pacific American peers accuse our black- and Latinx-identifying peers of getting into prestigious colleges based solely on their race.

Equity and elitism do not go hand in hand. In a society stratified by race, elitism strengthens racism. As elite schools, the specialized high schools are not an exception to the entrenched racism that plagues the system - in fact, they embody it. The SHSAT, an exam that is rooted in anti-desegregation history, perpetuates segregation both outside and within these schools. A multiple-measure admissions process is the first step in creating more diverse, inclusive school environments that welcome the multitude of backgrounds and experiences of our students and nurture their unique, individual abilities and talents.

Instead of advocating for more specialized high schools or gifted and talented programs that perpetuate elitism, we must advocate for building more and better quality schools in general; we must fight for funds owed to our public schools and better pay for our early childhood educators; we must invest in improving the social and emotional growth of our students, instituting culturally responsive education, and supporting students' mental health needs.

CACF Coalition For Asian American Children+Families

New York City Council – Joint Hearing of the Committees on Education and Civil and Human Rights Segregation in NYC Schools

May 1, 2019

Testimony of Vanessa Leung, Co-Executive Director The Coalition for Asian American Children and Families (CACF)

Good Afternoon. My name is Vanessa Leung and I am the Co-Executive Director of CACF, the Coalition for Asian American Children and Families. Thank you to Education Committee Chair Mark Treyger and Civil and Human Rights Committee Chair Mathieu Eugene. I am speaking today not only as co-executive director of CACF but also as a long time school reform advocate and proud public school parent of 3 elementary school aged children.

For over 30 years, CACF has been the nation's only pan-Asian children and families' advocacy organization and leads the fight for improved and equitable policies, systems, funding, and services to support those in need. CACF has a responsibility to the Asian Pacific American (APA) community to advocate for educational policies that benefit all APA students, including and especially those most marginalized. We have fought for anti-bullying policies, translation and interpretation services, supports for our multi-language learners, and resources for true parent engagement. The APA population comprises over 15% of New York City, over 1.3 million people. Yet, the needs of the APA community are consistently overlooked, misunderstood, and uncounted.

The Asian Pacific American (APA) community is incredibly diverse and vast, consisting of groups from East Asia, South Asia, Southeast Asia, the Indo-Caribbean and Pacific Islands. Contrary to the stereotype of the model minority myth, too many APA families and children continue to struggle to succeed. According to the latest report from the Mayor's Office of Economic Opportunity, APAs have the highest rate of poverty among all racial/ethnic groups, as well as the intensity of poverty in New York City. Many in our community are struggling approaching systems and services. Over 85 percent of the APA community is foreign-born and 42 percent of households speaking Asian and Pacific Island languages are linguistically isolated, the highest rate for any group in the City. APA students often face language barriers and are the first-generation in their families to attend American schools and pursue higher education. Nearly 25 percent of all English-language learners in New York City schools are APA. CACF exists because it is our vision for all children and families, including Asian Pacific Americans, in New York City are safe, healthy, and able to reach their full potential in life.

We are constantly fighting the harmful impacts of the model minority myth, which prevents our needs from being recognized and understood, but also is used as a wedge to continue to pit minority groups against each other and justify the inequitable distribution of resources and opportunities across communities. Today, we want to be clear that we stand united with our allies from other communities to fight for educational equity. We must continue to fight for equitable funding and resources that support both the academic and social

emotional growth of our students. We not only need qualified educators that reflect the diversity of our student population, but also social workers and guidance counselors and support staff that provide the invaluable support for our young people need to be well adjusted, contributing members of our City.

As a parent, I understand that all parents want what is best for their children. However, as parents we need to start thinking what is best for our children does not mean simply wanting what is deemed best by others. As a parent, I do not want my children to just be good test takers, I want my children to love learning, be willing to take risks and challenges, learn from their mistakes, and know that one's life is never defined solely by their lowest lows or their highest highs. Yet, we have created a system that defines our children's ability for accelerated learning at age 4, and then again at age 13. We are in a system that makes selecting a middle school and a high school so complicated and stressful for all our families, but especially more so for those struggling with language barriers and/or ensuring that our children's health and learning needs are met.

New York's schools are some of the most segregated schools in the entire nation. We need to acknowledge that our system is broken and we need to address the long standing impacts of structural racism. We need to be working to bringing more resources to our schools that have been historically underfunded; we need to invest in the social emotional learning of our children; we need to create a system where diverse learners come together. We need to create opportunities to prepare students for accelerated learning, but not within the structure we have now.

The City's specialized high schools are a severe reflection of this segregation, and maintaining the single exam perpetuates that segregation. In order for New York City schools to move towards providing a more inclusive and equitable education for all, the City must address inequitable admissions policies and practices for its specialized high schools and all screened schools. Our moment is now to address a long historical wrong. We need to both ensure investments are made across our public school system and reform the reliance on a single, imperfect measure for admissions.

It saddens me to see how much money and energy is going into keeping a single, imperfect measure as the only determining factor for admission into a school. If that money and energy were put into transforming our system as a whole, we would be making so much more progress for our children right now. The system as we know right now is a disservice to all our students, including our APA students. The high stakes, single test and test prep culture has created an unhealthy environment for many of our students. A Stuyvesant alum shared:

Many of us came to conflate not only our potential for success, but our worth, on testing. Students who performed well often developed condescending and judgmental ways of relating to those who did not. It was an environment that encouraged individualism and a harmful belief in bootstrap mentality, making us especially vulnerable to depression and anxiety. We obsessed over grades and proving our intelligence, fearful of being on the wrong end of our classmates' condescension. These dynamics continue to harm students long after high school.

CACF looks forward to working with the City Council, the Department of Education, and all those committed to building a strong public school system. We not only need to bring additional resources to our public school system to address both academic growth and social emotional well-being of all our students, but to also create a system that expands opportunities to quality education for all.



NYC Council Committee on Education Hearing

Testimony Submitted by the Committee for Hispanic Children & Families (CHCF)

May 1, 2019

Good morning, my name is Diana Noriega, Chief Program Officer with the Committee for Hispanic Children and Families, known by its acronym CHCF. Thank you to the New York City Council Committee on Education for the opportunity to address you today as a collective stakeholder in efforts to address the city-wide public education system that continues to separate our children by race and income and provide disproportionate access to high quality resources and opportunities to some rather than all. CHCF recognizes the highly-charged nature of this discussion and intentionally enters this space as an advocate for educational equity reform that impacts and benefits **all** students. We do not see this as a zero-sum game – it is not our students versus other students. We would hope that all individuals advocating around the issue of school diversity can recognize that any system that perpetuates extreme disparity and segregation, that cloaks those disparities under the myth of meritocracy and fuels harmful divisiveness amongst caring educational advocacy groups, is severely problematic and harmful to the well-being of this city and **all** of its young learners.

Again, we must push for educational equity reform efforts that impact **all** students. Educational equity is about access, inclusion, quality and opportunity. Equity must be undergirded by justice. We must ensure that the most historically marginalized communities amongst us have access to the same resources as the top 5% - 10% of our students. We want an education system that has equitable inputs from birth through post-secondary education. If we expect the outcomes to look better for all, then we must invest equitably in everyone from birth through school age and beyond. If we continue to limit our investment in our future leaders and global citizens, we will continue to feed the narrative of a tale of two cities – something the Mayor was committed to overcoming during his campaigns.

On the path to achieving educational equity for all, there are systemic issues and proposals at hand that must be addressed. CHCF does not believe that surface-level “fixes,” or marginally investing in the growth of programs that only maintain pathways of disparate access and segregation, are enough. We seek to undo the Tale of Two Cities. The expansion of gifted and talented, increasing the number of middle school DOE test prep programs (the DREAM program) as well as keeping the SHSAT exam as the sole indicator of admittance to highly selective *public* schools, are **not** the solution to ensure all of our students are receiving an equitable education. The point we want to emphasize is **ALL** of our students.

Currently G&T programs only benefit 2.5% of NYC students with vast differences in access between underprivileged communities compared to privileged and well-resourced students and communities. Black and Latino students make up 70% of the New York City student population, yet they only represent 18% of those in gifted-programs city-wide.¹ Low-income students, while making up 74% of the public-school population, represent only 34% of students in G&T programs. While 11.5% of the

¹ Veiga, C. (2018). Can a proposal to expand gifted classes help integrate New York City's specialized high schools? Chalkbeat. <https://chalkbeat.org/posts/ny/2018/07/31/can-a-proposal-to-expand-gifted-classes-help-integrate-new-york-citys-specialized-high-schools/>

students in District 1, and about 7% of the students in Districts 2 and 3, are enrolled in these specialized programs, only .55% of Bronx students and 1.9% of Brooklyn students are accessing G&T. 0% of students in the South Bronx, Crotona Park, Bed-Stuy, and Brownsville/East New York – communities with predominantly low-income Black and Latino students – are in these programs.² It should be unsurprising that there are similar parallels with acceptance into specialized high schools.

CHCF cannot settle with merely expanding the number of seats in these specialized programs. We side with research that demonstrates the problematic nature of using a single measure to gauge the academic capabilities of any child, and certainly take issue of subjecting children to that type of high-stakes test at the age of 4. The use of a single measure strengthens a damaging misconception that intelligence or academic aptitude manifests in one, common way. What comes to mind is the oft-referenced quote – “if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.” We do a disservice to the potential of all young minds when we force them into a system that categorizes and tracks them at any point in their development. All students should have access to programs that are high-quality and well-resourced, a system that doesn’t force parents to feel stress and financial constraints of paying to get their child prepped and on the “better path.” All children and families should be on the best path for academic growth and opportunity.

We agree with Mayor de Blasio, “every child needs the strongest possible start.” CHCF continues to advocate for the entire educational continuum, beginning at birth. Families should have a choice in the type of program and setting they place their child in for early care and education. As the DOE expands its oversight to birth through five, we want to highlight the valuable role that community-based and home-based family child care plays. Infant and toddler care programs are often the first opportunity that a child has with early childhood education. This is the moment for the city to intentionally invest in this valuable workforce in a way that has not been done by the state. Knowing the significant cognitive and social-emotional development that occurs in the first years of life, we must work to support and sustain this sector. Within the valuable push for pay parity, which is highly focused on the tremendous work of CBO center-based providers within the Pre-K space, there is an extreme concern around the pay for those caring for infants and toddlers. Family Child Care is so rarely highlighted within these discussions, but CHCF implores the Council to include this sector in their focus. This is not only about the first inputs the city must make in ensuring a path towards educational equity – it is about sustaining the livelihood of a workforce that is predominantly women of color, many of whom are immigrant women. We must invest in the professional growth of these providers, not only for their own well-being, but also for the betterment of our children and educational system.

In line with our view that no one indicator can determine the intelligence or academic abilities and aptitude of a child, CHCF believes the SHSAT should ultimately be abolished. There is no evidence to suggest that the SHSAT holds any validity. While CHCF recognizes that the issue of the SHSAT and specialized high schools is the tip of the issue of school segregation, as these schools only serve 6% of high school students citywide and represent only 1.5% of NYC students. We believe that admissions to specialized schools should be layered, reflecting the general practice at highly selective colleges; many of whom are moving towards a test-optional admissions policy. We also believe that the test as it stands

² Veiga, C. and Glen, S. (2017). Here are the New York City school districts with the highest and lowest percentages of students enrolled in gifted programs. Chalkbeat. <https://www.chalkbeat.org/posts/ny/2017/01/26/here-are-the-new-york-city-school-districts-with-the-highest-and-lowest-percentages-of-students-in-gifted-programs/>

does not align with the current middle school curriculum which means middle school education is not being incentivized.

The Mayor has rolled out an equity agenda that is in line with many of our values. As such, we would like to call on the Mayor to lead by example and eliminate the SHSAT at the 5 schools the city controls. We call on the city to admit liability for use of the SHSAT to establish a stronger case for addressing the state law. To be clear, the Specialized High School Admissions Test was put into law in 1971 to maintain a segregated educational system.

CHCF is grateful to have been invited to participate in the School Diversity Advisory Group by the Mayor. However, we are also hoping that the Mayor will accept recommendations made by the group in February 2019 that support system-wide change. The proposal as it stands creates a framework for modern day integration that includes a platform created by teens, the 5Rs.³

We, CHCF, believe that if the Mayor provided equitable funding for education, provided additional resources, created benchmarks for enrollment based on socio-economic status, racial identity and students (students living in temporary housing, students with disabilities, multilingual learners), had a more diverse teaching and administrative staff, diverse, robust and culturally responsive learning opportunities, and accountability metrics focused on culturally competent educational equity we would see better outcomes for all of our students. We also believe that the Governor and state legislature should fully fund the foundation aid formula (the Campaign for Fiscal Equity) to support with these endeavors.

³ Integrate NYC <https://www.integratenyc.org/realintegration>



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**The New York City Council Committee on Education
Honorable Mark Treyger, Chair**

**Preliminary Budget Hearing
May 1, 2019**

**Testimony of the New York Immigration Coalition
Presented by Andrea Ortiz**

Good afternoon and thank you Chair Treyger and Chair Eugene and members of the New York City Council Committees on Education and on Civil and Human Rights. My name is Andrea Ortiz and I am a Manager of Education Policy at the New York Immigration Coalition (NYIC), an umbrella policy and advocacy organization for more than 200 groups serving immigrants and refugees across New York State. The NYIC wishes to thank you, Hon. Council Member Treyger for being a champion for Multilingual Learners and for your steadfast leadership on educational issues that affect immigrant communities and their educators. We are also deeply grateful for Hon. Council Member Eugene, for your passionate advocacy for improving health and



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educational opportunities for our city's diverse communities and your support for immigrants. Thank you all for this opportunity to testify.

The NYIC's Education Collaborative convenes community leaders from across NYC's immigrant communities at the grassroots level, advocates, and practitioners. With over 30 years of experience reforming the state's educational system, we have a distinguished track record of improving Multilingual Learners' and immigrant students' access to resources and working with the DOE to address barriers immigrants face. Our member organizations specifically serve the needs of marginalized immigrant communities - including newly-arrived immigrants, low-income families, and youth and adults with limited English proficiency. Our Education Collaborative leaders are fierce champions for our kids and their families and are always striving to ensure our students get a shot at realizing their true potential.

Today we are here to talk to you about the critical need to address the inadequate number of quality programs that can successfully serve older immigrant students (17 - 21 year olds), including newcomers, students with gaps in their formal education and long term Multilingual Learners. We should be disturbed by the fact that only one-third of MLLs graduate on time compared to three-quarters of all students, despite the fact that MLLs have the potential to outperform native-English-speaking peers if given the right support. More tellingly, more than one in four MLL students drop out of school. Older MLLs and Students with Interrupted/Inconsistent Formal Education

(SIFE) face even greater barriers to graduating. In addition to being academically behind their peers, SIFE students often have a complex and sometimes intensive need for psychological and social support. Improving the options for MLL youth is a critical component of addressing the dropout rate and boosting graduation rates. And while the issue of access to seats in “good” schools has been front and center in the current debate around specialized high schools, much of the current debate about segregation and exclusion has missed a major systemic challenge for immigrant learners, namely that across the system there are not enough good seats for older Multilingual Learners.

The lack of access to successful programs for older MLLs has been a problem long observed by our members who help families at all levels of the enrollment process. They have consistently found that particularly older newcomers and SIFE students are not being given adequate choices. Moreover, Young Adult Borough Centers and many transfer schools do not have adequate supports for Multilingual Learners and will not enroll older MLLs, despite the fact that traditional night school programs in Queens and Brooklyn that historically served these students were closed as part of Mayor Bloomberg’s controversial school reforms.

Along with the Office of School Enrollment, the Education Collaborative has been working to optimize Family Welcome Centers and train their staff to adequately support immigrant youth. While doing this work, we have consistently heard from Family Welcome Center staff that enrolling students in the right schools from the first step may



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ensure families are given meaningful choices to guarantee MLL students are placed at the right schools at the point of enrollment.

A free public school education should be provided to every student from kindergarten until age 21, or until they receive their high school diploma, as provided by law. We should capture these students in the K-12 public school system, not only because public schools are mandated *and* the best suited to serve these students academic and social needs, but also because public funding for adult literacy education is so limited that fewer than 4% of the 2.2 million eligible adults are able to access basic education, high school equivalency, or English language classes in any given year.

We believe that every young person deserves the right to a meaningful education - this should be a fundamental right afforded to every New Yorker. To make that vision a reality, we are urging the DOE to ensure that every student can gain access to high-quality school programs and services. In a city committed to equal opportunity and social justice, we should expect no less.

Education Collaborative

Coordinated by the New York Immigration Coalition

THE FIRST STEP: PAVING THE PATH FOR IMMIGRANT STUDENTS

Advocates for Children of New York

Arab American Association of New York

Asian American Federation (AAF)

Atlas: DIY

Center for the Integration and Advancement for New Americans (CIANA)

Chinese-American Planning Council, Inc.

Chinese Progressive Association

Coalition for Asian American Children and Families (CACF)

Committee for Hispanic Children and Families (CHCF)

DRUM - Desis Rising Up and Moving

Fifth Avenue Committee, Inc.

Flanbwayan Haitian Literacy Project

Haitian Americans United for Progress

ImmSchools

Internationals Network for Public Schools

Jacob A. Riis Neighborhood Settlement

Latin Women in Action

LSA Family Health Services

Masa

New York Math Academy and Coaching Services

People's Theater Project

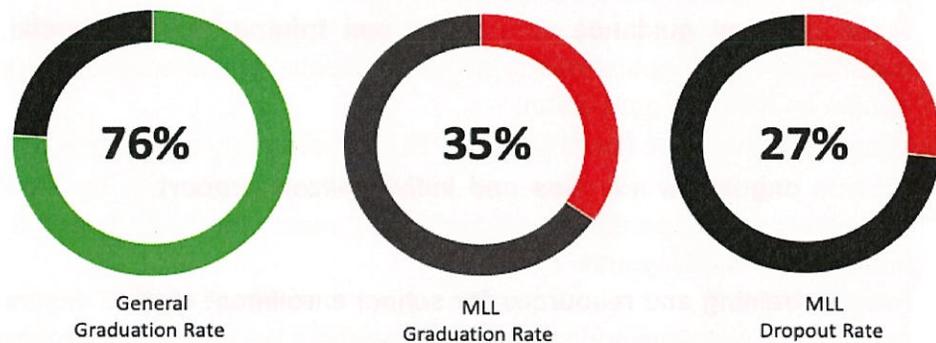
Sauti Yetu

UnLocal

The **First Step: Paving the Path for Immigrant Students** aims to remove barriers newcomer immigrant families and youth face at the school enrollment stage so that youth get access to schools that will fuel their success. This is the first step in unleashing the incredible potential of Multilingual Learners (MLLs), paving the way for their long-term academic success and reducing the MLL dropout rate.

The Need for Action

School enrollment is the first step in any student's educational career. Newcomer immigrant families and youth need to be able to make informed choices about which school is going to support their success. Having access to quality programs and supports that meet the needs of MLL students significantly increases the likelihood they will succeed academically and graduate in time. **The City has made important progress in addressing these issues by supporting Family Welcome Centers (enrollment offices) in partnership with community leaders. Much more needs to be done.**



Only one-third of MLLs graduate on time compared to three-quarters of all students, despite the fact that MLLs have the potential to outperform native-English-speaking peers if given the right support. More tellingly, more than one in four MLL students drop out of school. Older MLLs and students with limited or gaps in their formal education, called SLIFE, face even greater barriers to graduating. In addition to being academically behind their peers, SLIFE students often have a complex and sometimes intensive need for psychological and social support. **Improving the options for MLL youth is a critical component of addressing the dropout rate and boosting graduation rates.** NYC's Education Collaborative seeks to address this crucial and overlooked issue with your help.

Students with Limited or Interrupted Formal Education (SLIFE)

New York State defines Students with Inconsistent/Interrupted Formal Education (SIFE) as Multilingual Learners (MLLs) who attended schools in the United States (US) for less than twelve months and who, upon initial enrollment in such schools, are two or more years below grade level in literacy in their home language and/or two or more years below grade level in Math due to inconsistent or interrupted schooling prior to arrival in the US. **The term SLIFE recognizes students with no educational interruptions but with limited learning opportunities.**

Moving Forward to Pave the Path

While the New York City Department of Education (“NYC DOE”) has made strides in measuring the successes and challenges of its MLL students, we believe that more needs to be done in order for all MLL and newcomer students to succeed. Using feedback from community leaders, data collected from immigrant families who have been through the enrollment process, and knowledge from our longstanding work with the NYC DOE, we have identified key areas of improvement for youth’s access to quality school programs that meet their needs.

2019 Priorities:

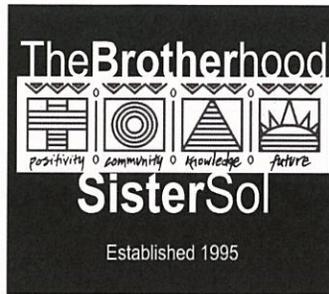
- **Improve Access to Quality Programs:**
 - Create **programs designed for older Multilingual Learners (MLLs)**, including programs that specifically address the needs of Students with Limited or Interrupted Formal Education (SLIFE) and Long-Term MLLs, to address the devastating MLL drop out rate.
 - Create **practical, evidence-based tools and implement a coaching program** for teachers serving MLLs, particularly English as a New Language (ENL) teachers, to ensure that all teachers are prepared to boost MLL's academic success.
 - Place **bilingual guidance counselors and trauma-informed social workers** in schools with substantial MLL populations to provide essential social-emotional support and ensure students remain on track for graduation.
- **Institutionalize Support for NYC DOE Staff Doing Enrollment Work:**
 - Provide **ongoing workshops and individualized support** to Family Welcome Center teams so that they are prepared to welcome and make the best possible placement for newcomer immigrant and MLL youth.
 - Provide **training and resources for school enrollment staff** to ensure that newcomer immigrant families feel welcome and supported throughout the enrollment process.

Last year, as a result of our positive partnership with the NYC DOE’s Office of Student Enrollment, the NYIC’s Education Collaborative provided workshops for all Family Welcome Center staff. Immigrant community leaders and advocates worked with an expert training curriculum developer to design a two-part workshop focused on cultural sensitivity. These workshops support Family Welcome Center staff with being culturally and linguistically responsive, provide accessible information on key areas relevant to MLL families, and demonstrate how to positively engage parents and youth in the enrollment process. They are designed to assist Family Welcome Center staff in serving MLL families and connect them with community-based organizations that serve immigrant students and families.

About the New York Immigration Coalition’s Education Collaborative

With over 30 years of experience reforming the state’s educational system, the New York Immigration Coalition (NYIC), along with its Education Collaborative, have a distinguished track record of improving MLLs’ and immigrant students’ access to resources, advancing immigrant family engagement in schools, and working with the NYC DOE to address barriers immigrants face.

FOR THE RECORD



FOR THE RECORD

FOR THE RECORD

City Council Hearing: Joint Meeting of Committees on Education and Civil and Human Rights

Testimony by Abraham Velazquez, Co-Facilitator of the Liberation Program of
The Brotherhood/Sister Sol

1 May 2019

Founded in 1995, The Brotherhood/Sister Sol (Bro/Sis) provides comprehensive, holistic and long-term support services to youth who range in age from 8 to 22. Our Theory of Change is to provide multi-layered support, guidance, education and love to our membership, to teach them to have self-discipline and form order in their lives, and then to offer opportunities and access so that they may develop agency. To be better agents in their own lives, our young people need more student support staff in their schools. That this budget does not include funds to address this dire need is wrong.

This hearing, though specifically about diversity and segregation in our schools—and subsequent resolutions seeking to resolve this, is also about funding and discriminatory practices in our schools. It is not lost on us at The Brotherhood/Sister Sol that the elite schools to which many seek admission are *not* over-policed, under-resourced, under-invested, and without proper teaching and support staff. The majority of the schools our Black and Latinx youth in New York City attend, though, are. For these schools, there seems to always be an abundance of funding for school police. Divestment from student success is a Civil and Human Rights issue.

In 2018, there were 2,880 Guidance Counselors and 1,293 Social Workers serving the 1.1 million students in our New York City public schools¹. In 2016 there were 5,511 NYPD personnel in NYC public schools, 190 of who were armed². These statistics are deplorable and indicative of our growing inability to support the full scope of the needs of our youth—especially the marginalized. In New York City, 114,659 youth³—1 in 10 students—are homeless and 74% of

¹ [Report on Guidance Counselors,](https://infohub.nyced.org/docs/default-source/default-document-library/guidance-counselor-report-and-summary-feb-2019.pdf)

<https://infohub.nyced.org/docs/default-source/default-document-library/guidance-counselor-report-and-summary-feb-2019.pdf>

² [The \\$746 Million A Year School-to-Prison Pipeline,](https://populardemocracy.org/news/publications/746-million-year-school-prison-pipeline)

<https://populardemocracy.org/news/publications/746-million-year-school-prison-pipeline>

³ [Data on Student Homelessness in NYS,](https://nysteachs.org/resources/data-on-student-homelessness-nys/)

<https://nysteachs.org/resources/data-on-student-homelessness-nys/>

public school youth are economically disadvantaged⁴. Moreover, 96% of teens surveyed indicated that Anxiety and Depression are of the top problems they and their peers face⁵. Given these realities, having more NYPD staff than student support staff is a major injustice. For our students at Bro/Sis, having support staff would make all the difference.

Crafting poetry to express their hopes, they write that guidance counselors: "can help make me feel that I'm heard at my school;" "could help give suggestions to principals that they need to hire more counselors;" "can help students feel like they have bright futures." College counselors "can help students finish what they have begun;" "can let me know that asking for help is okay;" "can help me plan accordingly in my life." Therapists: "can help me express myself;" "can help my heart think;" "can help me get through my personal problems;" "may help get through 8 hours of school without bugging out;" and "can help me realize who I am without my depression and how my identity changes without it." If we are to truly create the schools we want for our youth and they want for themselves, we have to increase the budget and hire thousands of student support staff across NYC public schools while putting a perpetual stay on hiring more school safety agents. This has to begin with schools serving our most vulnerable populations of youth.

Before Fall 2020, our City and State officials should increase by 20% the budget for NYC public schools and earmark this investment to the Department of Education for the hiring of Student Support Staff including but not limited to Social Workers, Guidance Counselors, Therapists, College Counselors, Career Counselors, Title IX Coordinators, Nurses, and more. Only this will bring down the ratios of students to staff to such that our students truly deserve. Only in bettering all schools can we truly begin to achieve meaningful integration.

Currently, youth members of Bro/Sis are hosting an interactive exhibit about their experiences in schools and demand for an increase of Student Support Staff before Fall 2020. I invite you to experience the exhibit before it closes on May 15.

For more information regarding our campaign and the interactive exhibit, please contact Marsha Jean-Charles (mjc@brotherhood-sistersol.org) or Abraham Velazquez (av@brotherhood-sistersol.org) phone: 212.283.7044

⁴ [DoE Data at a Glance](https://www.schools.nyc.gov/about-us/reports/doe-data-at-a-glance), <https://www.schools.nyc.gov/about-us/reports/doe-data-at-a-glance>

⁵ [Most U.S. Teens See Anxiety and Depression as a Major Problem Among Their Peers](https://www.pewsocialtrends.org/2019/02/20/most-u-s-teens-see-anxiety-and-depression-as-a-major-problem-among-their-peers/?utm_source=Pew+Research+Center&utm_campaign=fbe9a34b4a-EMAIL_CAMPAIGN_2019_02_14_07_19_COPY_01&utm_medium=email&utm_term=0_3e953b9b70-fbe9a34b4a-400308649), https://www.pewsocialtrends.org/2019/02/20/most-u-s-teens-see-anxiety-and-depression-as-a-major-problem-among-their-peers/?utm_source=Pew+Research+Center&utm_campaign=fbe9a34b4a-EMAIL_CAMPAIGN_2019_02_14_07_19_COPY_01&utm_medium=email&utm_term=0_3e953b9b70-fbe9a34b4a-400308649

The Brotherhood



SisterSol

LIBERATION PROGRAM

PRESENTS

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MONDAY, 29 APRIL - 3:00 – 6:00 PM
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FRIDAY, 3 MAY - 4:00 – 7:00 PM
SATURDAY, 4 MAY - 11:00 AM – 2:00 PM
TUESDAY, 7 MAY - 3:00 – 6:00 PM
WEDNESDAY, 8 MAY - 4:00 – 7:00 PM
THURSDAY, 9 MAY - 3:00 – 6:00 PM
FRIDAY, 10 MAY - 4:00 – 7:00 PM
SATURDAY, 11 MAY - 11:00 AM – 2:00 PM
MONDAY, 13 MAY - 3:00 – 6:00 PM
TUESDAY, 14 MAY - 3:00 – 6:00 PM
WEDNESDAY, 15 MAY - 5:00 – 7:00 PM

Contact Info:

LiberationProgram@brotherhood-sistersol.org

212.283.7044

**New York City Council – Joint Hearing with Committee on Education and Committee on
Civil and Human Rights
Oversight Hearing – Segregation in NYC Schools
May 1st, 2019**

Hello, my name is Alana Mohamed and I am a Brooklyn Tech alumna and have attended New York City public schools all my life. Thank you for hearing my testimony.

I have not been proud of the knee-jerk reaction many in the alumni community have had towards reforming the admissions process to the specialized high schools. The research currently indicates that this test is not a fair assessment of student abilities and as graduates of math and science high schools, we should be following the science. I applaud plans to examine exactly how the SHSAT is constructed, tested, and scored.

As an archivist, I wanted to add some historical context to these discussions, in particular focusing on how recycled some of the arguments we're hearing are.

- In 1972, hundreds of white parents in Canarsie shut down school operations for three days, because black students were being bused in from Brownsville.¹ One protestor said, "We are for quality education and integration, and this is not racial issue. I'm asking you from my heart," to go to another school.²
- A later story revealed that liberal white people were "fearful that their investment is going to go down the drain and their kids' education is going to go down the drain" if black students were to attend their schools.³
- In 1973 these same parents won a redistricting battle to keep black students out of Canarsie schools and suggested schools in Brownsville simply be "upgraded."⁴
- I would be remiss if I did not mention Hecht-Calandra. *The New York Times* reported that it was "sponsored by a white cross section of Democrats, Republicans, Conservatives and Liberals, [and] was drawn to defend against a special study initiated by the city's, school Chancellor, Dr. Harvey B. Scribner, to look into charges that the four schools were 'culturally biased' against blacks and Puerto Ricans." Sponsors of the bill claim the same

¹ Ruder, Leonard. "Protests by White Parents Shut 2 Canarsie Schools." *The New York Times*, October 17, 1972.

<https://www.nytimes.com/1972/10/17/archives/protests-by-white-parents-shut-2-canarsie-schools-protests-by-white.html>.

² Smothers, Ronald. "Compromise Plan on Canarsie Fails." *The New York Times*, October 22, 1972.

<https://www.nytimes.com/1972/10/22/archives/compromise-plan-on-canarsie-fails-offer-of-another-school-is.html>

³ Arnold, Martin. "Canarsie Fears Values Are Beginning to Erode." *The New York Times*, October 28, 1972.

<https://www.nytimes.com/1972/10/28/archives/new-jersey-pages-canarsie-fears-values-are-beginning-to-erode.html>

⁴ Smothers, Ronald. "School Boycott Ending in Canarsie." *The New York Times*, April 2, 1973.

<https://www.nytimes.com/1973/04/02/archives/school-boycott-ending-in-canarsie-scribner-ruling-upset-boycott-cut.html>

thing we hear today—that this move merely protected the excellence of these schools, and kept money out of the equation. Yet, the bill in its original form also severely limited the number of black and Latino students who could enter these schools through the Discovery program.⁵

Of course, charges of anti-Asian racism should be given thoughtful analysis. I feel, as an Indo-Caribbean, that many other Asian American voices are being left out of this conversation. I hope that when these working groups are being put together, the full diversity of Asian American opinion will be reflected, and not just the loudest or best-funded voices. I would also encourage the City Council members to consider including further ethnic and socio-economic breakdowns in demographic information from Asian students and staff, which might also offer clarity into which communities are being served or hurt by these policies.

I say this because I don't remember meeting many, if any, Indo-Caribbean students at Tech. I do remember, however, a naive understanding of race. We were young, sheltered, and did not understand the importance of race. I remember entertaining popular conservative talking points on race (E.x. "Why is there a BET network but no WET network?" or "Why do black people get to say the n-word, but I can't?") and students of all backgrounds—including black students—agreeing with me. Being funneled from gifted & talented programs through specialized high schools in New York shielded us from many of the real world consequences of racism. This did not serve those of us who entered primarily white, out-of-state colleges particularly well.

I, along with every single one of my friends who went to school out of state, returned to New York within a year, hurt and confused. While it might not have been the first time we encountered racism—racial antagonism being a dominant mode of engagement among students at Tech—it was, at least for me, the first time I felt it affected my academic career. White professors took my work for granted, white TA's were annoyed by the fact that I spoke English well and that I had read all the same books as them (Thank you, Brooklyn Tech!), and white classmates routinely projected racial stereotypes on me until I felt I had lost all sense of myself. I had no idea that other people's racism could be my problem. I had been raised with the idea that if you worked hard you could achieve anything. But despite my best efforts, there was no test I could take that would finally prove my humanity to my peers and teachers.

I realized this was routine to many New York City public school students when, in college, a brilliant, nationally award winning professor, who was Afro-Caribbean, spoke about a school administrator discouraging her from taking the specialized high school exam, telling her that it "wasn't for people like her." I will never forget that phrasing, because it cemented how fundamentally different my public school experience was from hers, even though we were people of color from the same region. These are not antiquated attitudes. Today we see that

⁵ Clines, Francis X. "Assembly Votes High School Curb." The New York Times, May 20, 1971. <https://www.nytimes.com/1971/05/20/archives/assembly-votes-high-school-curb-limits-city-boards-power-to-ease.html?searchResultPosition=119>

black students are more likely to be severely punished for minor infractions.⁶ A 2016 study found that black and Latino students are less likely to be referred to gifted and talented programs despite high test scores.⁷ Another found that non-black teachers have lower expectations for their black students.⁸ Academic success is not merely defined by a student's dedication, but a myriad of complex factors that are difficult to legislate. Expanded G&T programs and the lofty goal of fixing K-8 have merit, but cannot alone solve the deep-seated segregation education faces. We will need a diversity of tactics, and I hope that the Council will be able to designate the attention needed to study these issues.

Thank you for your time.

⁶ GAO, K-12 Education: Discipline Disparities for Black Students, Boys, and Students with Disabilities, Jacqueline M. Nowicki. GAO-18-258: Mar 22, 2018.

⁷ Grissom, Jason A., and Christopher Redding. "Discretion and Disproportionality." *AERA Open* 2, no. 1 (January 2016): 1-25. doi:10.1177/2332858415622175.

⁸ Gershenson, Seth, Stephen Holt, and Nicholas Papageorge. "Who Believes in Me? The Effect of Student-Teacher Demographic Match on Teacher Expectations." *Economics of Education Review* 52 (June 2016): 209-24. doi:10.2139/ssrn.2633993.

**New York City Council Testimony
May 1, 2019**

Good morning Chair Treyger and members of the Committee on Education and Chair Eugene and members of the Committee on Civil and Human Rights. It is an honor to appear before you today. My name is Amy Hsin. I am Associate Professor of Sociology at Queens College, City University of New York. I am also a member of the executive committee of the SDAG along with Maya Wiley, Hazel Dukes, Jose Calderon and Richard Kahlenberg. Ms. Wiley will provide testimony on behalf of SDAG. In addition to Ms. Wiley's testimony, I would also like to provide testimony on behalf of myself, as a scholar who conducts research on education, inequality and immigration, and as a mother of two children who attend public schools in NYC.

I would like to submit discuss two main issues that I believe are at the heart of educational equity issues in the NYC public school system: 1) many K-8 schools are inadequately preparing students, particularly low-income students, immigrant students and students of color and 2) within the current system now, many high performing students of color, particularly Black and Latino students, are denied access to some of the most elite public high schools because of a flawed admissions policy. I conclude my testimony by addressing the educational equity needs of the Asian Pacific American (APA) community in New York City.

Educational pipeline: K-8th grade

1. ***Black-white gaps in achievement grow in elementary schools; middle and high schools reinforce them.*** At the start of kindergarten, black-white gaps in school readiness already exist (Reardon 2008; Fryer and Levitt 2006). However, much, if not all of these initial gaps, can be explained by family background (i.e. income, parental education, the lived experience of concentrated disadvantage and segregation). In other words, low-income blacks are not performing very differently than low-income whites when they first enter school. But as children progress in school, disparities grow and less and less of the growing gaps can be explained by family background (Reardon 2008; Fryer and Levitt 2006). Disparities continue growing from K to 5th grade with minimal growth, if at all, by 8th grade. This means that 1) most of the black-white achievement gap occur during elementary schools and 2) by high schools, schools reinforce disparities but do not substantially greater disparities.
2. ***Schools are doing a reasonable job narrowing the black-white gap among low-performing students; schools are failing high performing black students.*** Some evidence indicating the black-white gap among the lowest performers narrow from grade 3 to 5 whereas the black-white gap among the highest performers widen (Reardon 2008). In other words, schools are not meeting the needs of high performing black students. On the other hand, schools

are setting a lower bound and doing a reasonable job raising all students above that lower bound—including low-income black students.

- 3. *Racial segregation means that Black and Latino students are more likely to attend underserved and under-resourced schools; the achievement gap increases because of differential access to high quality learning environments.*** A typical Black student is more likely to attend a school that is predominately Black and poor than their white peers (Fryer and Levitt 2006; Bischoff and Tach, 2018). As a result of differential access to well-resource schools, racial disparities in achievement outcomes grow, especially in early childhood (Fryer and Levitt 2006; Graces, Currie and Thomas 2002). Just as schools can generate inequality, it can also function as an equalizer. For example, programs like Head Start, that provided high quality early education to low-income youth, play a significant role in reducing Black-White achievement disparities (Currie and Thomas 1995). KIPP and Harlem Children's Zone charter schools, for example, cut achievement gaps in half during middle and high schools (Dobbie and Fryer 2009; Tuttle et al. 2015) by increasing the amount of time students spend at school or in school-related activities. Summer and after school programs for low-achieving students can reduce achievement gaps if they are well attended and offer enough time for learning (Borman and Dowling 2006).

Together, the research demonstrates that there are critical stages in the educational pipeline where racial disparities are generated and maintained and that schools can play of role in remediating or exacerbating them. First, the City Council should concentrate efforts to ensuring all students have access to high quality elementary and middle schools because racial disparities in achievement are primarily generated during this period. Second, the City Council should support efforts to build enrichment curriculum in all schools and districts so that high achieving students in underserved neighborhoods have the same access to accelerated programs as their more affluent peers.

The SDAG report offers many detailed steps to ensuring resources are equitably invested. I urge the City Council to support the SDAG recommendations.

Admissions and Specialized High Schools

Rectifying educational inequities in K-8 will have the greatest purchase in addressing racial disparities in achievement among NYC public school students. However, a separate but equally important source of inequity also exists regarding admissions into the City's 9 specialized high schools. Currently, a single standardized test, the SHSAT, determines admissions into these 9 schools which are among the City's most elite and well-funded high schools. This flawed policy has limited the access of high performing, low-income Black and Latino youth from opportunities to attend specialized high schools. This flawed policy also results in the under-representation of students from the APA community who originate from South Asia, Southeast Asia and the Indo-Caribbean Islands.

The current admissions policies are flawed for the following reasons.

1. **Multiple metrics are more reliable than a single metric.** If the goal is to design the most reliable mechanism to identify the set of talents that are most predictive of later academic success then the science tells us we should be using multiple metrics rather a single metric. For example, decades of social science research tells us that grades are the single most predictive measure of later college success (Patterson and Mattern, 2011; Feiman 2008). This is because grades are repeated measures of performance, which are observed over a long period of time as opposed to tests, which are taken on a single day and more prone to variability. Grades also capture more than academic proficiency. They also capture qualities that are known to determine success both in schools and the workplace (e.g. leading teams, resolving personal and professional conflicts, etc.). These include qualities like work ethic, grit and conscientiousness. The inclusion of grades would improve the reliability of admissions metrics designed to identify academic talent.
2. **Standardize tests can be a valid metric for admissions but they need to be aligned with materials that are taught in schools and administered to all students in class.** Standardized tests—like the NYS tests—can be valid metrics to assess academic proficiency because they standardize assessment across schools that may differ in terms of coursework and average proficiency levels. However, it is important that we use standardize tests that are equitable. Tests like SHSAT are not closely aligned with coursework taught in schools. Thus; students must pay for private test prep or study on their own outside of school to be competitive for the test. The SHSAT require students to opt-in meaning that the test is not administered in schools but require students to sign up to take the test on a pre-designated day outside of school. Thus, test like the SHSAT raise serious questions about equity because they give advantages to families who can afford expensive test prep programs or families who can benefit from an elaborate and well-establish community network of resources around test preparation.
3. **Specialized high schools are public institutions that serve the public interest.** We currently have a school system that is racially segregated and where educational resources are unequally distributed across schools and communities. We know that immigrant youth, Black and Latino youth and low-income youth are more likely to attend schools with high concentrations of poverty and that are under-resourced. Admissions policies that are blind to this reality will simply reinforce educational inequalities rather than ameliorate them. Is a student who scored at the 95th percentile on SHSAT while attending a well-resourced school and benefiting from expensive test prep fundamentally more academically talented than a student who scored at the 85th percentile on the SHSAT without extensive test prep while attending an under-resourced school? I urge City Council to consider ways to factor equity into admissions policies.

Educational Equity and the Asian Pacific American (APA) Community

- 1. *The vast majority of APA students will not attend a specialized high school but they have the same unaddressed educational needs as many other immigrant students and students of color.*** The proposal to eliminate the SHSAT has roused great attention and anxiety within some segments of the APA community. Within this debate, a simple fact is often lost: only 18% of APA students will attend a specialized high school (NY DOE Demographic Statistics 2018). Moreover, the APA community is diverse both ethnically (i.e. consisting of groups from East Asian, South Asia, Southeast Asia and Indo-Caribbean and Pacific Islands) and in terms of socioeconomic status. Many APA students share schools with other students of color and immigrant students who attend under-resourced schools that lack English language support (Beam et al. 2011). Specialized high schools and other well-resourced screened high schools are not equally accessible within the APA community.
- 2. *Integration and equity in education will benefit the APA community.*** Substantial research show that all students—including APA students—benefit from diverse classrooms with inclusive learning environments (Wells et al. 2016; Tropp et al. 2008).
- 3. *Build more high schools in northern Queens and southern Brooklyn.*** Immigration has dramatically increased the APA community in NYC yet the construction of schools, particularly new high schools, has not kept up with the pace of population growth. This has led to overcrowding in many of the schools that serve the APA community. One of the reasons why entrance to specialized high schools has become so competitive is because of the lack of investments in Queens and Brooklyn, which has lead to few high quality options for the APA community.

Prioritizing diversity and increasing investments and efforts to build educational pipelines in K-8 education will benefit the APA community. The 73 recommendations outlined in the SDAG report will address many of the educational equity issues faced by the APA community along with other under-served groups in NYC.

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Testimony of Shino Tanikawa, Co-Chair, Education Council Consortium
before the
New York City Council Committees on Education and on Civil & Human Rights
Public Hearing on Segregation in NYC Public Schools

May 1, 2019

Thank you, Speaker Johnson and Chairmen Treyger and Eugene, for the opportunity to submit this testimony. My name is Shino Tanikawa and I am the Co-Chair of the Education Council Consortium, which is a group of parents and community members who have been elected or appointed to serve on District and Citywide Community Education Councils, representing 1.1 million NYC public school students. The ECC was formed to address issues that affect schools and communities throughout NYC and meets regularly with the Chancellor to advise, provide feedback and comment on educational policies, visions and goals. I currently represent the ECC on the School Diversity Advisory Group. I am also a mother of two children, one is a current public high school student and the other a graduate of NYC public school. Because there was not sufficient time for the ECC to review the proposed introductions, this testimony does not represent the opinions of the ECC except where explicitly noted.

I am deeply grateful for the City Council to take on the issue of school segregation with this package of proposed introductions. It has been 65 years since Brown vs. Board of Education. It is way past time we, as a city, face school segregation with a deep sense of urgency and commitment. I hope this city is ready to do the difficult work that is necessary to create a better future for all New Yorkers.

Specialized High School Taskforce

I am generally in support of designating a group - whether creating a new taskforce or charging the School Diversity Advisory Group warrants discussion - to examine alternative admissions criteria for the city's specialized high schools. I would like to make the following suggestions:

1. New group or existing group

Before creating a new group, I suggest the Speaker engage the School Diversity Advisory Group in discussing whether there should be a separate taskforce for examining the specialized high school admissions.

2. Taskforce membership

If we decide establishing a new taskforce is the appropriate step forward, I support balancing the taskforce by having both the mayor and the speaker appoint members. However, on this topic it is critically important to explicitly ensure representation of perspectives.

The specialized high schools debate has been painful for many parents of color, particularly for Asian families, regardless of which “side” of the debate one finds herself. Asian parents were reminded yet again of how this society treats us: we don't exist, our needs don't matter and we are outsiders. Even in this self-proclaimed progressive city, nobody thought to talk to us before a proposal was developed. In order to begin to heal the divide and move forward, I believe it is important to be deliberate about including the voices of Asian parents, along with Black and Latinx parents.

To ensure diverse representation of parents' voices I recommend increasing the number of parents to a total of six: two additional parent members each to be selected by the Chancellor's Parent Advisory Council and the Education Council Consortium. Alternatively, the CPAC and ECC may each submit a list of parents as recommendations to the mayor and the speaker, who will select one from the CPAC list and another from the ECC list.

3. Community outreach

Requiring a public hearing in every quarter is a good way to ensure the public has the opportunity to share their thoughts. However, public hearings often leave out the voice of those who are disenfranchised or are afraid to speak out in a public setting. We need to be mindful that listening to the loudest voice is not always the right course of action in policy making.

I recommend that the taskforce be required and empowered to conduct authentic community outreach. The taskforce members need to go where parents and students are (rather than ask them to come to a public hearing) and host a series of small group conversations in a safe

environment, with interpreters if needed. Partnering with community based organizations is one way the taskforce can effectively reach parents and students, who would otherwise not be able to share their stories and opinions.

4. Fate of the taskforce report

I recommend that the final report also be submitted to the State Assembly Education Committee and the State Senate NYC Education Committee.

Will the City Council commit to passing a resolution to support the taskforce's recommendations, so that the State legislature will seriously contemplate changing the law? What actions will follow after the release of the report?

Reporting on the Demographics of School Staff

I enthusiastically support this proposed intro. Part of the work of school integration is ensuring that teachers, administrators and school staff reflect the diversity of students in the NYC public school system. It is particularly important that teachers, who spend the most time in direct interaction with students, are as diverse as the City's student population. Establishing a baseline and monitoring the information annually is a great first step in understanding what we need to do to recruit more teachers of color and where they are most needed.

Many advocates, including myself, have suggested that the demographics of school staff and administrators be a metric in the school quality snapshot and other accountability documents. I believe this reporting will provide a good proxy until the NYC Dept of Education and the NYS Education Department adopts school staff demographics as an accountability measure some day.

I strongly recommend this reporting requirement be extended to high schools.

Expanding Reports on Demographic Data

I enthusiastically support this proposed intro as well. As a member of the Community Education Council District 2, I have relied on the demographics data published by the DOE for analyzing enrollment trends and student diversity across schools in District 2. However, the racial/ethnicity and other demographic data are aggregated at the school level, limiting the types

of analyses that can be conducted. This has been very frustrating for parent advocates, like myself, who want to understand the baseline and trends in demographics within our individual schools at the cohort level.

Disaggregating the data by grade and by program within school is important in understanding the effects of segregative forces at the school level. Disaggregated data allow us to see changing demographics of the school over time (e.g., whether a school is “gentrifying”) and whether the school is segregated within. In addition, comparisons of demographic data for schools against attendance zones and community school districts will allow Community Education Councils and others to engage in meaningful discussions guided by data. I, for one, appreciate not having to dedicate my time analyzing data so that I can focus more of my time in developing solutions to school segregation.

Creating District Diversity Working Groups

Many school integration advocates agree that any diversity plan should be developed at the Community School District (CSD) level with a bottom up approach that includes parents, students, educators, administrators and community members. On this topic, the Education Council Consortium has a set of recommendations submitted to the NYC DOE in May 2017.

The ECC recommendations call for requiring the development of a school integration plan in each CSD and for tasking the Community Education Council to develop the plan in partnership with the Superintendent and the DOE Office of Student Enrollment.

The ECC firmly believes that the CECs have a leadership role in school integration efforts within their CSDs. First and foremost at least 9 of the 11 members of CECs are parents of public schools in the district. Borough President appointees are selected for their knowledge, expertise and track record on public education. We know our schools, our parents and our district.

Furthermore by State law, CECs are required to “promote achievement of educational standards and objectives relating to the instruction of students,” and to conduct a “review of the district’s educational programs and assess their effect on student achievement¹.” We are not

¹ NYS Education Law Title 1 Article 52-A Section 2590-E

only well positioned for this work but are also required to do this work. After all, CECs had a central role in the development of the three district-based plans being implemented today (D1, D3, and D15). There are other CECs that have been actively engaged in school integration work (e.g., D2, D13 and D16 to name a few).

For these reasons, I recommend giving CECs and Superintendents the authority to establish a working group at the local CSD level. They should jointly select and appoint members but be required to ensure representation by various stakeholders; e.g., CECs must appoint both elementary and middle school parents while the Superintendents must appoint both elementary and middle school teachers and principals. Both should be required to appoint middle school students. There should be a clear deadline for establishment of this working group. Only if a CEC and its Superintendent are unable to establish a working group by the deadline, should the mayor step in to create a working group in that district.

I am impartial to the potential role of the community based organizations on the working groups. However the decision to include a CBO should be left up to the CEC and the Superintendent. Should they decide to include a CBO, would the City Council make resources available to it? Asking a CBO to participate in this process without some level of compensation is problematic.

I again share my concern regarding public hearings that the working group is required to hold. While I agree mandating public hearings on a regular schedule is a good idea, we need to ensure that the working groups make every effort to reach parents and students who are not always inclined to attend, let alone speak out in a public meeting. To this end, it is critical that the working groups be given resources for appropriate outreach, in languages that are accessible.

I urge the City Council to work with the Education Council Consortium to improve this proposed intro so that we can learn from the CECs that have undertaken school integration planning and develop a structure that is informed by past experiences.

Codifying School Diversity Advisory Group

As a member of the School Diversity Advisory Group (SDAG), I would like to thank the Public Advocate for taking the work of the SDAG seriously and giving it legitimacy. While I am in

support of codifying the SDAG in concept, I have some questions before I can support or oppose this proposed intro. For the record, the SDAG has not discussed this intro and does not have an official position. What I state below is my own personal opinion and is NOT the opinion of the SDAG.

The current members of the SDAG have dedicated hours of their time to develop recommendations and have committed to continuing the work beyond the mandate in the *Diversity in New York City Public Schools* plan of June 2017. We expect to release the second set of recommendations later this spring and then shift our work to monitoring implementation. With this proposed intro, what will happen to the currently serving members of the SDAG? Will they continue or be replaced by newly appointed members?

I cannot speak for the rest of the SDAG members but I personally favor continuity of the membership, even if each member has to renew her/his commitment and/or some members are replaced. The collective knowledge, expertise and history embedded in the current SDAG are important to preserve into the next phase of the SDAG.

Furthermore, if we are to re-convene the SDAG in one form or another, I strongly recommend giving the Chancellor's Parent Advisory Council (CPAC) and Community Education Councils and Citywide Councils (collectively CCECs), by way of the Education Council Consortium, the authority to appoint parent representatives. The two co-chairs from both CPAC and ECC currently serve on the SDAG as parent representatives. Because both CPAC and ECC consist of either elected or appointed members, we know that we have an obligation to keep our members abreast of SDAG's work and solicit input from not only our members but also the wider constituents (i.e., parents of public schools). Merely having the mayor appoint five parents does not guarantee that the diversity of parent voices are represented by the appointed members. Relying on the existing parent empowerment structures allows for input from broader parent constituents.

School Diversity Monitor

ECC recommends establishing the Office of Equity & Diversity within the NYC Department of Education as the lead office that ensures effectiveness of the implementation of equity initiatives and availability of resources for local districts, schools and parents on school integration.

The ECC believes having a cabinet level position within the DOE is important in ensuring equity and school integration initiatives are implemented properly across all offices and divisions within the DOE. Having an inside DOE person, rather than an outsider to be housed in the Human Rights Commission, allows this person a deeper understanding of how the school system functions and where the weak links are. We also believe that the school integration work requires culture change within central DOE (as well as in every single school): the kind of fundamental change that de-centers whiteness and begins to build a new culture of authentic inclusion.

I would recommend adding the following to the list of tasks (§ 8-802.d.1 through 5):

- Include central DOE staff in professional development (d.2);
- Develop a pipeline for teachers and administrator of color in partnership with institutions of higher education and monitor hiring of new teachers, administrators and school and central staff;
- Engage parents in culturally relevant pedagogy;
- Ensure inclusion of student voices in equity and school integration initiatives.

Resolutions on SHSAT and G&T

In light of the proposed intros before us and the ongoing work of the School Diversity Advisory Group, I believe it is premature to contemplate these resolutions. I hope the City Council will table both of them.

In closing

Thank you again for the opportunity to share my thoughts and for taking on school segregation as an urgent issue for our City. I hope parent leaders and others who have been engaged in the work of school integration will be consulted for further developing the ideas in these proposed introductions.

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Principals

Claire Weisz
Mark Yoes
Layng Pew
Adam Lubinsky

May 1, 2019

Re: Segregation in NYC Schools hearing

Good morning Chair Treyger and members of the Committee on Education and Chair Eugene and members of the Committee on Civil and Human Rights. Thank you for inviting me to testify at this hearing. My name is Adam Lubinsky. I am the Managing Principal at WXY Studio, and I'm also an adjunct faculty at Cornell, Columbia and the New School. I submit this testimony as an individual, based on experience gained through conducting analysis and community engagement related to school integration in New York City and Boston at my office and as part of my PhD research related to the impact of school assignment policies on neighborhoods and cities.

Background

WXY Studio recently helped to facilitate a community-led process in Brooklyn Community School District 15 to meaningfully integrate the district's middle schools in 2018. WXY Studio worked with CEC 1 to analyze the effects of the change in elementary and middle school assignment policies toward district-wide choice (with no controls) during the Bloomberg Administration in 2015. We also worked with Boston Public Schools on the development of their new assignment policies in 2013. We are now working with Lancaster School District on a study of the school zone boundaries. My PhD, completed in 2009 for the University College London, examined school assignment impacts on neighborhoods and cities in New York, London and Cape Town South Africa.

Observations and Considerations Overview

As part of the discussion that follows, "integration" is defined by a school's demographics relative to other schools in its geographic context. I use the term "dissimilarity" as a measurement of how integrated each school is relative to the other schools in its context. It is difficult to establish what the right context is, and I will touch on that in my discussion. Also, I've used the term "assignment policy" to determine how each student winds up at their school. Here are four basic observations and four basic considerations for the Council, which can be used in the discussion of your bills as well as potential future discussions.

Observations Based on Past Work and Research

1. Assignment policies that emphasize "choice" without efforts to create racial and socio-economic diversity in schools tend to create more "dissimilarity" between schools. This was shown by our analysis of elementary and middle schools in CSD1 in 2015 and has been described in academic literature.

2. Assignment policies that utilize school screens tend to create more “dissimilarity” between schools. This was shown by our analysis of middle schools in CSD15.
3. Changing assignment policies is clearly a very sensitive issue. There are huge benefits to doing this through community-based processes, as evidenced by CSD15, where Council Member Lander and advocates worked for years to acclimate residents to potential change and where the D15 Diversity Plan tested ideas and involved parents and school communities as part of a community-based plan. CSD1 also was supported by years of advocacy, community participation and research. These processes allow people to see beyond their own individual concerns and increase opportunities for the success of recommendations.
4. Efforts that consider both **integration**, emphasizing which students get into which schools, as well as **inclusion**, emphasizing what the school environment is like once students are in them, is critical to re-shaping our schools and drawing more people into these processes. For example, during the D15 process, we met with NYCHA residents of Wyckoff Gardens, and it was the draft **inclusion** recommendations that made the greatest impression and help to evoke confidence in real change.

Considerations Moving Forward

1. The D15 middle school assignment policy changes, as a result of the community-based plan, appear likely to lessen the dissimilarity between schools based on the results of the assignments that were issued in April. It has been less clear that the DOE is supporting the recommendations around inclusion. These efforts need to be more clearly researched, funded, implemented and monitored.
2. Assignment policies and school zones shouldn't be static, and they shouldn't be viewed as permanent. They need to be responsive to changing conceptions of our city and neighborhoods, and they should be subject to periodic reviews. NYC residents should be aware of this and should understand that the assignment policies are change-able and not linked to property values.
3. Approaches to school integration should have a logical link between the level of schooling (pre-k and elementary, middle school, high school) and the geographical scale they are associated with, based on abilities for children to get to school- for example, pre-k and elementary school dissimilarity metrics / policy changes / community-based processes linked to the neighborhood scale, middle schools dissimilarity metrics / policy changes / community-based processes linked to the district scale and high schools dissimilarity metrics / policy changes / community-based processes linked to the borough and city-wide scale. Based on this approach, it is possible to develop realistic and actionable metrics and targets that focus on the dissimilarity between adjacent elementary school zones, between middle schools in districts with high rates of dissimilarity, and between high schools at the city-wide level.

4. Planning our schools and our school assignment policies need to be considered as part of planning our cities in terms of where and how the City is growing and creating opportunities for affordable housing. This requires bold thinking from the City, including DOE, the Department of City Planning, NYC Economic Development Corporation, the School Construction Authority, Community Boards and City Council, particularly in the case of how we are re-zoning our neighborhoods for new housing. For neighborhood re-zonings and the siting of new affordable housing – their locations, the composition of unit types, and even the reservation of new larger family units for community preference should be considered with an eye toward making our schools more diverse. Environmental reviews should consider more than just the number of school seats available to incoming students and should also consider how to reduce dissimilarity in the elementary schools where a neighborhood is being rezoned. We should be thinking about School-Oriented Development, not just Transit-Oriented Development.

Thank you very much.

TESTIMONY OF
NEW YORK APPLESEED

NEW YORK CITY COUNCIL
COMMITTEE ON EDUCATION

May 1, 2019

I am Matt Gonzales, Director of the School Diversity Project for New York Appleseed, which advocates for integrated schools and communities in New York City and New York State. While I am testifying today on behalf of my organization, I want to disclose that I am also a member of the School Diversity Advisory Group (SDAG).

I want to thank Chairs Treyger and Eugene for shining a light on the issue of school segregation today. Appleseed has spent that past eight years advocating for school integration. We are proud of the progress that has been made, but believe much more can and should be done. We fully endorse the 73 recommendations outlined in the SDAG's report, and encourage all members of the Council to join us in calling for immediate implementation.

Appleseed and our student-led partner IntegrateNYC have long understood that the path to *Real Integration* requires more than the movement of bodies. It requires the movement of resources, the movement of curriculum and pedagogy towards culturally relevant practices, the movement of discipline policies away from those that disproportionately punish Black and Latinx students, and the movement of efforts to recruit and retain diverse faculty and staff in all schools.

While so much of the conversation and attention as of late has focused on admissions at eight so called "elite" specialized high schools, we believe the early success of the Community School District 15 diversity plan is the real news. Tweaking admissions requirements to these eight schools is only a small part of a total solution: the specialized high schools — indeed all of our public high schools — will not become integrated until all children enjoy equal access to educational opportunity before high school. Fourteen of the 15 middle-schools with the highest numbers of students receiving specialized-high-school admission offers — representing over 1600 students with offers in total — are not fully open to all students. It is time to open our public middle schools to the public.

City Council should join us in calling on DOE to immediately eliminate the use of exclusionary middle-school screens citywide. Middle school screens, which are based

on students' educational attainment and behavior during the first nine years of their lives will only serve to maintain segregation in our schools.

Lastly, we applaud the various members who have proposed legislation to leverage the power of City Council to disrupt segregation. At this time, we are not prepared to take a specific position on any of the proposed bills. However, we would like to articulate some of our principles that relate to the legislation.

1. **Accountability for School Diversity:** Appleseed has always been committed to more accountability, transparency, and data when it comes to school demographics. We strongly advocated for the original School Diversity Accountability Act and will continue to support efforts to ensure that data disclosed under the law reflects the original priorities articulated in the original December 2014 bill. Two letters are attached to this testimony outlining problems in the implementation of the current law. Some, if not all, of these issues may need to be addressed legislatively.
 2. **Eliminating Segregative Admissions Policies:** Appleseed has long understood that Gifted & Talented (G&T) programs in New York City have operated as tools of segregation: from serving as a strategy to retain white and middle class families by offering segregated (mostly white and Asian) classrooms to continuing to offer a sense of entitlement to those same families, who often do not believe their children are gifted, but rather understand G&T programs will offer more resources and opportunity at the expense of others. As Appleseed demonstrated in a 2014 briefing, as far back as 2003, efforts to diversify G&T have been repeatedly attempted and have repeatedly failed. The use of segregated G&T classrooms, a pedagogically outdated model, ignores the positive impact models like schoolwide enrichment have had in New York City and across the country in serving the needs of all children - including those identified as gifted. We strongly oppose any efforts to expand these segregative programs. To parrot Chief Justice Roberts, the answer to segregation is not more segregation.
 3. **Community Engagement:** We've always believed K-8 integration policy must be developed with community investment and input. However, those efforts must prioritize the voices of those who have been most directly impacted by segregation -- not just the loudest and most privileged. This is true for both district-based and citywide planning.
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Table of Attachments

1. Matt Gonzales and David Tipson, "Equitable Admission to High Schools Must Start with Middle School, *City Limits*, January 21, 2019.
2. New York Appleseed, *Student Assignment to Public Middle Schools in New York City*, January 2019.
3. January 2016 Letter from David Tipson and Rene Kathawala to Councilmember Brad Lander regarding implementation of School Diversity Accountability Act.
4. April 2019 letter from members of High School Application Advisory Committee to Chancellor Carranza regarding implementation of School Diversity Accountability Act.
5. Halley Potter and David Tipson, "Eliminate Gifted Tracks and Expand to a Schoolwide Approach," *NY Times*, June 4, 2014.

Investigating the city. Empowering communities.

CITYLIMITS.ORG

CityViews: Equitable Admission to High Schools Must Start with Middle School

By Matt Gonzales and David Tipson | January 21, 2019



Jellybean100

Getting through these doors depends on what door students walked through two or three years earlier.

For seven months now Mayor Bill de Blasio's plan to tweak admissions at New York City's specialized high schools has fueled an acrimonious debate that has elevated some of the most divisive and pessimistic perspectives against diversity. As advocates for integrated schools, we are of course generally supportive of any effort to make these schools more representative of our city and agree that the underrepresentation of Black and Latinx students is an embarrassment.

But tweaking admissions requirements to these eight schools is only a small part of a total solution: the specialized high schools — indeed all of our public high schools — will not become integrated until all children enjoy equal access to educational opportunity before high school.

Fourteen of the 15 middle-schools with the highest numbers of students receiving specialized-high-school admission offers —representing over 1600 students with offers in total — are not fully open to all students.

It is time to open our public middle schools to the public.

As detailed in a new briefing by New York Appleseed, middle schools depend far less on geographic zoning than is commonly understood. Data from the 2018 middle-school directories show that only 17 percent of New York City's public middle schools are zoned.

Compounding the inherently segregative effects of school choice are the even more pernicious policies of academic and behavior “screening” allowing middle schools to judge the worthiness of individual students and admit or reject them accordingly. Such judgments about students’ suitability are necessarily based on their educational attainment and behavior during the first nine years of their lives.

Trying to make competitive admissions to middle school “fair” will not be successful. First, previous efforts along these lines have failed because the unfairness of these policies derives from larger systemic and historical inequalities. Neither “objective” nor “subjective” assessments can be responsibly separated from our city and nation’s terrible history and current reality of racial hierarchy. A system of student assignment can either acknowledge these realities or pretend that they do not exist, and for too long the City’s policy has been the latter.

Second, as a political matter, we do not believe that affluent and highly educated parents will ever consent to maintaining a binary system of winner and loser schools in which their own children are not reasonably certain of winning—the inevitable result of a truly “fair” system of competitive admissions.

Finally, even if these other realities were not present, recent actions by the Trump administration strongly suggest that attempts to increase representation of African American and Latinx students at schools with competitive admissions processes could invite investigation from the U.S. Departments of Education and Justice. It is safer just to eliminate competitive processes wherever possible.

CityViews are readers' opinions, not those of City Limits. Add your voice today!

Apologists for the Specialized High School Admissions Test (SHSAT) have made similar arguments, many of which strike us as disingenuous. We hope we are wrong, and we invite defenders of the SHSAT to stand with us in calling for an end to competitive admission to public middle schools.

Removing competitive admission is hardly radical; it is simply bringing our middle schools into alignment with nearly all other public middle schools in the nation —not to mention charter schools in New York City. Nor is it politically impossible: this past fall Brooklyn’s affluent Community School District 15 removed screens from all of its middle schools – including one of the 14 schools mentioned above. Mayor de Blasio praised the community members who developed the plan for their vision:

“They did not say let’s have diversity, but schools in which kids can’t succeed. And they did not say let’s have schools in which some kids succeed and other kids don’t succeed. They said we need a common standard of schools where every child succeeds and kids learn together with children of all backgrounds. That’s what equity and excellence is all about.”

If we are going to maintain high schools that judge students’ “merit” and apportion educational opportunity accordingly, then it is our moral responsibility to level the playing field. The time has come to follow District 15’s leadership and remove all academic and behavior screens from all middle schools in New York City.

Matt Gonzales directs the School Diversity Project at New York Appleseed, which advocates for integrated schools and communities; David Tipson is executive director.

Student Assignment to Public Middle Schools in New York City

Advocacy Briefing

January 2019

ACADEMIC ASSESSMENT - FOR SCHOOL USE ONLY
Middle School Liaison: This section will be pre-populated with the student's academic and personal information. Please verify that the student biographical information (e.g. address) and the student attendance and academic and personal behaviors are correct.

1) Please verify that the student biographical information (e.g. address) and the student attendance and academic and personal behaviors are correct.
2) Please verify that the final June 2017 report card grades and academic and personal behaviors are correct.

| FINAL JUNE 2017 REPORT CARD GRADES | |
|------------------------------------|-------|
| Course Name | Grade |
| Math | 1 |
| English Language Arts | 4 |
| Social Studies | 3 |
| Science | 3 |
| Art | 2 |
| Music | 2 |

ACADEMIC AND PERSONAL BEHAVIORS

| Academic and Personal Behaviors Competency | Grade |
|--|-------|
| Time Management & Independence | 1 |
| Organization | 3 |
| Perseverance | 4 |
| Asks for help | 2 |
| Respects School Rules & Collaboration | 3 |

Attendance in ATS: Days Absent: 7 Days Late: 0

Extenuating circumstances for absence and lateness? Yes No

If Yes, please check all that apply:

Due to Illness Due to Family Circumstances

Lateness Excused

Completed. Please note that this report card is for NYSED Records.

Introduction

Up until recently the conventional wisdom in New York City (mixed with no small amount of willful ignorance) held that public schools were segregated because neighborhoods were segregated. New York Appleseed exploded this myth five years ago with a groundbreaking briefing on elementary schools showing how the policies of school choice made residence far less determinative of school enrollment than the public had realized.¹ These insights were corroborated by two high-profile school “rezonings²” occurring in the fall of 2015

¹ New York Appleseed, *Within Our Reach: Segregation in NYC District Elementary Schools and What We Can Do About It: School-to-School Diversity*, 2013, available at https://nyappleseed.org/wp-content/uploads/First-Briefing-FINAL-with-Essential-Strategies-8_5_13.pdf.

² Patrick Wall, *For Two Sharply Divided Manhattan Schools, an Uncertain Path to Integration*, CHALKBEAT (Oct. 19, 2015) <https://www.chalkbeat.org/posts/ny/2015/10/19/for-two-sharply-divided-manhattan-schools-an-uncertain-path-to-integration/>.

and early 2016. The death knell came this year with a comprehensive report from the Center for New York City Affairs finding that elementary schools would be slightly *less* segregated if all students attended their zoned schools.³

The relationship between residence and school attendance, however, is even more tenuous when it comes to our public middle schools. Without a doubt community-school-district (CSD) boundaries continue to play a major role in segregating our middle schools. But within the boundaries of these districts, middle schools depend far less on geographic zoning than is commonly understood. Data from the 2018 middle-school directories show that only 17% of New York City's public middle schools are zoned. CSD middle-school choice processes are famous for their complexity and perceived unfairness.⁴ Compounding the inherently segregative effects of school choice, even more pernicious policies of "screening" - largely absent from elementary schools - work to stratify further our public middle schools.

The community-designed District 15 Diversity Plan⁵ approved by Chancellor Richard A. Carranza and Mayor Bill De Blasio in September of 2018, offers an alternative system to screens, by removing them from all middle schools in the district, and setting enrollment priorities at each school for students classified as English Language Learners (ELL), Free and Reduced Lunch (FRLP), and in Temporary Housing (STH). Chancellor Carranza has publicly interrogated the value of screens in New York City schools, and the city's School Diversity Advisory Group will be making recommendations on a range of integration related issues in the coming months.

³ Nicole Mader, Clara Hemphill, and Qasim Abbas, *The Paradox of Choice: How School Choice Divides New York City Elementary Schools*, 2018, available at <http://www.centrernyc.org/the-paradox-of-choice/>.

⁴ See, e.g., Christina Veiga, *Middle School Acceptance Letters Are Out. Here's Why Parents Say the Application Process Leads to Segregation*, CHALKBEAT (Apr. 20, 2017), <https://www.chalkbeat.org/posts/ny/2017/04/20/middle-school-acceptance-letters-are-out-heres-why-parents-say-the-application-process-leads-to-segregation/> (describing efforts to make the admission process "more fair"); Weaver, *supra* note 16 ("[I]t's up to each school to decide what they include [in admissions requirements] and whether or not to disclose them to families. So, in most cases, parents have had to blindly apply and hope for the best."); Julie Slotnik Sturm, *What About Middle School?*, HUFFPOST (Apr. 28, 2015, 4:57 PM, updated June 28, 2015), https://www.huffingtonpost.com/julie-slotnik-sturm/what-about-middle-school_b_7163332.html ("With no zoned middle schools in [District 15] and a complex algorithm for matching kids to schools - which includes parents ranking schools and schools ranking kids - the DOE will assign some students to schools not of their choosing."); Malesevic, *supra* note 16 (describing criticisms of the admissions process as used in District 2).

⁵ D15 DIVERSITY PLAN, Final Report 2018 (July 2018), available at http://d15diversityplan.com/wp-content/uploads/2018/10/180919_D15DiversityPlan_FinalReport.pdf.

To inform a public debate increasingly homing in on middle-school segregation in New York City, New York Appleseed worked with volunteers from our longtime partner Orrick, Herrington & Sutcliffe LLP to create this issue briefing.⁶ This document attempts to summarize the current use of screening and geographic zoning admissions methods by middle-school programs within the purview of the New York City Department of Education (“NYC DOE”).

Section I outlines the admissions methods, selection criteria and admissions priorities used by NYC DOE middle-school programs, excluding charter schools and “school-based application” schools that are not listed on the NYC DOE middle-school application and do not participate in the NYC DOE middle-school admissions process. Section II catalogs the citywide use of each admissions method, includes statistics for each borough and depicts the degree to which each district within each borough relies on zoning. Section III includes admissions-methods data at the CSD level.

The data presented in the tables and charts in this briefing are derived from a companion spreadsheet (available online⁷) containing data derived from the information available in the *2018 NYC Middle School Directory* for each district in each borough (referred to herein as the “Directories”). These Directories are publicly available on the NYC DOE’s website.⁸

⁶ New York Appleseed is grateful to Jill Rosenberg, Jennifer Grew, and Lauren Webb at Orrick for their work on this briefing. We are also grateful to Leonard Lubinsky for doing the initial research of this subject for New York Appleseed in 2014.

⁷ Available at <http://nyappleseed.org/wp-content/uploads/Middle-School-Admissions-Methods-Data-4132-6310-7857-5.xlsx>.

⁸ See <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/middle-school>.

I. Admissions Methods

This section summarizes admissions methods used for middle schools in the 2018 admissions cycle.

Generally, students are eligible to apply to public middle schools in the district where they are zoned for middle school and the district where they attend elementary school, but there are borough- and city-wide programs as well. New York City middle school programs choose from among seven admissions methods to determine which applicants will match and be offered placement. Beyond the basic methods listed below, the Directories list each program's specific selection criteria and admissions priorities that also play a role in admissions decisions.

The seven basic admissions methods, as described in the Directories, are as follows:

1. Unscreened – Students are selected randomly.
2. Limited unscreened – Students are selected randomly, with priority to certain groups of students (i.e.: continuing students, students who sign in to show interest in the program, residents of the district, or some combination thereof).
3. Zoned – Students are guaranteed a match to their zoned program (based on either the zone in which they reside or the zone in which their current school is located), so long as they do not match to a program ranked higher on their middle school application.
4. Screened – Schools rank students based on specific factors, which typically includes academic and personal behaviors (e.g.: time management, organization, persistence, asking for help when needed, respecting school rules and working well in the school community), such as 4th grade report card, reading and math standardized test scores, attendance, punctuality, audition, writing sample or other assessments.
5. Screened language – Students are ranked based on language proficiency.
6. Composite score – Students are ranked based on a composite score calculated by assigning points to certain categories corresponding to an applicant's academic record; certain aspects may be weighted differently than others.
7. Talent Test – Students are matched based on their score on a particular program's Talent Test.

Programs that use screened, screened-language and composite-score admissions methods use a detailed set of factors in their admissions decisions. These factors are listed under “Selection Criteria” on each program’s page in the Directories. In addition, these programs have access to an applicant’s academic record, whereas programs using the unscreened, limited unscreened, zoned and talent test methods do not have access to an applicant’s academic record.

Some programs have admission priority groups. Programs drawing from multiple priority groups assign a rank to each group and use a randomized drawing to select students from each group, in order, until all seats are filled. The two most common first priority groups are continuing 5th grade students and students who have demonstrated interest in a program. “Continuing students” include students continuing from 5th grade at the same school where the middle school program is housed, students continuing from 5th grade at specific elementary schools, or students continuing from 5th grade at specific programs.⁹ Continuing students are guaranteed to match with their continuing school if they rank it on their application. “Interest” is determined by signing in at an event (i.e.: the school’s table at a middle school fair, open house or information session) and is sometimes combined with geographic residence—for example, “students residing in the zone who sign in at an event” and “students residing in the district who sign in at an event” are independent priority groups. Priority groups also may be based strictly on geography (i.e.: students who apply and live in the zoned area for a particular program or students who reside or attend public school in a particular district). All programs using the limited-unscreened admissions method also use priority groups.

⁹ For example, 30th Avenue School gives a priority to students in the P.S. 85 citywide Gifted & Talented Program. NYC DEP’T OF EDUC., DISTRICT 1 2017 NYC MIDDLE SCHOOL DIRECTORY 66 (2017), <http://schools.nyc.gov/NR/rdonlyres/42382929-0577-42F0-A336-78641DFD5A4D/0/2018NYCMSDirectoryDistrict1ENGLISH.pdf> (hereinafter “District 1 Directory”).

II. Use of Admissions Methods: Citywide and Borough Statistics

Looking at middle school programs across New York City's five boroughs that use the NYC DOE's middle school application, 32% of middle school programs admit eligible students randomly, 17% admit based on residence in zone, and 15% use limited-unscreened admission methods. Thirty-seven percent of middle-school programs use a form of competitive screening (i.e.: screened, screened: language, composite score and talent test admissions methods). This data includes district programs, borough-wide programs and citywide programs.

Admissions Methods Used in Non-Charter School, Non-School-Based Application Middle School Programs in New York City¹⁰

| Admissions Method | NYC Total | % NYC Schools | Manhattan | | | | | Staten Island | | Citywide |
|--------------------|-----------|---------------|-----------|-------|----------|--------|--------|---------------|--|----------|
| | | | Manhattan | Bronx | Brooklyn | Queens | Island | | | |
| Unscreened | 197 | 32% | 20 | 73 | 53 | 47 | 3 | 1 | | |
| Limited Unscreened | 89 | 15% | 22 | 25 | 26 | 14 | 2 | 0 | | |
| Zoned | 107 | 17% | 2 | 24 | 31 | 40 | 10 | 0 | | |
| Screened | 132 | 21% | 51 | 21 | 45 | 9 | 0 | 6 | | |
| Screened: Language | 44 | 7% | 15 | 9 | 9 | 9 | 2 | 0 | | |
| Composite Score | 46 | 7% | 0 | 2 | 29 | 9 | 4 | 2 | | |
| Talent Test | 7 | 1% | 0 | 0 | 6 | 0 | 0 | 1 | | |

"Citywide schools," which pull students from all boroughs, almost exclusively use competitive admission processes.¹¹ Of these, six programs are screened,¹² two programs use a

¹⁰ Total may not add to 100% due to rounding.

¹¹ The notable exception is The Ella Baker School on the Upper East Side, which is unscreened. However, this school is a Pre-K through 8th grade school that prioritizes continuing 5th grade students. Its description notes that "it is rare that there are spots open in the upper grades." *District 1 Directory*, *supra* note 9, at 55.

¹² P.S. 347—"47" The American Sign Language and English Lower School, Institute for Collaborative Education, Professional Performing Arts School, The Anderson School P.S. 334 Middle School, Talented and Gifted School for Young Scholars, Manhattan East School for Arts & Academics (M.S. 224) are screened programs. *District 1 Directory*, *supra* note 9, at 56-58, 60, 62-63.

composite score¹³ and one program uses a talent test.¹⁴ The screened schools vary in their selection criteria—for example, some require a writing sample or consider attendance and punctuality—but all consider, at a minimum, the student’s final 4th grade report card and/or 4th grade state exam scores, and an interview or audition.¹⁵

There is greater variance in the admissions methods used by schools in different boroughs. Manhattan, for example, uses zoning for less than 2% of its middle school programs, whereas Staten Island uses zoning for 48% of its middle school programs. Overall, Manhattan has the greatest percentage of programs using competitive admission processes. A majority of the programs in each of the other boroughs use non-competitive admission processes, but the predominant non-competitive process varies between boroughs.

¹³ Brooklyn School of Inquiry and The 30th Avenue School (P.S./M.S. 300) use composite scores. *District 1 Directory*, *supra* note 9, at 64, 66.

¹⁴ Mark Twain for the Gifted & Talented (I.S. 239) uses the District 21 Talent Tests. *District 1 Directory*, *supra* note 9, at 65.

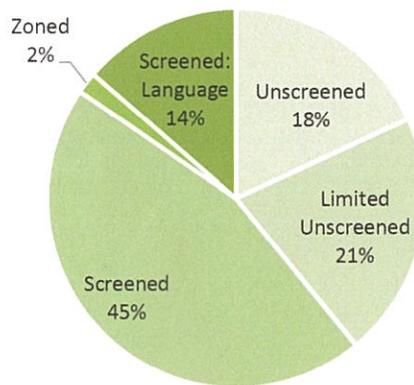
¹⁵ *Supra* note 12.

A. Manhattan Middle School Admissions Methods

Manhattan middle school programs are the most likely to be screened and the least likely to be zoned, compared to programs in other boroughs. Although none of the programs use a talent test or composite score, 59% of middle school programs in Manhattan use a competitive admissions process. This includes 51 general screened programs and 15 language screened programs.

In contrast, only 20 middle school programs in Manhattan use a random un-screened process. Another 23 programs use a limited-unscreened process, which typically prioritizes either continuing students or students who demonstrate interest in the school by visiting. Only two programs are zoned.

Manhattan: Admissions Methods

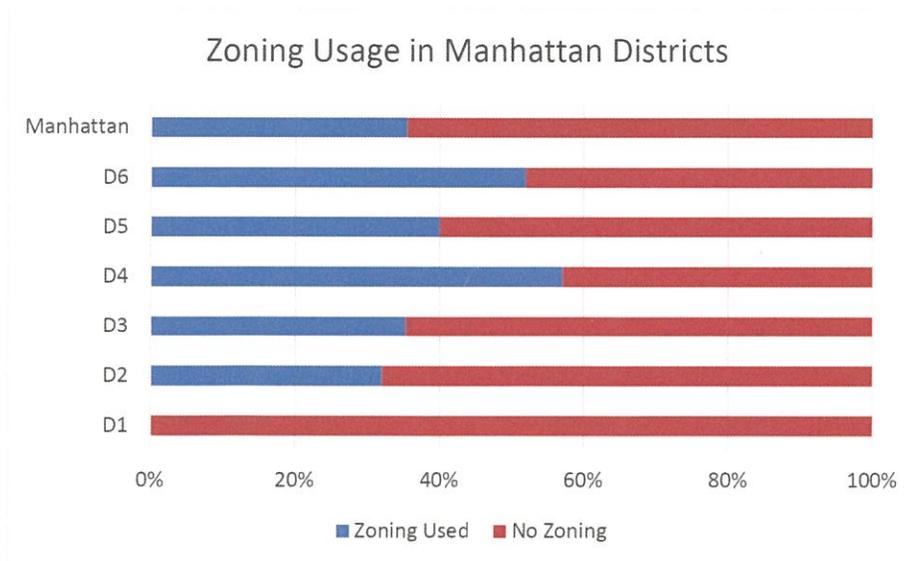


Manhattan District 2, where over 70% of its programs use a screened admissions process (18 of the district's programs will be screened in the 2018 application cycle), was sharply criticized in 2015 for the programs' opaque screening processes.¹⁶ Following a Freedom of

¹⁶ See, e.g., Shaye Weaver, *Mysterious Middle School Selection Process Forced Out by Open Records Law*, DNAINFO (Nov. 9, 2016, 5:12 PM), <https://www.dnainfo.com/new-york/20161109/upper-east-side/district-2-middle-school-applications-rubrics-released> (describing movement by parents to force District 2 schools to release admission rubrics); Dusica Sue Malesevic, *Parents Look for Better Way to Apply to Middle Schools*, DOWNTOWN EXPRESS (Apr. 9, 2015), <http://www.downtownexpress.com/2015/04/09/parents-look-for-better-way-to-apply-to-middle-schools/> (describing criticisms of District 2's admissions process).

Information Law request, the Community Education Council for CSD 2 released the 2017 rubrics used for screened middle school programs, clarifying the way each school allocates points to rank students.¹⁷ However, the report notes that these same rubrics may not be used in future admissions seasons. More recently, the Community Education Council introduced a resolution to remove attendance from the admissions rubric for screened programs, arguing that awarding points based on attendance disadvantages students in poverty and students with unstable living situations.¹⁸

The following chart shows the percentage of programs using zoning (including programs using the zoned admissions method and programs using priority groups for students residing or attending public school in the zone) in each of the six districts in Manhattan. Note that the chart only includes borough-wide schools in the borough percentage. (District 1 does not include any zoned programs at both the elementary- and middle-school levels.)



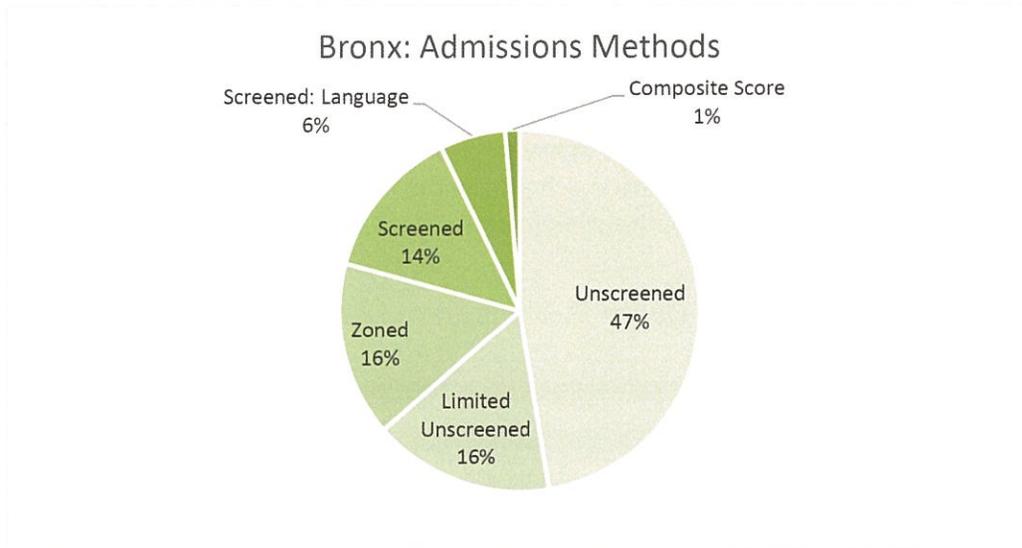
¹⁷ These rubrics are available at

https://docs.wixstatic.com/ugd/779a12_8010608fd53d44b9bf8411b63769c50f.pdf.

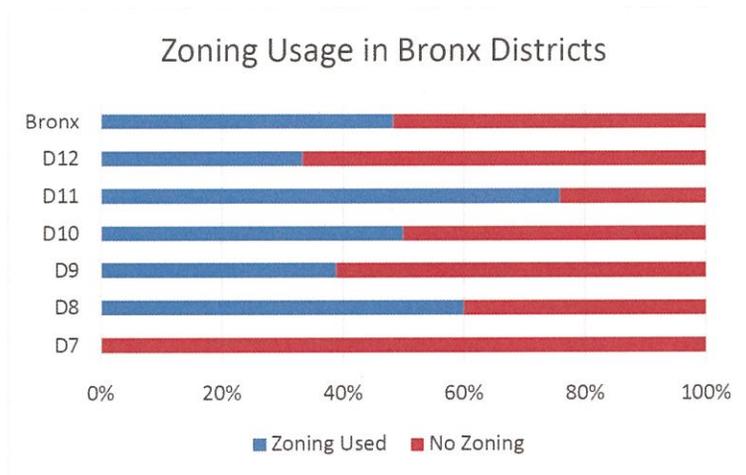
¹⁸ Christina Veiga, *Want to Make Middle School Admissions More Fair? Stop Looking at This Measure, Parents Say*, CHALKBEAT (Nov. 7, 2017), <https://www.chalkbeat.org/posts/ny/2017/11/07/want-to-make-middle-school-admissions-more-fair-stop-looking-at-this-measure-parents-say/>; *Resolution to Eliminate Attendance and Lateness from Middle School Admissions Rubrics*, Comm. Educ. Council District 2 (introduced Dec. 11, 2017), https://drive.google.com/drive/folders/0B97dEauFb_gXcTVwbnpCUDRMaG8.

B. Bronx Middle School Admissions Methods

The Bronx has the largest percentage of middle school programs using an unscreened admission process, at 73 programs (or approximately 47% of Bronx middle school programs). Another 49 schools (approximately 32% of Bronx middle school programs) also use non-competitive admissions programs, split between zoned and limited unscreened.

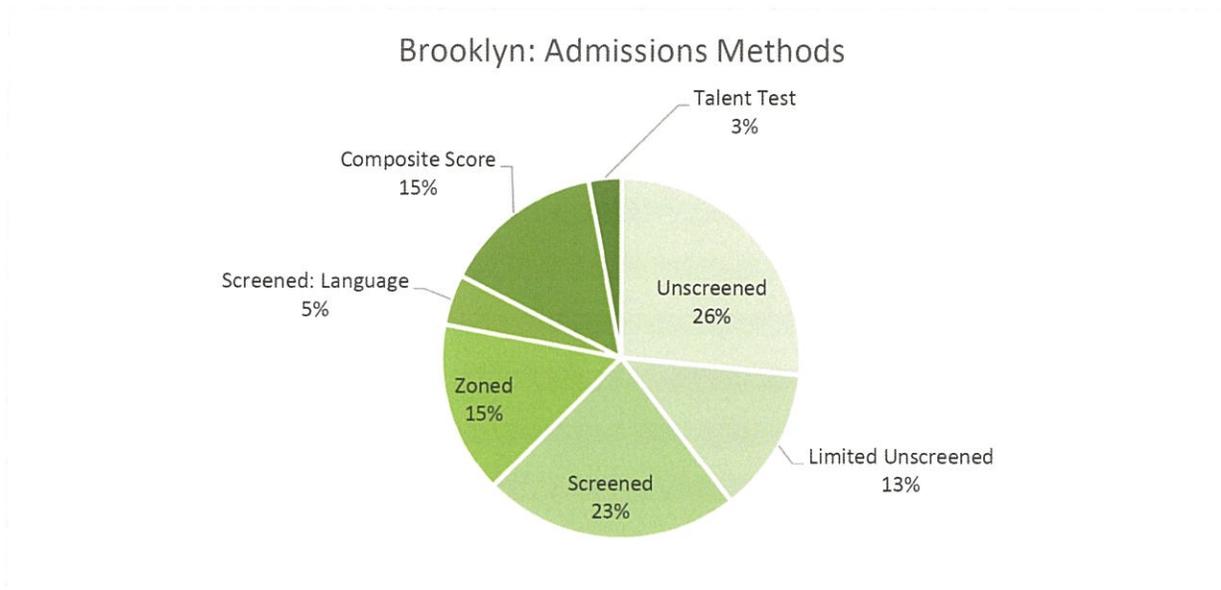


The following chart shows the percentage of programs using zoning (including programs using the zoned admissions method and programs using priority groups for students residing or attending public school in the zone) in each of the six districts in the Bronx. Note that the chart only includes borough-wide schools in the borough percentage.



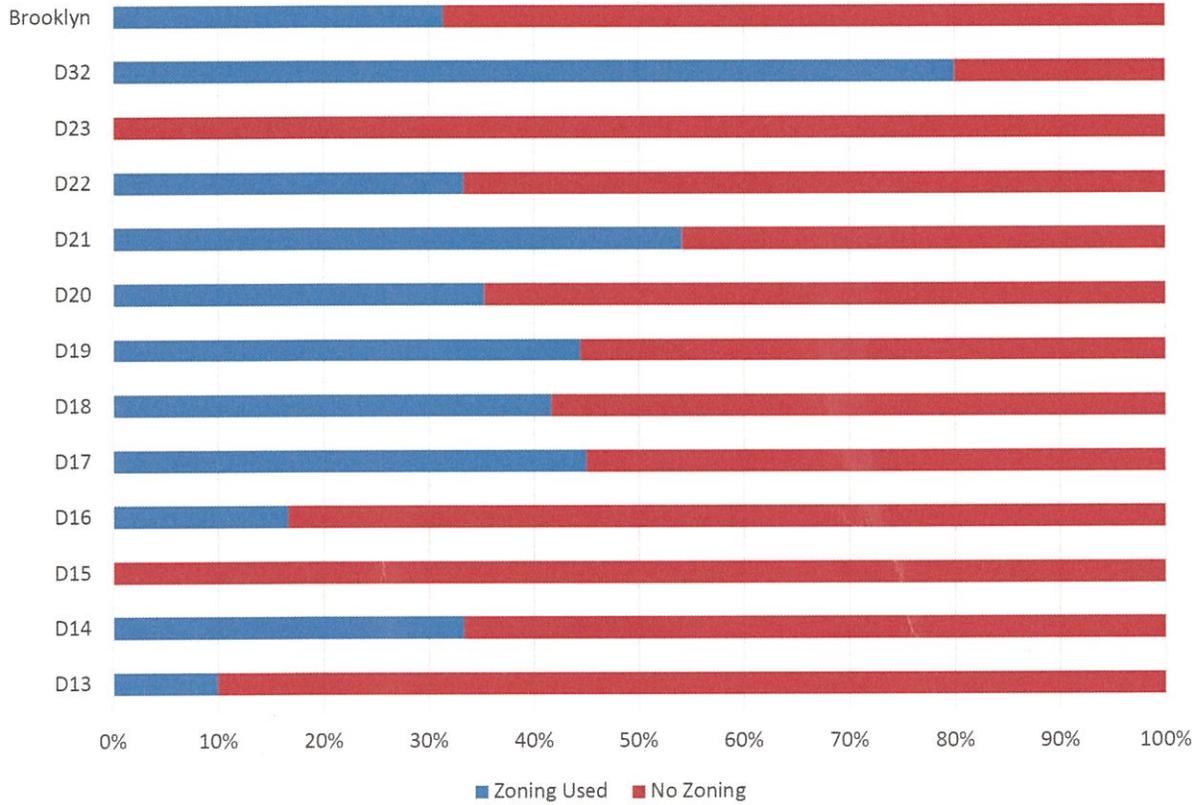
C. Brooklyn Middle School Admissions Methods

Most Brooklyn middle school programs use a non-competitive admissions process: 53 programs are unscreened; 26 programs are limited-unscreened; and 31 programs are zoned. This accounts for approximately 54% of all programs. Among the competitive programs, most (46 schools total) use a general screened process, and 29 schools use a composite score.



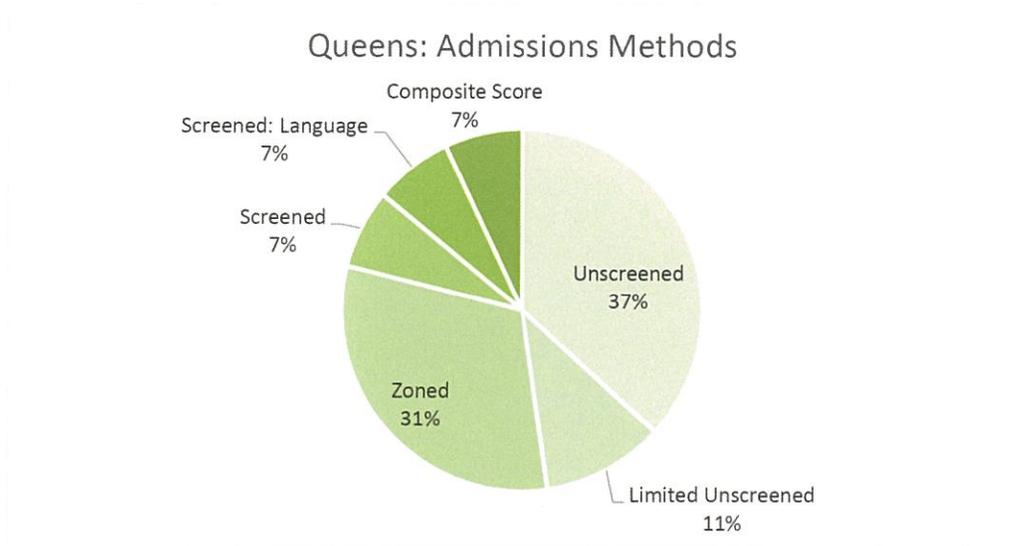
The following chart shows the percentage of programs using zoning (including programs using the zoned admissions method and programs using priority groups for students residing or attending public school in the zone) in each of the twelve districts in Brooklyn. Note that the chart only includes borough-wide schools in the borough percentage. (District 23 does not include any zoned programs at both the elementary- and middle-school levels.)

Zoning Usage in Brooklyn Districts

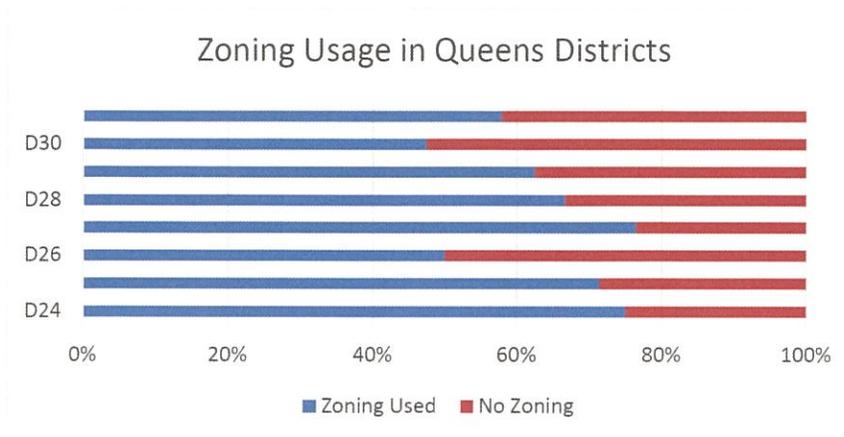


D. Queens Middle School Admissions Methods

Queens has the lowest percentage of middle school programs using non-competitive admissions processes overall. Approximately 79% of its programs use a non-competitive admissions process: 47 programs are unscreened, 40 programs are zoned, and 14 programs use a limited-unscreened process. The remaining 21% of programs use primarily general screening, language screening, and composite scores (9 schools each).

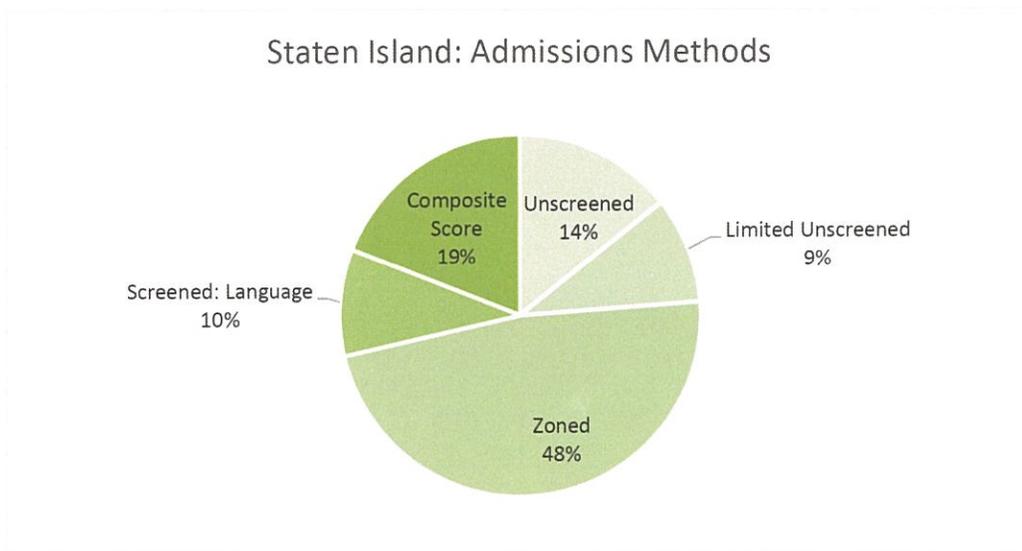


The following chart shows the percentage of programs using zoning (including programs using the zoned admissions method and programs using priority groups for students residing or attending public school in the zone) in each of the seven districts in Queens. Note that the chart only includes borough-wide schools in the borough percentage.

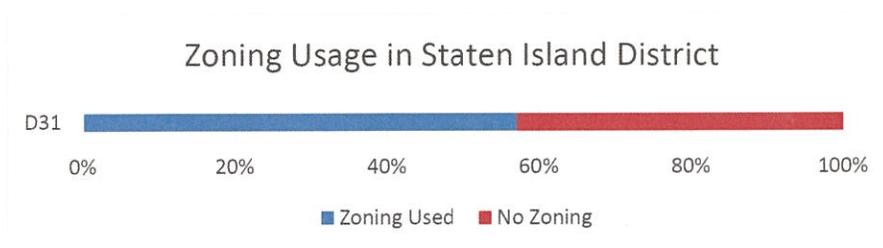


E. Staten Island Middle School Admissions Methods

Staten Island has significantly fewer middle school programs than the other boroughs, with only 21 programs total. Nonetheless, Staten Island has the greatest percentage of zoned programs (ten programs or 48% of all programs) and does not use a general-screened admissions process in any of its programs. The only competitive admissions processes used by Staten Island middle school programs are composite scores (four programs) and language screening (two programs).



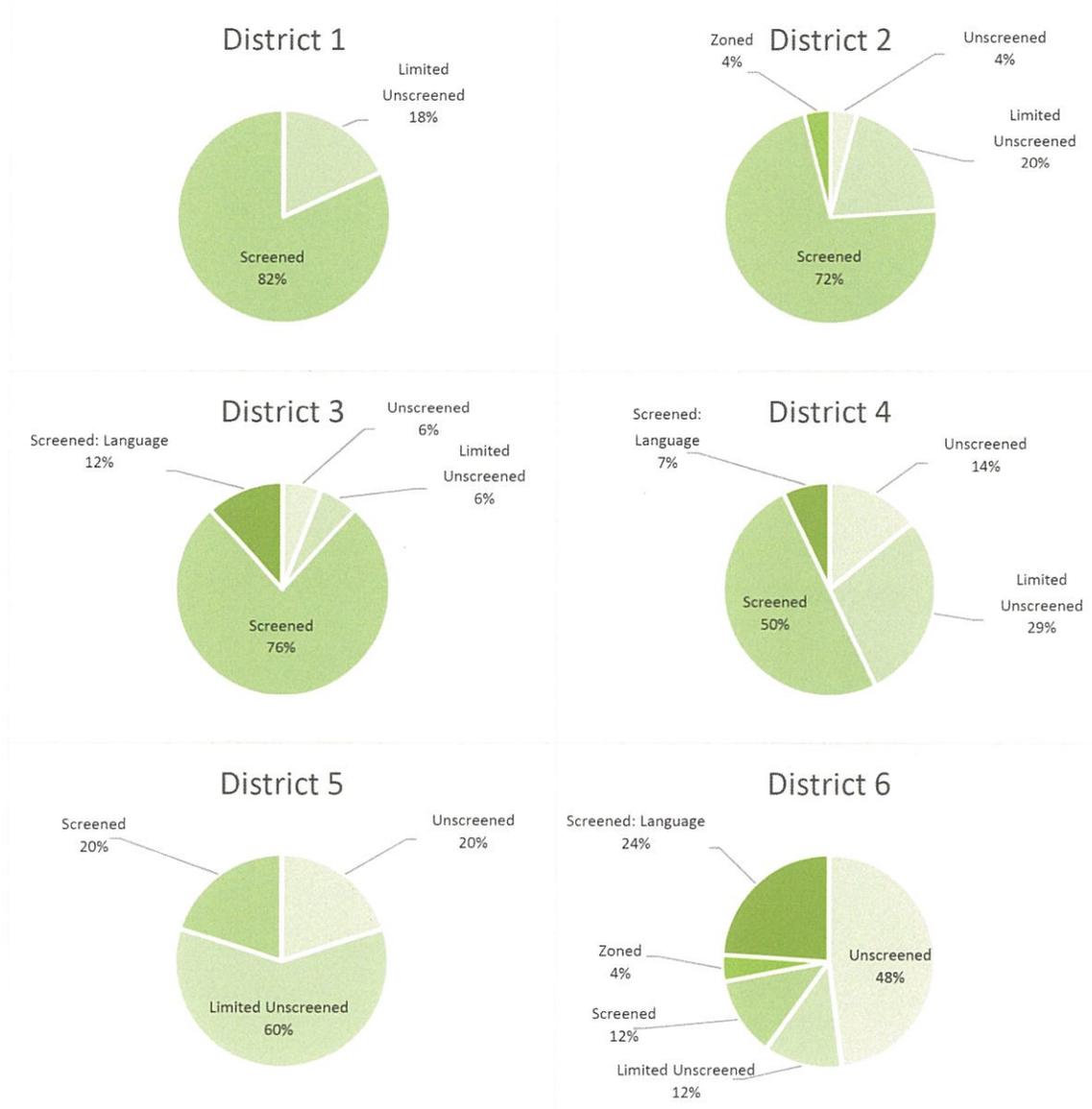
Staten Island consists of only one district (District 31), so the above chart reflects district-level data as well. The below chart shows the percentage of programs using zoning (including programs using the zoned admissions method and programs using priority groups for students residing or attending public school in the zone) in District 31.



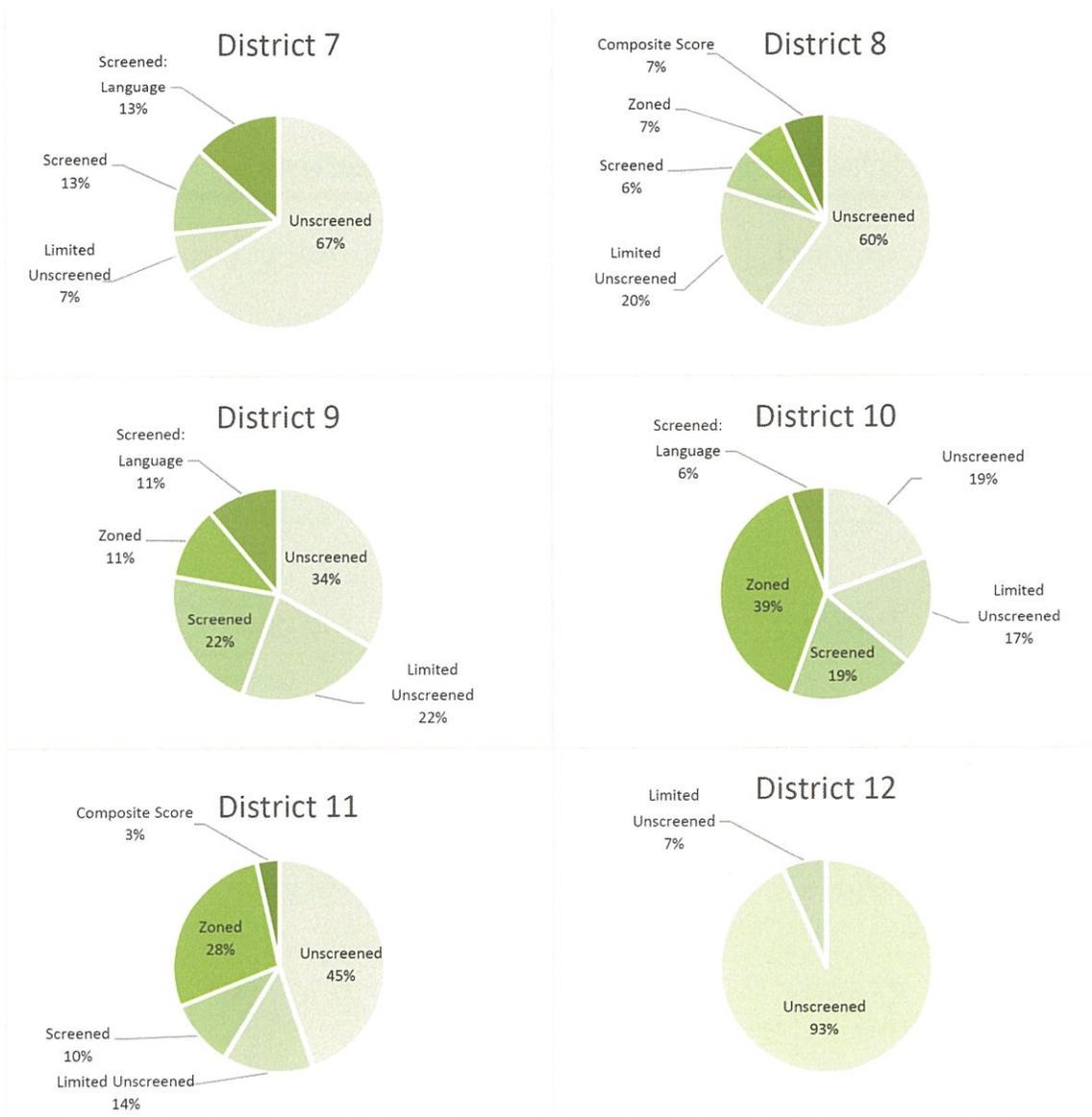
III. Use of Admissions Methods: Community School District Statistics

There are 32 community school districts in New York City. Districts are further subdivided by zone. The following charts are grouped by borough and illustrate the extent to which each district relies on the various admissions methods for its middle school programs.

A. Manhattan District Middle School Admissions Methods

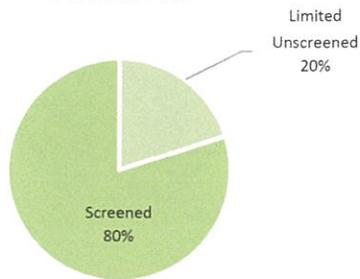


B. Bronx District Middle School Admissions Methods

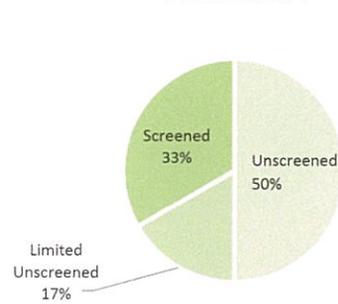


C. Brooklyn District Middle School Admissions Methods

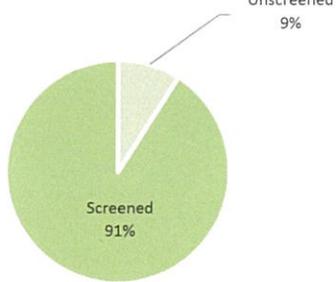
District 13



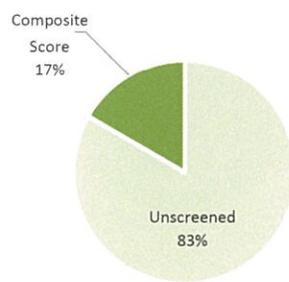
District 14



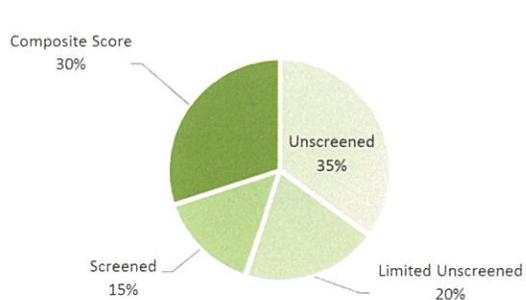
District 15



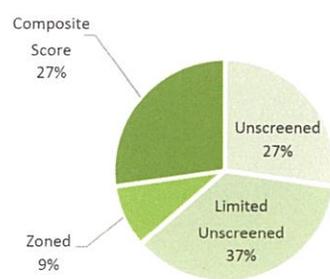
District 16

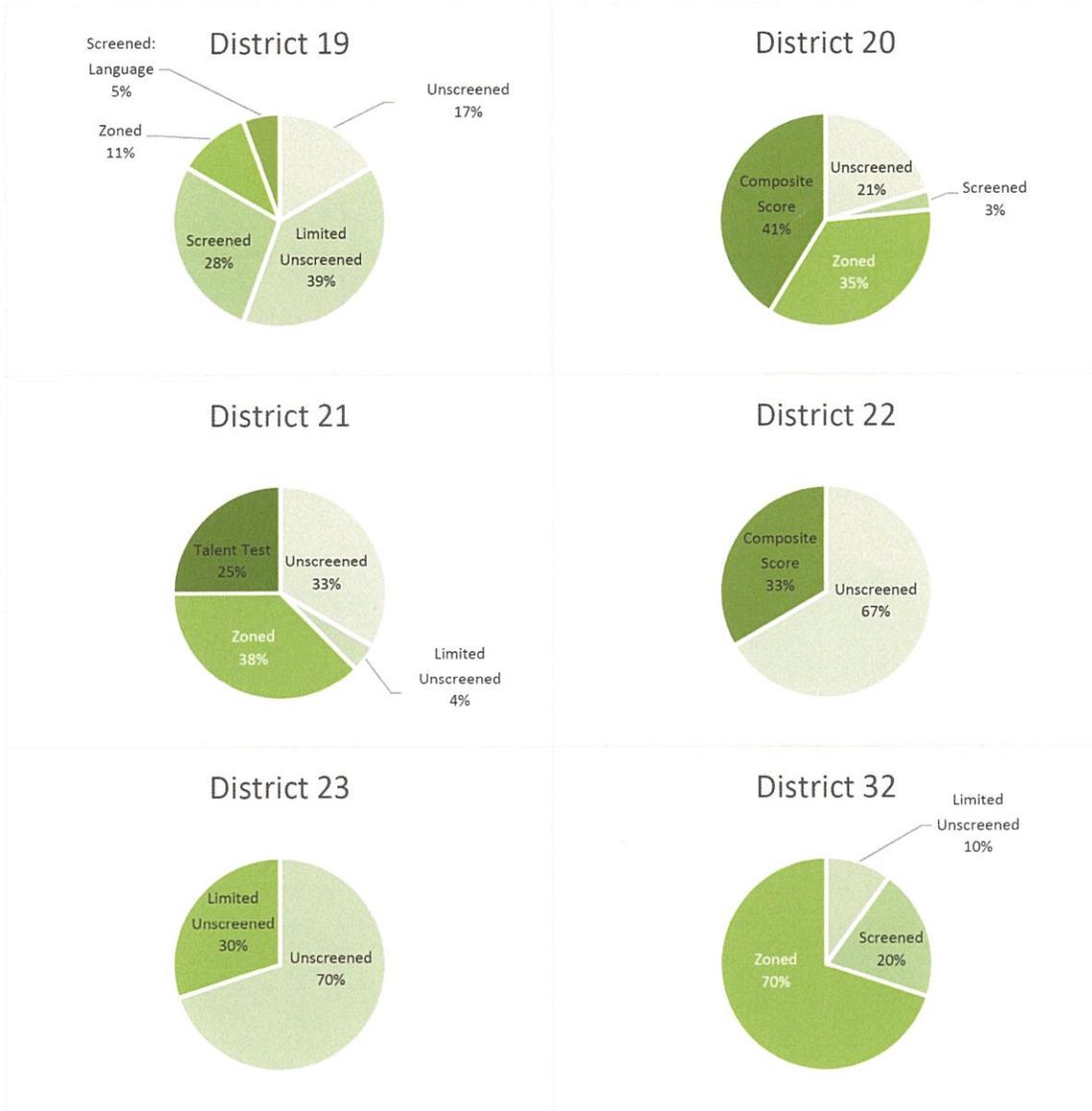


District 17

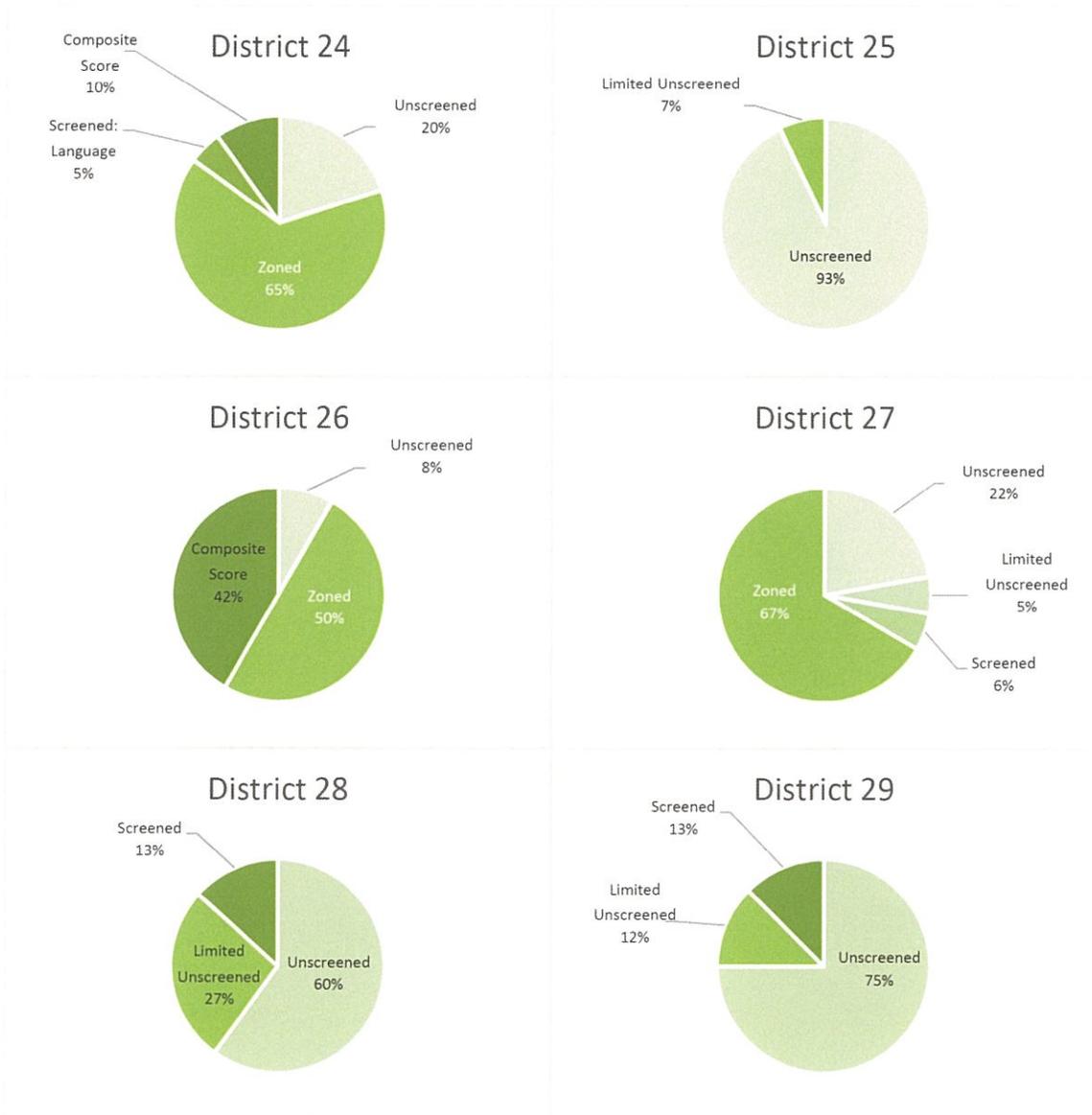


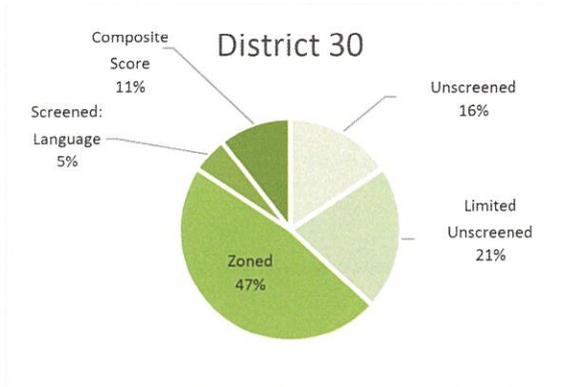
District 18



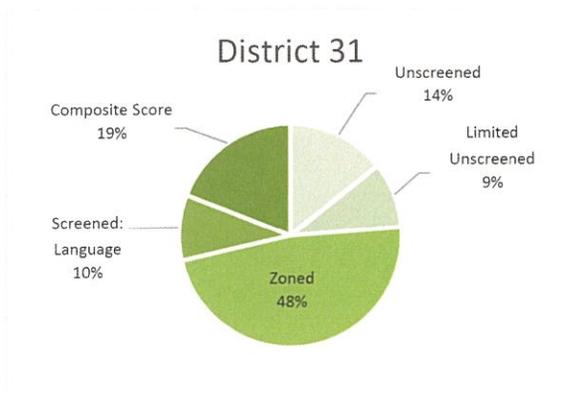


D. Queens District Middle School Admissions Methods





E. Staten Island Middle School Admissions Methods



IV. Observations and Recommendation

This briefing demonstrates that within New York City's CSDs, residential segregation is not the driving force behind middle-school segregation. In fact, only 17% of the city's middle schools rely entirely on a student's place of residence (or location of elementary school) for admission.

Rather, the segregation present in the city's most diverse CSDs (such as CSDs 2, 3, and 15) appears to be caused not by geography, but by an intentional policy of the NYC DOE -- that of allowing middle schools to judge the worthiness of individual students for their particular educational opportunities and then admit or reject accordingly. Such judgments are necessarily based on students' educational attainment and behavior during the *first nine years of their lives*. New York Appleseed believes that neither the most "objective" nor "subjective" assessments of these students can be responsibly separated from our city and nation's terrible history and current reality of racial hierarchy.

The resulting racial and economic segregation and inequality would be difficult to justify even if there were some social and educational benefits for all students in maintaining the status quo. Reams of social-science evidence suggests the opposite: Students benefit educationally and socially from racially and economically integrated schools. Society and our political systems benefit from the reduction in racial prejudice and cross-racial understanding associated with racially and economically integrated schools.

Trying to make middle-school screening "more fair" will not be successful, because, as we have noted, the unfairness of these policies is not merely inherent in the policies themselves but derives from larger systemic inequalities. A system of student assignment can either acknowledge these systemic issues or pretend that they do not exist, and for too long the policy of NYC DOE has been the latter. As a political matter, we do not believe that affluent and highly educated parents will ever consent to maintaining a binary system of "winner" and "loser" schools in which their own children do not benefit—the inevitable result of a truly fair system of screening. Finally, even if these other realities were not present, recent actions by the Trump administration strongly suggest that attempts by NYC DOE to increase representation of African American and Latinx students at schools with competitive admissions processes could invite investigation from the Departments of Education and Justice.

For all of these reasons, the only responsible and safe course of action is for NYC DOE to eliminate such competitive admissions processes from our middle schools entirely. And immediately. Although New York Appleseed believes strongly in the value of community

process, we also believe that there are some policies so inherently prone to segregation that they need to be removed from the table altogether. Middle-school screening is just such a policy.

Eliminating middle school screens is not radical; it is simply bringing New York City middle schools into alignment with nearly all public middle schools across the nation.¹⁹ It is also what New York City charter schools have always done.

Recommendations: *Remove all exclusionary screens from middle schools across New York City by the 2020 admissions cycle and encourage communities to develop CSD-wide diversity plans similar to that developed by the CSD 15 community and approved in September of 2018.*²⁰

¹⁹ Winnie Hu & Elizabeth A. Harris, *A Shadow System Feeds Segregation in New York City Schools*, N.Y. TIMES (June 17, 2018), <https://www.nytimes.com/2018/06/17/nyregion/public-schools-screening-admission.html>.

²⁰ The removal of exclusionary screens should allow for arts and dual-language programs to utilize some system of identification, as long as they are transparent and objective in determining eligibility. Dual-language programs in particular must serve the linguistic needs of surrounding communities.

January 13, 2016

The Honorable Brad Lander
Councilmember
New York City Council
456 Fifth Avenue, 3rd Floor
Brooklyn, NY 11215

Re: 2015 Report on Demographic Data in New York City Public Schools

Dear Councilmember Lander:

We write to congratulate you on the New York City Department of Education's ("DOE's" or "the Department's") recent publication of its "Report on Demographic Data in New York City Public Schools in Response to Local Law No. 59" ("Report"). The Report is a treasure trove of data on current demographics in the city's schools and has instantly become the starting point for anyone wishing to understand the related phenomena of segregation and gentrification in schools. The data provided by the Report are sure to lead to important insights and new research that will deepen our understandings of these issues. You, Councilmember Torres, and the rest of the City Council deserve enormous credit for your leadership in passing and enacting into law the groundbreaking and nationally important School Diversity Accountability Act. Thank you.

As with any first effort of this kind, however, there are deficiencies in the Report – some very serious. We also write to call attention to areas where the Report fell short of the clear letter and spirit of the reporting law. As always, New York Appleseed raises its concerns in the form of constructive criticism, and we stand by to assist the City Council and the DOE in addressing these issues.

Variables by Grade (§§ 21-957 and 21-958)

We are dismayed by the legalistically narrow interpretation of the Reporting requirements taken by DOE in this Report and the resulting vastly curtailed scope of the data reported. Int. 511-A, as it existed at the time of the December 2014 City Council hearing, and until it was amended shortly before passage in May of 2015, was unambiguous in requiring all variables to be reported *by grade* as well as in the aggregate. Obtaining data on variables such as race by grade is critical for understanding the way in which segregation and demographic change are occurring in schools. Our understanding is that it had always been the intent of the City Council to require reporting by grade before and after the May 2015 amendments. This was also New York Appleseed's understanding of the law at the time of passage, and remains, we would argue, the most reasonable interpretation of the language of Local Law 59.

Using an apparently hairsplitting interpretation of the May 2015 amendments as an excuse for not reporting all data by grade is unfortunate and runs counter to the spirit of an informed public debate under which the law was passed and signed. We very much hope that DOE will reconsider its approach if requested to do so.

Special Programs (§21-957)

While we greatly appreciate the extraordinary efforts by DOE staff to assemble data on "special programs" on the eve of the deadline, we are troubled that a key provision of the law was nearly passed over entirely in the Report. Moreover, we are concerned that the Report even now fails to comply with the reporting requirements established by the law.

Section 21-957 of the law requires the Department to report on demographics of "special programs" within schools. "Special programs" are defined by the law to mean "academic programs including *but not limited to* gifted and talented programs ... and dual language programs" [emphasis ours]. Our understanding is that the City Council's intent with this requirement was to track *all* of the ways by which segregation of students is occurring within individual schools.

The Department, however, did in fact limit its reporting to the two special programs used as examples in the law's definition. The law does not report on ICT programs within individual schools. The law also fails to report on programs that are not official G&T programs, but nevertheless operate to separate children either by standards of ability or other criteria.¹ For obvious reasons, such unofficial programs with segregative effects that are administered at the school level with minimal oversight raise significant concerns. If DOE does not currently

¹ For an example of such a program, see Sarah Darville, "Uproar continues over ending 'gifted' classes at Ditmas Park's P.S. 139, though program an outlier," *Chalkbeat New York*, February 7, 2014, <http://ny.chalkbeat.org/2014/02/07/uproar-continues-over-ending-gifted-classes-at-ditmas-parks-p-s-139-though-program-an-outlier/#.VoU6rfkrLmE>.

maintain records on such special programs, the School Diversity Accountability Act now requires the Department to begin collecting and reporting such data. DOE must provide data on all special programs in future reports and should be asked to explain why they did not do so in this Report.

Admissions Process, Criteria, and Methods (§§ 21-957(d) and 21-958(d))

The law requires the Department to report the following information for K-12 schools:

- 1. the admissions process used by such school or special program, such as whether admission to such school or special program is based on a lottery, a geographic zone, a screening of candidates for such school, or a standardized test; and*
- 2. whether other criteria or methods are used for admission, including but not limited to waitlists or a principal's discretion. (§§ 21-957(d) and 21-958(d))*

The Report, however, failed to provide the admissions process used by special programs as required by the law. Although the admissions process for DOE's G&T programs is somewhat uniform, the admissions processes for dual language programs across the city have historically been anything but uniform – even after the advent of Kindergarten Connect.

Second, while we can agree that the very broad categories used by the Department to describe admissions are probably sufficient to meet the requirements of subsection (d)(1) in both §§ 21-957 and 21-958, we believe that the Report ignores the requirement of subsection (d)(2) to provide "other criteria or methods used for admission." A number of schools have special admissions criteria, the specificity of which is not reflected in the Report (e.g., auditions, screened for language, etc.). PS 133 and The Brooklyn New School, for instance, are simply listed as "non-zoned" despite having important "other criteria or methods used for admission." The reference to "waitlists, over-the-counter, and transfers" in the notes section of the Report does not allow the DOE to ignore this requirement or to fail to report schools for which waitlists and over-the-counter admissions served as important "criteria or methods used for admission."

Presentation

Although Local Law 59 does not require any particular format for the annual report, we were surprised by the stinting presentation of the qualitative information in an Excel spreadsheet. Although it still has a long way to go, the DOE made some significant strides in implementing solutions to school segregation in 2015. The annual report provides DOE with an important opportunity to take credit for and promote public understanding of the important steps it has taken to reduce school segregation. At a minimum, the DOE should have provided a narrative presentation of the steps that DOE has taken with information such as schools affected, expected results, links to more information, and next steps.

Even the presentation of quantitative data suffers from lack of proper explanation. The categories provided by DOE raise a number of questions:

- How do the racial/ethnic data take into consideration the fact that “Hispanic” is not typically deemed a race? Does this category represent non-white Hispanic?
- How has the DOE defined “other” ethnicity in the Report?
- How ethnicity is determined (including for those students whose parents do not identify)?
- The “attend school outside of district of residence” is confusing: does this category describe children who live in the subject district and attend school outside their home district or children attending school in the subject district, but who reside in other districts?
- For that matter, which students are included in the category “all students” and which are not?

Basic explanations on these and other questions consistent with the standards used in Independent Budget Office reports are needed.

Viewed in conjunction with the issues we have already raised, we cannot help but note that (even if this was not the intent) the Report as a whole *appears* more as an exercise in begrudging compliance than the product of an agency ready to offer leadership on a matter of great public concern. In that sense, this Report was a missed opportunity to inspire public confidence; DOE owes more to itself, to the City Council, and to the residents of New York City.

Even with the failings we have outlined above, the Report represents a significant achievement both for the City Council and the DOE, the benefits of which we will be seeing in research and analysis for years to come. We congratulate you on this important success and look forward to working with you to correct these problems both in the 2015 Report and in future reports.

Yours sincerely,

Rene Kathawala
Pro Bono Counsel
Orrick, Herrington & Sutcliffe LLP

David Tipson
Executive Director
New York Appleseed

April 15, 2019

The Honorable Richard A. Carranza, *Chancellor*
Department of Education
Tweed Courthouse
52 Chambers Street
New York, NY 10007

***Re: Reporting of Criteria and Methods for Admissions under the School Diversity
Accountability Act***

Dear Chancellor Carranza:

We, the undersigned, are members of the New York City High School Application Advisory Committee (HSAAC). Created as part of Fordham Law School's Legal Economic & Educational Advancement Project in 2012, HSAAC gathers regularly to discuss ways to improve the New York City high-school admissions process. For years, we have been honored by participation in HSAAC by Department of Education ("DOE") officials.

We write to address an issue of particular concern to HSAAC members: the persistent failure of DOE reports filed pursuant to the 2015 School Diversity Act (the "Act") to comply with the provision of the law requiring reporting of admissions criteria and methods. This issue was identified in the attached letter from New York Applesseed to Councilmember Brad Lander immediately following the publication of the first report (the "2016 Letter").

As Applesseed wrote in the 2016 Letter, while the 2015 Report provided a valuable data set on demographics in city schools, it also had deficiencies that cut against the purpose of the Act. While we hoped that the 2016 Letter would prompt DOE to reevaluate its reporting and address the shortcomings in its compliance, to our knowledge DOE has not cured these deficiencies in any of the subsequent Reports. Our focus today on the specific issue of reporting of admissions criteria and methods should in no way suggest diminished urgency around the other issues.

* * * * *

The DOE is required under §§ 21-957(d) and 21-958(d) of the Act to report the following information for K-12 schools:

1. [T]he admissions process used by such school, such as whether admission to such school is based on a lottery, a geographic zone, a screening of candidates for such school, or a standardized test; and
2. [W]hether other criteria or methods are used for admissions including, but not limited to, over the counter admissions, waitlists, or a principal's discretion.

As we identified in the 2016 Letter, the 2015 Report essentially ignored the requirement of providing "other criteria or methods used for admission" under the Act. The 2016, 2017 and 2018 Reports suffer from the same deficiencies. Schools such as The Brooklyn New School and PS 133, which have "other criteria or methods used for admission", are simply listed as "non-zoned." High schools with highly individualized rubrics for selection of students are merely listed in the broadest possible categories - ("limited unscreened", "Ed. Opt.", "composite score", and "talent test") - information that was already widely available before City Council passed the Act. All "limited unscreened" schools are not subject to the same admissions "criteria or methods for admissions;" the same goes for "talent test" schools. Finally, it is unclear from the Reports how each school weighs these criteria.

The "notes" section of each Report provides that "[s]chools that do not participate in the DOE's centralized admissions processes are listed as having 'school-managed' admissions." The Reports treat all schools with "school-managed" and "non-zoned" admissions the same, failing to note the specific criteria for evaluating students. For example, both Queens Explorers Elementary School and the Special Music School are listed as "non-zoned" schools for grade K; Queens Explorers uses a lottery, while the Special Music School uses a testing process based on musical aptitude.

DOE officials have often claimed that they simply do not have this information. This response is unacceptable: first, because DOE should know exactly how members of the public are admitted or barred from each public institution under its jurisdiction. Second, *it was precisely the purpose of the Act to require the DOE to begin collecting such information* from the schools it oversees.

The issue is particularly urgent in the high-school context, since applicants have very little ability to rank their choices strategically without basic information about how high schools admit students. These choices can alter the course of a student's life.

We raise these concerns in the form of constructive criticism and stand by to assist the DOE in addressing these serious issues to ensure compliance with the Act and that this valuable data set can be productively used. In that spirit, we request a meeting with appropriate members of your staff to discuss these concerns in more detail.

Yours sincerely,

Norm Fruchter

Dora Galacatos, Feerick Center for Social Justice

Matt Gonzales, New York Appleseed

Rene Kathawala, Orrick

Sasha Linney, Goddard Riverside Community Center

Megan Moskop

Michelle Neugebauer, Cypress Hills Local Development Corporation

David Tipson, New York Appleseed

Eliminate Gifted Tracks and Expand to a Schoolwide Approach

Halley Potter is a policy associate at [The Century Foundation](#). David Tipson is the director of [New York Appleseed](#), which recently released the policy briefing "[Segregation in NYC District Elementary Schools and What We Can Do about It.](#)"

Updated June 4, 2014, 5:09 PM

New York City's gifted and talented (G&T) programs have a [long history](#) of exacerbating socioeconomic and racial segregation within city schools. As of 2011, roughly 70 percent of all New York City public school students were black and Latino, but more than 70 percent of kindergartners in G&T programs were white or Asian. Successive attempts to fix the problems associated with G&T admissions have in many cases only increased disparities. These trends show no sign of reversing in newly released New York City Department of Education [data](#), which confirm that wealthier community school districts continue to dominate G&T placements.

Successive attempts by the city to fix the problems with gifted admissions have in many cases only increased racial and economic disparities.

[Decades of research](#) demonstrate the educational harms of segregation for low-income students. At the same time, affluent white and Asian students in the city's separate G&T classrooms are also denied the [cognitive and social benefits](#) that socioeconomically and racially diverse classrooms offer. One of the purposes of the city's G&T programs over the years has been to [attract middle-class families](#) to the public schools, but this strategy may be as counterproductive as it is inequitable. [Recent research](#) by sociologists Amy Stuart Wells and Allison Roda has found that some white, affluent families are opting for private schools because they are disturbed by segregated classrooms caused by the city's G&T programs.

Instead of providing segregated gifted and general education tracks, more New York City schools should take a schoolwide approach to gifted education, eliminating separate G&T tracks and incorporating identified students into mixed-ability classrooms. A number of New York City public schools, such as [BELL Academy](#) and [Veritas Academy](#) in Queens, already use the [Schoolwide Enrichment Model](#), which [Chancellor Carmen Fariña favors](#), to offer "gifted education for all" through academic enrichment tailored to each student's strengths. New York City should expand these models, providing all students with appropriate academic challenges in classrooms that reflect the full diversity of each school.

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Topics: [Education](#), [New York City](#), [race](#), [schools](#), [schools and schooling](#)

New York Council Committee on Education
Testimony of Young Advocates for Fair Education
May 1, 2019

FOR THE RECORD

Dear Mr. Chairman and Honorable Members of the Committee,

Young Advocates for Fair Education (YAFFED) is here to stand in solidarity with those advocating for educational equity in New York City. We believe it is shameful that minority communities were once again placed at a distinct disadvantage in gaining admissions to these schools, which is currently determined by a single standardized exam, the SHSAT. We believe the laws and resolutions proposed today represent good faith efforts of public leaders to begin addressing the problem, and we urge the state legislature to examine all options available to remedy this disgrace.

While reforming the specialized high schools system is important, it must be acknowledged that the cause of educational equity is by necessity a more expansive project. By definition, the vast majority of New York City's teenagers will not be served by the most selective high schools operated by the Department of Education. Most will attend public and private schools of varying quality.

It is the latter group, educated in private and parochial schools, which concerns the mission of YAFFED. It is often assumed, wrongly, that because parents are willing to pay tuition that the education offered in private institutions must be on par or even superior to that of public school standards. As the report we commissioned in 2017 demonstrated, there are tens of thousands of students in certain Hasidic and ultra-Orthodox yeshivas that are receiving between 0 and 90 minutes of general education per day.¹

This is a violation of New York State Law, which requires all private schools to provide a general education curriculum that is "at least substantially equivalent" to what is taught in public schools. As Governor Andrew Cuomo said yesterday, "[I]t is vitally important that the law we passed be followed, which is that the yeshivas are held to the substantial equivalency standard."²

NYC DOE, regardless of where the state is at in its efforts, is responsible to investigate complaints of private schools violating substantial equivalency standards. One investigation into 39 yeshivas that YAFFED named in a July 2015 letter has dragged on.³ This summer will be the fourth anniversary of that investigation with no conclusion and only scant updates. Chancellor Carranza has taken the investigation more seriously than his predecessor, but this is an unacceptably long time. As I am sure you are aware with regard to allegations surrounding mayoral interference in the Department of Investigation (DOI), this delay may be intentional.

¹ <https://www.yaffed.org/report>

² <http://readme.readmedia.com/Yaffed-Calls-on-NYSED-to-Enact-Emergency-Regs-to-Protect-Yeshiva-Students/16284452>

³ <http://jewishweek.timesofisrael.com/nyc-to-investigate-39-yeshivas/>

We urge the committee to hold the DOE to account and demand a substantive update on the investigation.

TESTIMONY OF
IntegrateNYC

NEW YORK CITY COUNCIL
COMMITTEE ON EDUCATION
May 1, 2019

Good Morning, My name is Julisa Pérez and I am the Executive College Director at IntegrateNYC (INYC). IntegrateNYC is a youth-led organization that stands for integration and equity in NYC public schools. I got the opportunity to get involved with INYC during my junior year of high school. I had only gone to predominantly white schools all of my life, so finding a safe comfortable space to truly be myself in was not always easy. My Spanish teacher and Latinx club advisor, Ms. Arciniegas was someone I felt I could confide in and had my best interests in mind. She created a safe place for myself and other Latinx classmates. It was because of her that I got involved with Hispanos Unidos and she introduced me to Respect for All, a coalition of cultural clubs as well as the LGBTQ+ club. It was through this club that we had a school exchange with students from a school in the Bronx. This exchange shifted the way I saw our public schools forever. It was with this exchange that I got the chance to see the disparity of resources, lack of relationships across group identities, unfair enrollment processes, lack of representation in school faculty, and lack of restorative practices present in our schools. From then on I knew I had to advocate for students in all boroughs that face these inequities.

IntegrateNYC represents one of many youth organizations in the city, our framework brings together a range of issues around segregation that's based on what

students have vocalized from our monthly youth council meetings which brings over 100 students from every borough. Together, we designed the 5 R's for Real Integration.

We the students want

- (Race and enrollment) equitable enrollment policies
- (Relationships) culturally responsive education, to have access to social justice courses
- (Restorative justice) disrupt the school to prison pipeline with restorative practices
- (Resources) all schools to be equitably funded
- (Representation) a more diverse teaching workforce.

We believe student voice is essential in the process of creating policy that is affecting them. The students of IntegrateNYC urge you to join us to #RetireSegregation because 65 years is enough and it's time for transformative policies to honor the dignity of all of our students.

TESTIMONY OF
IntegrateNYC

NEW YORK CITY COUNCIL
COMMITTEE ON EDUCATION
May 1, 2019

Good Morning, my name is Jahmya "Jace" Valentine and I am 17 years old. I am the #RetireSegregation Campaign Lead at Integrate NYC. It's been 65 years since Brown v Board of Education. 65 Years is Enough. It's time to #RetireSegregation.

I am a senior in high school and being a student of the NYCDOE, public schools have been my second home. And I want my home to be equitable. IntegrateNYC has a plan of Real Integration for the 1.1 million students who lack resources, who don't have supportive relationships in their schools, whose classrooms do not reflect the true diversity of New York City, whose teachers do not reflect them, and who are pushed into the school to prison pipeline. Every student should have teachers, not a teacher, teachers they can identify with. For me I've only had one, he came from Africa, still had his accent but spoke fluent Russian and was a Doctor in Math. But the best thing was that he understood me and my religion and understood my worldview as a black student. Imagine if every student could have that same feeling. Not just once in their 11th year in the school system at 16 years old like I did. Our demands for the #RetireSegregation campaign center around the 5Rs of Real Integration. Our plan demands the DOE build on IntegrateNYC's algorithmic prototype for high school admissions, and release a comprehensive plan that will racially, socioeconomically, and

academically integrate public high schools so that they will truly reflect NYC. We need the DOE to commit to create a public equity report, as outlined by IntegrateNYC and nycASID, documenting resources available to students across New York City. We expect the city releases money for schools to design curriculum for an ethnic studies elective in all high schools and pay teachers to do that work. We ask the City Council approve a budget that invests in restorative justice and counselors by stripping away policing and metal detectors. And we call on the DOE to name a group of educators, policymakers, and advocates like NYC Men Teach, and students to design a blueprint for a teaching fellowship that provides scholarships for NYC students to become educators who serve NYC public schools because we are the ones who are affected.

May 17th will mark the 65th anniversary of Brown vs Board of Ed and we will be hosting a retire segregation party. We ask each of you to join us there to commit to do your part to #RetireSegregation. It has been 65 years but not enough has changed and it's up to you to help us.

Ritchie J. Torres, Helen K. Rosenthal, Carlina Rivera, Rafael L. Espinal, Jr., Francisco P. Moya, Deborah L. Rose, Robert E. Cornegy, Jr., Rory I. Lancman, Ben Kallos: Res 0949-2018 – A Local Law to amend the New York city charter and the administrative code of the city of New York, in relation to creating a school diversity monitor within the human rights commission.

My name is Rev. Adriene Thorne and I am a member of the Alliance for School Integration and Desegregation.

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New York City has the most segregated schools in our nation,¹ yet research done over many years shows that integration benefits all students socially, academically, and cognitively.² The public school that my family attends has the highest percentage of white students in our district and the lowest percentage of students with disabilities. How, in a system where just 15 percent of all students are white, was my daughter the only African-American child in her first grade class?!

It is time for our school system to catch up with the research that says the way we are doing public education in the 21st century is failing everyone.³ It is time to provide our children, system wide, with the benefits born of integration. Creating a school diversity monitor within the human rights commission in New York City is an imperative for creating that system – one that works for and supports all children in achieving stronger outcomes regardless of racial/ethnic and socio-economic backgrounds.

The talk of an achievement gap is nonsense. We are a city that has normalized an opportunity gap. In creating this monitor to see to the integration of our school system, citywide, we will come steps closer to offering all New York City children the same *opportunities* and thus close the *opportunity gap* that segregation has left gaping for generations.

Our public-school system needs support to counter the deep and generations long history of segregation that continues to hurt and harm all our students. I support the creation of this city-wide diversity monitor role that would monitor racial segregation in the city's school system because equitable education is our right. The proposed annual reports that would track the Department of Education's efforts to *combat segregation* and *implement integration* at the student, faculty and staff levels, would be a welcome change from the current system that harms children of every racial and ethnic background. It will ensure that my daughter's experience with the system is not the experience of other New York City school children.⁴

For a city that prides itself on its diversity, and a public-school system that claims to provide equality, we are failing far too many students. I urge the council to support this resolution, to support the Department of Education, and most importantly, to support the children of this city who are counting on you and have been waiting on you for far too long.

¹ <https://www.civilrightsproject.ucla.edu/news/press-releases/2014-press-releases/new-york-schools-most-segregated-in-the-nation>

² <https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/?agreed=1>

³ <https://nypost.com/2019/01/05/top-nyc-high-schooler-slams-public-education-as-unfair-and-unjust/>

⁴ <https://chalkbeat.org/posts/ny/2018/12/04/being-the-only-black-girl-in-her-class-took-a-toll-on-my-daughter-then-she-got-a-teacher-who-looks-like-her/>

The Only One

In first grade, my daughter was the **only** one - the **only** brown-skinned girl in her **entire** classroom. To be clear the year was 2016...I was **concerned** about our new school, but my amazing kid made friends with another amazing kid from Italy on the first day, and I thought maybe...maybe it would be okay.

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Except it wasn't. A different girl in class announced that she didn't like my daughter's hair and that same girl, at a party later in the year told my daughter that her brown-skinned doll's hair was scary. And sure, we might chalk it all up to a mean girl behaving badly except my daughter announced to me, in **first** grade that she didn't want to be brown anymore! She figured out what all brown-skinned kids in this country figure out at ages much too young - you aren't...you don't...you shouldn't... My whole family felt my daughter's pain.

There is **one** African American teacher for the 2nd grade in my daughter's school, and I was determined my daughter would be in her class. I told this teacher, on the first day of school, what our first-grade experience had been, and she couldn't have been more amazing. She was bold and bodacious; sassy and loud. All the qualities that I saw go into hiding with my daughter in first grade, this teacher pulled out of her.

This summer, my girl decided to lock her hair and she asked me to buy her shirts that celebrate the #BlackGirlMagic of women like Harriet Tubman and Rosa Parks. My kid is a different person because of her **daily** interaction with a powerful teacher who looked like her, and I don't believe her power can now be put back in a box...but I shudder to think how our story could have gone in a completely different direction had we not found the only brown-skinned teacher in that critical second grade year.

Segregation and education centered on the dominant European culture, hurts all of us, denying us access to diverse stories and experiences that we simply cannot get in a book, a movie, a heritage week or a history month. And whether diversity brings with it integration in the sense that all people are "friends," I still want all people to have the choice to be in the building so that no student and no teacher has to be the only one.

Rev. Adriene Thorne

Senior Pastor, First Presbyterian Church of Brooklyn

Parent member, Alliance for School Integration and Desegregation (ASID)

Parent, PS 8 – The Robert Fulton School

Equity and Diversity Co-Chair, PS 8 – The Robert Fulton School

TESTIMONY

Wilton Cedeno

Member of the Board of Directors of the Brooklyn Tech Alumni Foundation
New York City Council Education and Civil Rights Committees
May 1, 2019

I thank the committees for allowing me to speak about some of the important issues you are confronted with as you investigate solutions to the problem of de facto segregation in our city's public schools.

The Brooklyn Tech Alumni Foundation is concerned about the racial and ethnic disparities in our Specialized High Schools. We believe that diversity is a worthwhile and positive goal just as we believe that the test as the sole admissions metric does not discriminate and is a fair system open to all students in the city.

The purpose of having a test is to eliminate bias and favoritism in the admissions criteria. The test itself, according to the contract between the city and the company that produces the test, is tested to eliminate questions that have any racial, ethnic or gender bias.

The test has been determined by the Department of Education to be a reliable and valid predictor of performance in high school.

And the test is not designed or intended to favor any race or ethnicity. Historically, before Hecht Calandra was passed in 1971, which mandates the use of a competitive and academic test, Brooklyn Tech, where I attended, was mostly white.

After the law was passed, the demographics of Brooklyn Tech's student body quickly shifted. Beginning in 1976 and continuing until 1994, a period lasting nearly 20 years, most of Brooklyn Tech's student body was made up of black and Latino students. Today, its student body is mostly Asian although Tech has about 800 black and Latino students in attendance.

Brooklyn Tech has 6,000 students. It is the largest high school in the city and state as well as the country. For Tech to have enjoyed such numbers of black and Latino students in the 70s, 80s and 90s, is truly a significant fact that should not be overlooked or disregarded.

If the test stayed the same, and no one to my knowledge questions that it has basically stayed the same, the question must be asked why did the demographic results of the test change so dramatically in this century. We believe the fundamental reason for this lies in the elimination of gifted and talented classes in the early elementary school years as well as the elimination of enhanced education in the middle school years, especially in the black and Latino communities.

We need to restore these programs in the black and Latino communities. According to the Independent Budget Office it would cost the city only a few million dollars to test every child in the city for gifted and talented in Kindergarten, and first through third grades. That's a small price to pay for enabling generations of talented children to get the education that they need. Since only a small number of the students in G&T are black and Latino, (about 25%), it's also a small price to pay for promoting diversity in the specialized and other selective high schools in our city.

It is true that the competition for admission has become more intense over the years making formal test prep programs more important than they once were. We believe that the city should provide free test prep to every student who wants it. Today only a few thousand children receive free test prep in the DOE's Dream program. And students are being waitlisted. Since 28,000 students sit for the test, the need for universal free test prep is clear. And, regardless of what it costs, the price is small compared to the benefit of promoting diversity in our specialized schools.

I recognize to some on the committee that it may seem less than useful to focus on the specialized schools when our entire educational system is so segregated. Indeed, the specialized high schools only serve about 5 percent of our high school population. But it is important to understand that scapegoating the test is to overlook the root cause of the lack of diversity not only in the specialized high schools but in all the academically successful selective high schools not using the test. If we are to have a school system based on choice, we need to give black and Latino students the tools they need to do well in any high school in this city.

By contrast, the current bill in Albany merely sets one poor minority against another. Tech has been and continues to be a place where the children of working, immigrant and low-wage families can receive the

very best education this city has to offer. It is for them that I urge the committee not to pass resolution 196 A.

Attached to my statement is a copy of the Policy Statement from the Coalition of Specialized High Schools Alumni Organizations. Representing over 100,000 alumni, this statement addresses real solutions for the current problems we face not only in the specialize schools but in our educational system. I urge the committee to consider its prescriptions.

POLICY STATEMENT FROM THE COALITION OF SPECIALIZED HIGH SCHOOLS ALUMNI ORGANIZATIONS

**BRONX SCIENCE ALUMNI FOUNDATION
BROOKLYN TECH ALUMNI FOUNDATION
SITHS ALUMNI ASSOCIATION, INC.
STUYVESANT HIGH SCHOOL ALUMNI ASSOCIATION**

April 2019

The Bronx Science Alumni Foundation, Brooklyn Tech Alumni Foundation, Staten Island Technical High School Alumni Association and Stuyvesant High School Alumni Association believe in the importance of a specialized high school education and want to ensure that it is preserved for future generations. We also value diversity and strongly believe that much can – *and must* – be done to increase diversity in these schools. However, we do not believe that eliminating the Specialized High Schools Admissions Test (SHSAT) as the sole criteria for admissions and replacing it with alternative admissions mechanisms is the answer to the much larger problems facing New York City and its educational system. Furthermore, in a New York City public education system with 130 other options for high-achieving students from across the five boroughs, there is a valuable role for 8 specialized high schools to play.

As legislators and policy makers on the State and City levels convene a series of hearings, roundtables and discussions in the coming months, the members of the Coalition of Specialized High School Organizations look forward to participating in the dialogue and offering our input on both the root causes of this problematic lack of diversity and, more importantly, potential solutions.

THE REAL ISSUE

The purpose of having the SHSAT is to permit every child an equal opportunity to gain admission to a specialized high school regardless of race or ethnicity and without favoritism. The city's failure to provide high quality educational opportunities in every community and neighborhood is the root cause of the demographic disparities revealed by the results of the test. The questions on the test are vetted to ensure that they are free of bias, and the test results have been determined to be reliable and valid predictors of performance in high school.

Short-term, admissions-criteria-based diversity proposals overlook the fundamental issue facing not only the specialized high schools, but the entire NYC public school system: The lack of resources and educational enrichment opportunities in public schools in many communities of color, from the earliest days of Pre-K onward. These imbalances create structural educational inequalities that are ultimately manifested in the lack of diversity at the specialized high schools, as well as many of the other "screened" public schools at both the middle school and high school levels. Therefore, to address diversity at the specialized high schools and throughout the system in a truly meaningful manner, narrowly-focused, politically-expedient solutions must be eschewed in favor of a long-term, systematic approach.

POTENTIAL SOLUTIONS

To assist our elected officials and policy makers in the development of a system-wide diversity Initiative, we have identified several potential ideas, programs and solutions for consideration. While none of these alone are likely to be a "silver bullet" capable of addressing the issue overnight, we would suggest they be considered as possible components of a larger overall approach.

- Address disparities in educational opportunities from day one through accelerated/enhanced learning programs in every community.
 - Require every elementary school in New York City to offer some form of enhanced programming, with test score cut-offs determined locally on a district-by-district basis to ensure that high potential students are identified in every neighborhood. The enrichment resources provided to participants will begin to build a new "pipeline" of high achieving students from all communities.
- Provide accelerated/enhanced learning opportunities in 4th through 6th grades to move high achieving students in every community into the middle school pipeline.
 - With many middle schools now playing an early role as "feeders" for high achieving students, we must focus additional resources immediately before middle school age.
 - Every middle school should provide an enhanced learning environment for the students capable of taking advantage of it. Algebra must be available to every middle school student in the 7th grade.
- Provide pre-SHSAT exam to further identify and support high achieving students in advance of middle and high schools.
 - A pre-SHSAT for 6th graders will not only identify students with strong academic potential, but as a diagnostic tool it will provide a map/action plan to address individual strengths and deficiencies for students in the 7th and 8th grades.
- Require every 8th grader in New York City public schools to take the SHSAT – and provide it on a school day in-class – and provide an opt-out option for parents if they choose not to have their child take the test.
 - Should the test not be made a requirement for every student, then we must continue to significantly expand outreach to students and families in underrepresented communities to grow the number of students in those communities taking the test.
- Make the SHSAT an untimed test, which would be beneficial to students with learning disabilities such as dyslexia.
- Reconfigure/expand the Dream Program to provide free test preparation to every student who wants it, especially those students from underrepresented communities. Today, the city has a waitlist for kids wanting to attend Dream.
- When the results of the city's recent effort to expand the Discovery Program are released this fall, evaluate the criteria used to ensure that it is expanded diversity at the specialized high schools. Make additional changes should the City's recently proposed amendments not work.

- Conduct a thorough and public review of the summer Discovery Programs offered by each specialized high school to ensure that students admitted through Discovery are properly prepared by their summer coursework to succeed.
- Double the size of the specialized high school system by creating 8 new specialized high schools focused on STEM education and given the labs and special resources to match the existing schools. Locate two of these new specialized schools in every outer borough. This will expand opportunities for additional high-achieving students because an additional 5,000 students taking the test would be admitted.
- Significantly expand enhanced educational opportunities at every high school in the city. 28,000 students take the SHSAT in part because they do not have good options in their neighborhood schools. Restore the ability of every student to get a high-quality education.

CONCLUSION

Our coalition is committed to addressing diversity at New York City's specialized high schools. But we believe that proactive, long lasting solutions can be achieved without changing state law. Careful thought must be used to consider the underlying reasons for the disparities before changes are made to an admissions process that for generations has created the foundation for these exceptional schools. We look forward to working with City and State policy makers and elected officials to ensure that all New York City school children have access to the high-quality educational opportunities they deserve.

For more information, please contact the Brooklyn Tech Alumni Foundation's government affairs representatives, Yoswein New York, at 212-233-5700.

For press inquiries, please contact Bob Liff at George Arzt Communications at (212) 608-0333 or via cell at (917) 287-7089.

**Joint Hearing of the Committees on Education and Civil and Human Rights
New York City Council
May 1, 2019**

My name is Anna Minsky. I am

- a New York City public school graduate,
- a New York City public school parent of a 2nd grader and soon-to-be pre-K student,
- a member of the Community Education Council of District 5 in Harlem, and
- a member of the Alliance for School Integration and Desegregation (ASID).

In my professional life as a Senior Research Associate at Metis Associates I provide technical assistance on the use of data to guide systemic and structural reforms in the realms of education, anti-poverty programs, and juvenile justice.

As a working parent it is difficult to attend these sorts of hearings, but I decided to come today because as a parent I need you to take drastic action immediately so that our schools can become truly integrated for the children who are in the system right now. I would like to use this opportunity to call on the Mayor and the Chancellor to take immediate action on the recommendations of the School Diversity Advisory Group; to eliminate middle school admissions screening; and to eliminate all gifted and talented programs. The rest of my testimony will focus on the two bills under consideration which relate to transparency and the reporting of quantitative data. Just getting the reporting right isn't drastic, but it is important.

The two bills referenced in my testimony are:

T2019-4278. By Council Members Lander, Treyger and Torres – A Local Law to amend the administrative code of the city of New York, in relation to expanding reports on demographic data in New York city public schools

T2019-4277. By Council Member Treyger – A Local Law amend the administrative code of the city of New York, in relation to reporting on the demographics of school staff in New York city public schools

I can speak to the importance of school-level demographic data for district level planning and advocacy. For example, when charters propose to expand into our district we are able to talk about how few students in temporary housing they serve compared with our public schools. The teacher demographic data, which we were able to obtain from the state department of education have also been invaluable in highlighting the differences between public and charter schools in our district, where charter students currently outnumber public school students, a circumstance which contributes to school segregation.

Unfortunately, we have many questions about school segregation that the current data cannot answer. The proposed legislation would make it much more possible for community activists to design, promote, and evaluate progress toward real school integration. For example, when a school in District 3 has a gifted and talented program we are currently only able to see the racial demographics of the whole school but if the G&T program is mostly white and the rest of the school is mostly Latinx, we can't tell. The proposed legislation would fix that problem.

However, I believe that the legislation could go further to shed light on more structural mechanisms that can be used to promote segregation or conversely, representative enrollment and representative staffing across schools. The current legislation addresses the mechanism of gifted and talented programs. There are at least three other mechanisms that can be used to promote integration or segregation that are less well exposed by the bill in its current form.

These are:

1. Self-contained special education classrooms
2. Admissions screening, and
3. School transfers

Self-contained classrooms. From the data currently reported by the DOE we can see that school districts in Manhattan that serve more white students are much less likely to have students in self-contained classrooms than school districts that serve more Black and Latinx students. We need to see the demographics of students receiving special education services by race and by setting (e.g., in self-contained classrooms, in integrated co-teaching classrooms, in general

education classrooms). We also need to see the racial and gender demographics, by community school district of residence, of students with special needs who attend private schools and have some or all of their tuition paid for by the department of education.

Admissions screening. The disaggregated data required by this bill would make it easier to understand the impacts of admission screening at the middle school and high school levels by disaggregating data at the grade level so that we can see the demographics at entry-grades. However, to get a fuller picture of how the screens promote school segregation we would also need to see the demographics of the applicant pool. And for 9th grade data in 6-12 schools we would need to see the newly enrolled students separated out from the rising 8th-graders. Furthermore, while the proposed legislation calls for data at the program level for elementary schools and middle schools the same requirement is not made of high schools. Since many high schools have multiple programs with distinct admissions processes, high school data should be reported by program as well.

School transfers. Besides front-door enrollment at entry grades, demographics can be significantly impacted by transfers. In particular, District 5 submitted a FOIL last year and found that students transferring from charter schools to public schools were almost twice as likely to have special needs as students who remained at charters. The way the bill is currently designed it would not allow for an analysis of attrition because there is no grouping of transfer students. One way to do this would be to create a group of schools for each district or boro that have the greatest concentration of each racial group and then look at the demographics of transfers in and out of those schools.

Additionally, I would like to raise the question of whether measuring the number of students in temporary housing at each school based on a single-point-in-each-year snapshot is the most appropriate way to understand how this population is being served and assigned to schools by the school system.

Regarding the bill to expand reports on the demographics of school staff, I believe the legislation should be amended to clarify that the data will be disaggregated by race across all of the other disaggregation factors listed. For example, when the data are disaggregated by race **and** gender we can see the percentage of African American teachers that are men. When the data are disaggregated by race **and** years of employment at such school we can see how attrition rates vary by racial groups. As with the enrollment data, this will allow for data reports to be aligned to policy mechanisms which might impact hiring practices or teacher retention.

For both bills, I would like to raise the question of whether we are comfortable with asking every student to identify with a bureaucratic racial classification system that has been used to promote racism. Might it not be better to nudge the DOE to allow each parent and student to define their own racial and ethnic identity on their own terms?

Furthermore, satisfying all of these reporting requirements will require significant investments in time and resources from the department of education, and I suggest that the city council use some of its discretionary funding to support this important work.

Finally, I would welcome any opportunity to meet with you further along with my Community Education Council and/or Alliance for School Integration and Desegregation colleagues to discuss the specifics of these bills and the potential for the further development of these data reporting requirements to support an equity audit process.

Contact:

Anna Minsky

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New York City Council Committee on Education
Hearing on School Segregation
May 1, 2019

Testimony from Luke Davenport, member of nycASID

My name is Luke Davenport. Thank you for the opportunity to provide this written testimony to the City Council Committee on Education. I am a member of the NYC Alliance for School Integration and Desegregation (nycASID).¹ In my day job, I analyze data for a number of NYC public schools, mostly for schools serving majority low income and Black and Latinx students.

At nycASID, we believe in what our student allies at IntegrateNYC call the “5 Rs of Real Integration”. We believe that real school integration must include equitable:

- Race and Enrollment
- Resource Allocation
- Relationships Across Group Identities
- Restorative Justice
- Representation on Staff

More details on the 5Rs and nycASID’s policy positions can be found enclosed and on our website at <https://www.nycasid.com/platform>

I testify today to call on the Mayor and Chancellor to take immediate action on the recommendations outlined by the School Diversity Advisory Group. Many of the recommendations align with ASID’s 2018 Policy Plan. In particular, we ask the City Council to join us in calling for the:

1. **Appoint** a Chief Integration Officer and the development of an Office of Integration
2. **Eliminate** middle school screens
3. **Eliminate** gifted and talented programs in favor of school-wide enrichment
4. **Conduct** a Citywide Equity Assessment of districts and zones, choice and finance policies, curriculum, staffing, and discipline.
5. **Expand** the current demographic reporting required of the DOE to include applicant data to all screened programs disaggregated by race, ethnicity and socio-economic status.

I would like to focus my testimony today on:

- T2019-4276: A Local Law in relation to creating a specialized high school taskforce.
- Res 0196-2018: Resolution calling upon the New York State Legislature to pass and the Governor to sign A.10427A/S.8503A, to change the admissions criteria for New York City’s Specialized High Schools.
- Res 0417-2018: Resolution calling upon the New York City Department of Education to create more district Gifted and Talented programs and classes, including intermediate school

¹ www.nycasid.com

programs, and create pathways for admission that ensure equitable access for students throughout the City.

Reform the Specialized High School Admissions system

The moral case

It's simply unconscionable that Black and Latinx students are so underrepresented in a set of schools that our city values so highly. A few facts:

- Just 9% of specialized high school students are Black or Latinx in a system that is 68% Black and Latinx.
- Only 14% of students who attend Bronx Science live in the Bronx.
- At Stuyvesant High School, less than 1% of students are Black

While the specialized high schools serve only a small minority of high school students, and many more of the city's hundreds of high school programs are also screened in ways that result in racial disparities, the specialized high schools are the most visible and extreme example of segregation in our school system.

We cannot ignore the ugly history of the current admissions system in this conversation: In 1971 city officials were then, as now, discussing how to decrease segregation in the specialized high schools. In response, White parents persuaded the state legislature to cement the entrance exam as the sole criterion for admissions.² In March 1964, 10,000 white parents took to the streets to protest a school pairing plan that would have addressed the racial imbalance between majority Black and Puerto Rican schools and White schools. These parents did not say they didn't want to send their children to school with Black and Puerto Rican students. They voiced a desire to keep their children in neighborhood schools, they opposed voluntary transfers, and they expressed unwillingness to put their students on buses.³ Regardless of whether these were or weren't the real reasons White parents came out to protest the pairing plan, the effect was maintaining a deeply segregated school system.

In a Queens town hall on specialized High school admissions hosted by NY Senator John Liu a few weeks ago, many opponents of the mayor's proposed reform spoke out in defense of the SHSAT. None disputed that there is a problem with the lack of Black and Latinx students at these schools. Many of the speakers came from the Asian-American community, and felt that the reform targeted them unfairly. Many low income Asian-American families work hard and make great sacrifices for their children to achieve high marks on the SHSAT, seeing the specialized high schools as one of their only paths to the middle class. As with any policy that

² <https://www.nytimes.com/2012/10/27/education/a-grueling-admissions-test-highlights-a-racial-divide.html?pagewanted=all>

³ [Why Busing Failed](#), by Matthew Desmond, 2016. P. 23.

affects any community, those in the Asian-American community and other communities affected by the proposed change should have been engaged and consulted in the process of developing the proposal. Given that in a recent poll, 63% of New Yorkers, including a majority of Asian-American respondents, favored admissions changes to boost diversity, and 57 percent of New Yorkers favored getting rid of the SHSAT as the sole entrance criteria⁴, an earlier engagement process would have likely surfaced a proposal that improved upon the current system.

Nevertheless, the reality of the current admissions system is unconscionable. Once again, as a society we are decrying the segregation of our schools, but pushing back as meaningful reform is proposed to change it. Defenders of the SHSAT are not alone—parents, White parents in particular—have consistently protested moves to integrate their local schools, even while voicing support for school integration as a whole. How long will we continue to acknowledge our school segregation problems, while resisting the very solutions to these problems?

The technical case

Even without consideration for school diversity, there is ample reason to abandon the SHSAT. By relying on it, we are relying on a measure of ability that is affected as much by likeliness to know about the test, likeliness to have the resources to afford private test prep, and likeliness to envision oneself at a specialized high school, as raw ability. None of these are what the SHSAT purports to screen for.

We have very little information about the reliability and validity of the SHSAT, two common measures of standard test value that experts look to. One clear need is for the test makers to release data on the test's validity and reliability so that experts can better inform us about the tests strengths and limitations.

Even standardized testing's most ardent defenders would not defend the use of a standardized test as the sole criterion for admission to any level of education. Doing so vastly overestimates the precision and validity of standardized tests. One of the founders of program evaluation, Don Campbell, identified what became known as Campbell's Law in the 1970s: "The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor." About testing in education, he said "Achievement tests may well be valuable indicators of...achievement under conditions of normal teaching aimed at general competence. But when test scores become the goal of the teaching process, they both lose their value as indicators of educational status and distort the educational process in undesirable ways."⁵ In other words, as more importance is placed on a standardized test, the less useful it becomes in its stated goal—in the case of the SHSAT identifying students who are prepared to excel in specialized high schools. The large SHSAT test prep industry, the stories of students

⁴ <https://www.chalkbeat.org/posts/ny/2019/04/02/majority-of-new-york-city-voters-say-scrap-the-shsat-boost-diversity-at-specialized-high-schools-new-poll-finds/>

⁵ Koretz, Daniel, *The Testing Charade*, 2017

who begin prepping for the test as early as two years ahead of the test, are proof in and of themselves of the failure of the SHSAT.

It should not be surprising then that a consistent finding in education research shows that high school grades are a better predictor of success in college than test scores. This finding is in some ways counter-intuitive, as grading and rigor are highly inconsistent from one school to the next. Nevertheless, this finding is consistent.⁶ Why? Because GPA, despite being highly variable from one school to the next, reflects students' day in and day out effort. It is not as affected by nerves, or how one is feeling on a given day, as standardized tests are.

This finding extends to the lower grades, the SHSAT and the specialized high schools as well. Jon Taylor of Hunter College found that "In my validation study, the most important finding was that seventh grade GPA predicts more than twice as much of the variance in high school grades (44%) when compared to the SHSAT, which predicted 20% in my study and 21% in the Metis study. This finding is critical to the current debate over the admission system at New York City's Specialized High Schools."⁷

That is why every other magnet school, and virtually every college and university has moved away from reliance on SAT towards an evaluation of multiple measures: grades, recommendations, essays, and interviews, for example. The point is not that any one system or measure is perfect. In fact, it's just the opposite. Campbell's Law dictates that reliance on any one single factor will incent players to game that factor in ways that make it less useful in identifying students likely to succeed at their institutions. That's why nearly every educational expert, regardless of their position on standardized testing in general, urges institutions and policy makers to use multiple measures when evaluating schools or individuals.

Are specialized high schools really all that special anyway?

Two 2014 studies, one in *Econometrica* and another in *American Economic Journal: Applied Economics* found that the specialized high schools had no affect on likeliness on the prestige of college attended, nor the likeliness to attend or complete college when comparing specialized high school students with similar SHSAT scoring peers at other high schools.⁸

This counterintuitive point is hard for people to grasp, but important, and is mirrored in other aspects of our school system. Most of what we associate with the impact of the school has little

⁶ <https://www.forbes.com/sites/prestoncooper2/2018/06/11/what-predicts-college-completion-high-school-gpa-beats-sat-score/#7b0cd0854b09>; <https://qz.com/853128/grades-not-iq-or-standardized-test-score-is-what-predicts-future-success/>

⁷ <http://www.gothamgazette.com/opinion/7871-new-research-shows-shsat-less-valuable-predictor-than-middle-school-grades>

⁸ <https://www.brookings.edu/research/evidence-on-new-york-city-and-boston-exam-schools/>

to do with the schools, and much more to do with incoming student factors. In my experience helping schools make sense of their standardized test data, it has become clear that few understand the difference between **growth** and **proficiency**. Growth measures like growth percentile reveal how much an individual student has progressed from one year to the next on standardized tests compared to peers who started from the same level. Proficiency simply shows the score that the student achieved.

When students arrive at school, they are likely to do better or worse on standardized tests, in ways that correlate highly with family income and education – factors beyond a school’s control. A school has more influence over growth than proficiency, yet the public rarely even sees, nevermind understands, growth measures. When one looks at schools’ growth numbers, an entirely different picture of what are good schools emerges. For example, research conducted by Sean Reardon of Stanford University found that among the top 2000 largest school districts, Chicago’s students made the most progress from 3rd to 8th grade, despite its reputation for being a low performing, high poverty district.⁹ This mirrors my experience working with high poverty schools who have low proficiency rates but high growth rates. These schools are unfairly maligned as “failing” while achieving some of the city’s best results.

Thus, we should not be surprised to find that specialized high schools do not have any special ability to move students into and through college. Reputation is not necessarily reality. So why are we fighting so hard to resist changes that would open diversify the specialized high schools, in the name of “maintaining standards”?

Gifted and Talented Programs are not the answer

In the recent debate around the future of the SHSAT and the specialized high schools, many opponents of the Mayor’s proposed reform have cited the shortage of gifted and talented programs, especially in schools serving low income or majority Black and Latinx students, as a reason for the low and declining number of Black and Latinx students admitted to the specialized high schools. Many of the same opponents often cite the failure of the K-8 system, saying this system has failed to serve all NYC students equally.

I’m left grappling with this question: How can expanding a program that by definition only serves a small fraction of students, be the prescription for a system that is already not serving students equitably? This year 32,841 K-3 students were tested for G&T and 7,950 were eligible.¹⁰ In 2017-2018, there were 333,507 K-3 students enrolled in total in NYC public schools.¹¹ That means fewer than 10% were tested at all, and just over 2% of students were

⁹ <https://www.nytimes.com/interactive/2017/12/05/upshot/a-better-way-to-compare-public-schools.html>

¹⁰ https://drive.google.com/drive/folders/1LT5EU_81YBpLEEar7zpsMztK8-NUh6Gt

¹¹ https://infohub.nyced.org/docs/default-source/default-document-library/demographicsnapshot201314to201718public_final8597442c0f1a4708b49b23ff4617f35d.xlsx

eligible. In other words, to even seat 10% of K-3 students we would have to expand G&T access 5 fold—and that would still leave nearly 90% of students behind.

Moreover, in expanding our G&T programs we are doubling down on an approach that is not well supported by the evidence. A 2013 study in the *American Economic Journal: Economic Policy*, studied 14,000 students in an urban district and found no additional benefit on future test scores for those students in G&T programs compared to similar students who did not attend G&T programs.¹² Meanwhile, alternative models such as the Schoolwide Enrichment Model provide a pathway to meeting students' individual needs, and building on their inherent gifts, without separating students.

The results of current G&T programs mirror similar results of studies of other levels of education, including of the specialized high schools themselves. Two 2014 studies, one in *Econometrica* and another in *American Economic Journal: Applied Economics* found that the schools had no affect on likeliness on the prestige of college attended, nor the likeliness to attend or complete college when comparing specialized high school students with similar SHSAT scoring peers at other high schools.¹³

G&T programs are also deeply segregated. According to Chalkbeat, “Last year...districts 2 and 3 in Manhattan had more than three times the number of kindergarten students receive gifted and talented placements than the city’s 10 poorest districts combined. And while seven in 10 city students are black or Hispanic, only three in 10 students in those selective programs are.”¹⁴ The reasons for this disparity are well documented, and have little to do with inherent ability: Black and Latinx families are less likely to have their children take the test in the first place and are less likely to have paid for test preparation services, to name just two.

¹² <https://msutoday.msu.edu/news/2013/learning-with-stronger-peers-yields-no-boost/>

¹³ <https://www.brookings.edu/research/evidence-on-new-york-city-and-boston-exam-schools/>

¹⁴ <https://www.chalkbeat.org/posts/ny/2016/04/14/in-four-poorer-neighborhoods-new-york-city-will-scrap-tests-to-create-new-gifted-system/>

There are certainly ways to make screening for G&T programs, as there are with screens at other levels of education, less about socio-economic status and more about ability: universal as opposed to selective screening, and relying on multiple measures over a single admissions test being a couple such ways. I'm happy to see the proposed resolution on Gifted and Talented programs includes calls for greater equity of access and expanding opportunity.

Nevertheless, it is nearly impossible to eliminate racial and socio-economic bias from ability screens like gifted and talented testing. A study of Broward County's gifted and talented admissions system found that racial disparities decreased –but did not disappear -when universal screening was applied.¹⁵ In another study, it was found that Black children with the same reading and math scores as White students are less likely to be referred to gifted and talented programs, unless their teacher was also Black.¹⁶

The case for integration

Meanwhile, we have accumulated decades of experience indicating school integration is the best way to close our racial and economic opportunity gaps. According to The Century Foundation, “On the 2011 National Assessment of Educational Progress (NAEP) given to fourth graders in math, for example, low-income students attending more affluent schools scored roughly two years of learning ahead of low-income students in high-poverty schools. Controlling carefully for students’ family background, another study found that students in mixed-income schools showed 30 percent more growth in test scores over their four years in high school than peers with similar socioeconomic backgrounds in schools with concentrated poverty... Students at Integrated schools are more likely to graduate, have lower racial achievement/opportunity gaps, and are less likely to drop out.”¹⁷

I fear that several years from now we will be here again, again in universal agreement that the system is not serving all students equitably. We may (or may not) have made space for a few dozen more Black and Latinx or low income students at the specialized high schools. But we'll be stuck in the same place, having opted to pursue a reform with little proven benefit over one – real integration of our schools - that has been shown over and over again to close our opportunity gaps and create better outcomes across the board. Let's not repeat our mistakes.

Additional resolutions

¹⁵ <https://www.nytimes.com/2016/04/10/upshot/why-talented-black-and-hispanic-students-can-go-undiscovered.html>

¹⁶ <https://hechingerreport.org/bright-black-students-who-are-taught-by-black-teachers-are-more-likely-to-get-into-gifted-and-talented-classrooms/>

¹⁷ <https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/?agreed=1>

Lastly, I would like to touch on a few of the other resolutions proposed in today's agenda. Specifically, I urge the city council to:

- 1) **Create district diversity working groups that include members of historically underrepresented groups, have a clear and defined expected outcome and timeline, and have financial resources sufficient to complete the work.** These groups must include members of historically underrepresented groups, especially families of low income and Black and Latinx students who although they are the majority of our students have not been sufficiently engaged in decision making. These groups also need funding, and need to be held accountable for a clear and concrete expected outcome – a district diversity plan – within a concrete time frame (up to 2 years). The experience of the District 15 working group teaches us that genuine, inclusive, community-driven diversity plans can happen when sufficient resources are invested in involving all parts of the community. This working group relied on the services of an organization experienced in facilitating these kinds of dialogues, and the recent results speak for themselves. This year's enrollment much more representative middle school student populations in D15 middle schools.¹⁸
- 2) **Either pass the resolution urging the state legislature to pass the bill that would adopt the Mayor's and the Chancellor's proposed specialized high school admissions reform (A.10427A/S.8503A), or form a task force that would initiate a community-wide process to gather input on reforming the specialized high school admissions process.** The specialized high school admissions process is currently failing to identify and attract many of the city's brightest students. These students are overwhelmingly Black and Latinx. Given our shameful history of excluding students of color from these schools—the intention of the 1971 Hecht-Calendra Act was to exclude Black and Puerto Rican students from the specialized high schools – the moral imperative to change this system is urgent. Moreover, any admissions system that relies on a single standardized test is not well suited to identify the most qualified students.
- 3) **Ensure that expanding demographic data reporting** on students and teachers extends to the school, program, and class level, and includes data on admissions and attrition. In order to identify where the most clear inequities are taking place, we need to see how schools are integrating within their buildings. For example, with the data available currently we cannot see if a school's gifted and talented program is representative of its student body as a whole.

¹⁸ <https://www.chalkbeat.org/posts/ny/2019/04/15/these-numbers-show-how-much-new-york-city-middle-schools-might-change-with-two-new-integration-plans-in-place/>

nycASID and myself would be happy to discuss these issues with you further. Please don't hesitate to reach out if you would like to arrange a follow up meeting, or contact us with additional questions.

Thank you.

Contact:

Luke Davenport

Luke.dport@gmail.com

1-347-466-1034

Testimony Before the City Councils Committees on Education
May 1, 2019

Good afternoon, Speaker (Corey) Johnson, Chair (Mark) Tryeger and Councilmembers (Ben) Kallos, (Mark) Levine, (Ydanis) Rodriguez, (Andy) King, (Rafael) Salamanca Jr., (Barry) Grodenchik, (Daniel) Dromm, (Eric A.) Ulrich, (Stephen T.) Levin, (Robert E.) Cornegy, Jr., (Brad) Lander, (Alicka) Ampry-Samuel, (Inez) Barron, (Justin) Brannan, (Deborah) Rose and (Joseph C.) Borelli.

My name is Jeannine Kiely and I Chair of Schools and Education Committee for Manhattan, Community Board 2.

This January, CB 2 ~~passed~~ passed a resolution in Support of Revised Proposals to Increase Diversity at Specialized High Schools and Other Public Schools and the Disclosure of Data Relating to All Proposed Changes to Specialized High School Admissions, 37-0 with two abstentions.

CB 2 is deeply concerned about the inadequacy and inequality of education in public schools throughout New York City and supports the following:

1. Community Board 2 recommends that the Mayor make revisions to the current Proposal to change the admission process for Specialized High Schools because we are unable to support the proposal as it is currently written, but we are eager to see a revised proposal to increase diversity and achievement among the students of New York City;
2. CB 2 objects to the revised Discovery Program requirement that eligible applicants must attend a school with an Economic Need Index of at least 60% because this will reduce the number of low-income students eligible to participate;
3. Before New York State and New York City change Specialized High School admissions, CB 2 requests public access to all DOE data that are relevant to understanding the proposed changes to Specialized High School admissions; and seeks a comprehensive Review and Report of the impact of the Mayor's Proposal on middle school and non-specialized high school students and families in our community, District 2 and across the city, including potential unintended consequences, both positive and negative; and,
4. CB 2 also urges the Department of Education to pursue additional initiatives to increase diversity in New York City public schools, such as:
 - a. Starting early and expanding city and state education funding for high poverty schools to provide more resources for 3K, pre-kindergarten, elementary and middle schools, including funding smaller class sizes and expanded special education programs;
 - b. Offering the Gifted and Talented (G&T) test to all pre-K students, expanding G&T programs that start in third grade and reevaluating the 2006 decision to base admissions on a single test that has resulted in the percentage of minority children in these programs to plummet;
 - c. Improving instruction in middle schools, and increasing opportunity for students of color, of low income and of immigrant parents;
 - d. Providing effective outreach for students applying to high school beyond distributing a 400- page high school directory and requiring attendance at high school fairs, including language- accessible and culturally appropriate outreach to help ensure that families are

not only informed about high school options, but that they also feel secure about the options that best meet the needs of their children, given that there are more than 700 public high school programs in New York City and 70 public high schools in District 2; and,

- e. Building a new District 2-wide elementary or middle school at the Bleecker School site in Greenwich Village with admissions based on diversity, economic need, English Language Learner, students with disabilities or other criteria.

Thank you.

Jeannine Kiely
Chair, Schools and Education Committee
Manhattan, Community Board 2
jeanninekiely@gmail.com
917-297-4475

Attachment
CB 2 Resolution, January 2019

Carter Booth, *Chair*
Susan Kent, *First Vice Chair*
Daniel Miller, *Second Vice Chair*
Bob Gormley, *District Manager*



Antony Wong, *Treasurer*
Keen Berger, *Secretary*
Erik Coler, *Assistant Secretary*

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January 30, 2019

Hon. Andrew Cuomo
Governor of New York State
The Executive Chamber
Albany, NY 12224

Richard Carranza, Chancellor
Department of Education
Tweed Courthouse
52 Chambers Street
New York, NY 10007

Dear Governor Cuomo and Chancellor Carranza:

At its Full Board meeting January 24, 2019, Community Board #2, adopted the following resolution:

Resolution In Support of Revised Proposals to Increase Diversity at Specialized High Schools and Other Public Schools and the Disclosure of Data Relating to All Proposed Changes to Specialized High School Admissions

Whereas:

1. New York State has the most racially segregated public schools in the nation based on a report by the UCLA Civil Rights Projectⁱ;
2. CB 2 is deeply concerned about the inadequacy and inequality of education in public schools throughout New York City;
3. New York City's Specialized High Schools (SHS), as well as many screened public middle schools and high schools, lack the racial, socioeconomic and gender diversity of New York City;ⁱⁱ
4. The New York State Hecht-Calandra Act of 1971 requires that SHS admissions are based on ranked-order results from a single admissions test, but also permits an alternative route to admission through the Discovery Program for students who are a) disadvantaged, b) score below the cut-off score, c) are recommended by their local school and d) attend and pass a summer preparatory program;
5. The Mayor's administration has proposed changes to the SHS admissions processⁱⁱⁱ by:
 - a. Expanding the Discovery Program to 20% of seats at each SHS by fall 2020 and requiring that disadvantaged students also attend a high-poverty school with an Economic Need Index of at least 60%,^{iv}
 - b. Passing New York State legislation to i) replace the Specialized High School Admission Test (SHSAT) with a set of criteria that will include, but is not limited to students' rankings on their 7th Grade New York State Math and ELA exam scores, their rankings within their individual

schools on their 7th Grade English, Math, Social Studies and Science course grades, and their being ranked “in the top 25% of the city;” and ii) make offers to the top 7% of students from each public middle school;

6. The Department of Education did not meaningfully engage families and students who would be affected as well as parent leaders, educators, researchers and other stakeholders in developing any proposals for changing the system;
7. The DOE has not publicly identified nor provided data or details about how it will implement the expansion of the Discovery Program; the past performance of SHS students who were admitted through the Discovery Program; nor, how it will change the criteria for making SHS offers, in particular, comparing course grades from every NYC middle school, limiting offers to students ranked “in the top 25% of the city” and making offers to new or non-public school students;
8. The Mayor’s Proposal to change SHS admissions will reduce the number of CB 2 high school students who attend SHSs and create greater demand for non-specialized high schools in District 2, because approximately 19% of District 2 middle school students attend SHSs and a drop to 7% would reduce seats for District 2 students by 177, excluding offers made to non-public school students and the DOE has not announced any plans to increase capacity at either SHSs or District 2 high schools;
9. More than 300 parents, educators and education activists attended a CEC District 2 and CB 2, 4, 6 and 8 public meeting on December 3, 2018 where the DOE presented the Mayor’s Proposal, and the overwhelming majority of these attendees opposed many of the changes to SHS admissions, as currently proposed.

Therefore, be it resolved that:

1. Community Board 2 recommends that the Mayor make revisions to the current Proposal to change the admission process for Specialized High Schools because we are unable to support the proposal as it is currently written, but we are eager to see a revised proposal to increase diversity and achievement among the students of New York City;
2. CB 2 objects to the revised Discovery Program requirement that eligible applicants must attend a school with an Economic Need Index of at least 60% because this will reduce the number of low- income students eligible to participate;
3. Before New York State and New York City change Specialized High School admissions, CB 2 requests public access to all DOE data that are relevant to understanding the proposed changes to Specialized High School admissions; and seeks a comprehensive Review and Report of the impact of the Mayor’s Proposal on middle school and non-specialized high school students and families in our community, District 2 and across the city, including potential unintended consequences, both positive and negative; and,
4. CB 2 also urges the Department of Education to pursue additional initiatives to increase diversity in New York City public schools, such as:
 - a. Starting early and expanding city and state education funding for high poverty schools to provide more resources for 3K, pre-kindergarten, elementary and middle schools, including funding smaller class sizes and expanded special education programs;
 - b. Offering the Gifted and Talented (G&T) test to all pre-K students, expanding G&T programs that start in third grade and reevaluating the 2006 decision to base admissions on a single test that has resulted in the percentage of minority children in these programs to plummet;^v
 - c. Improving instruction in middle schools, and increasing opportunity for students of color, of low income and of immigrant parents;
 - d. Providing effective outreach for students applying to high school beyond distributing a 400-page high school directory and requiring attendance at high school fairs, including language-accessible and culturally appropriate outreach to help ensure that families are not only informed

- about high school options, but that they also feel secure about the options that best meet the needs of their children, given that there are more than 700 public high school programs in New York City and 70 public high schools in District 2; and,
- e. Building a new District 2-wide elementary or middle school at the Bleecker School site in Greenwich Village with admissions based on diversity, economic need, English Language Learner, students with disabilities or other criteria.

VOTE: Passed, with 37 Board Members in favor.

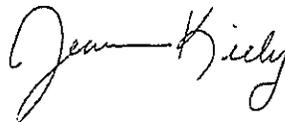
2 Board Members in abstention. (R. Kessler, R. Sanz)

Please advise us of any decision or action taken in response to this resolution.

Sincerely,



Carter Booth, Chair
Community Board #2, Manhattan



Jeannine Kiely, Chair
Schools and Education Committee
Community Board #2, Manhattan

TB/EM

- c: Hon. Jerrold Nadler, Congressman
Hon. Carolyn Maloney, Congresswoman
Hon. Nydia Velázquez, Congresswoman
Hon. Andrea Steward-Cousins, Senate Majority Leader
Hon. Carl. E. Heastie, Assembly Speaker
Hon. Brian Kavanagh, NYS Senator
Hon. Brad Hoylman, NYS Senator
Hon. Deborah J. Glick, NYS Assembly Member
Hon. Yuh-Line Niou, NYS Assembly Member
Hon. Scott M. Stringer, NYC Comptroller
Hon. Gale Brewer, Manhattan Borough President
Hon. Corey Johnson, Council Speaker
Hon. Margaret Chin, Council Member
Hon. Carlina Rivera, Council Member
Josh Wallack, Deputy Chancellor, NYC DOE
Donalda Chumney, Superintendent, District 2, NYC DOE
Jennifer Greenblatt, District 2 Family Advocate
Robin Broshi, President, Community Education Council District 2
Matthew Chook, Co-President, District 2 Presidents' Council
Leonard Silverman, Co-President, District 2 Presidents' Council

Notes

ⁱ "New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Future" UCLA Civil Rights Project, March 26, 2014, available at <https://www.civilrightsproject.ucla.edu/research/k-12->

ⁱⁱ Specialized High Schools vs. NYC Schools: Enrollment vs. Offers

Demographic Data: CB 2 vs. NYC Schools

| CB 2 SCHOOL ENROLLMENT | TOTAL (1) ENROLLMT | SEX (2) | | RACE (2) | | | | | SUPPORT (2) | | | EC. NEED INDEX |
|-------------------------------------|-----------------------|---------|-----|----------|-----|-----|-------|-----|-------------|-------|-------|-------------------|
| | | % F | % M | % A | % B | % H | % MUL | % W | % SWD | % ELL | % POV | |
| PS 3 | 753 | 49% | 51% | 9% | 6% | 14% | 5% | 67% | 18% | 3% | 21% | 19.0% |
| PS 41 | 694 | 54% | 46% | 8% | 1% | 10% | 12% | 69% | 15% | 2% | 9% | 7.3% |
| PS 130 | 913 | 48% | 52% | 87% | 1% | 5% | 4% | 3% | 14% | 16% | 47% | 59.9% |
| PS 340 * 30% (3) | 83 | 53% | 47% | 23% | 4% | 13% | 12% | 64% | 16% | 1% | 10% | 13.8% |
| Total | 2,443 | 50% | 50% | 38% | 3% | 9% | 7% | 44% | 16% | 7% | 27% | -- |
| vs. CB 2 2010 Census (all ages) (5) | 90,016 | 52% | 49% | 14% | 2% | 6% | 3% | 75% | -- | -- | -- | -- |
| vs. CB 2 2010 Census (Under 18) (5) | 7,936 | -- | -- | 15% | 1% | 8% | 8% | 67% | -- | -- | -- | -- |
| 75 Morton (4) | 562 | 49% | 51% | 8% | 9% | 24% | 5% | 54% | 22% | 3% | 30% | 29% |

| PUBLIC SCHOOL ENROLLMENT (6) | TOTAL (1) ENROLLMT | SEX (2) | | RACE (2) | | | | | SUPPORT (2) | | | EC. NEED INDEX |
|---------------------------------------|-----------------------|---------|-----|----------|-----|-----|-------|-----|-------------|-------|-------|-------------------|
| | | % F | % M | % A | % B | % H | % MUL | % W | % SWD | % ELL | % POV | |
| D2 Middle Schools (6-8, K-8 and 6-12) | 12,621 | 50% | 50% | 25% | 10% | 21% | 6% | 38% | 19% | 6% | 41% | 53.6% |
| District 2 | 63,497 | 52% | 48% | 22% | 15% | 33% | 5% | 26% | 17% | 8% | 54% | 53.6% |
| Manhattan | 177,752 | 51% | 49% | 12% | 23% | 45% | 3% | 17% | 20% | 11% | 67% | 66.4% |
| Citywide | 1,135,334 | 49% | 51% | 16% | 26% | 41% | 3% | 15% | 20% | 14% | 74% | 70.7% |
| Eight Specialized High Schools | 15,540 | 42% | 58% | 62% | 4% | 6% | 4% | 24% | 1% | 0% | 49% | -- |
| vs. NYC 2010 Census (all ages) | 8,175,133 | -- | -- | 13% | 26% | 24% | 5% | 33% | -- | -- | -- | -- |

| MAYOR'S PROPOSAL: OFFERS (7) | TOTAL OFFERS | SEX (2) | | RACE (2) | | | | | SUPPORT (2) | | EC. NEED INDEX |
|--------------------------------|-----------------|---------|-----|----------|-----|-----|-------|-----|-------------|-------|-------------------|
| | | % F | % M | % A | % B | % H | % MUL | % W | % PRIVATE | % POV | |
| Citywide | -- | -- | -- | 16% | 28% | 40% | 3% | 13% | n/a | n/a | -- |
| Current SHS Offers | -- | -- | -- | 50% | 3% | 6% | 4% | 24% | 13% | 46% | -- |
| Proposed: SHS Offers to Top 7% | -- | -- | -- | 30% | 19% | 27% | 2% | 15% | 7% | 67% | -- |

Sources:

- (1) NYC DOE Final Class Size Report for cohort and class size by grade for 2017-2018, found at: <https://infohub.nyced.org/reports-and-policies/government/intergovernmental-affairs/class-size-reports>.
- (2) Demographic Snapshot for enrollment by grade, sex, race and support for 2017-2018 found at: <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview>.
- (3) Approximately 30% of PS 340 enrollment is from CB 2, based on 2010 census tract data.
- (4) 75 Morton data from Register, November 27, 2018. % Poverty for 75 Morton from Demographic Snapshot for 2017-2018.
- (5) U.S. Census Bureau, 2010 Census, https://www1.nyc.gov/assets/planning/download/pdf/community/community-portal/socio_demo/mn02_socio_demo.pdf
- (6) District 2, Manhattan and Citywide data is for all grades, including high schools.
- (7) Mayor's Proposal, https://dxbxg0cumj033.cloudfront.net/57812_20181111_specialized%20high%20schools%20proposal%20-%20public%20deck%20v14%20-%20brooklyn.pdf.

ⁱⁱⁱ Specialized High Schools that would be impacted by the Mayor's Proposal include Bronx High School of Science, Brooklyn Latin School, Brooklyn Technical High School, High School for Mathematics, Science, and Engineering at City College, High School of American Studies at Lehman College, Staten Island Technical High School, Queens High School for the Sciences at York College and Stuyvesant High School.

^{iv} The Discovery Program for entering 9th grade students would expand from approximately 200 and 250 seats in 2017 and 2018 respectively to approximately 800 seats by 2020. 2017 and 2018 figures from opendata.cityofnewyork.us. For details on the 2019 Discovery Program, visit www.schools.nyc.gov/enrollment/enrollment-help/meeting-student-needs/diversity-in-admissions.

^v Leonie Haimson and Diane Ravitch. "The Education of Michael Bloomberg." *The Nation*. April 17, 2013. <https://www.thenation.com/article/education-michael-bloomberg/>.

CHAPTER
13

Section 4

PRIMARY SOURCE from “When the Negro Was in Vogue”
by Langston Hughes

Poet Langston Hughes was one of the leading voices of the Harlem Renaissance. What different aspects of life in Harlem does Hughes capture in this excerpt from his autobiography?

The 1920s were the years of Manhattan’s black Renaissance. . . .

White people began to come to Harlem in droves. For several years they packed the expensive Cotton Club on Lenox Avenue. But I was never there, because the Cotton Club was a Jim Crow club for gangsters and monied whites. They were not cordial to Negro patronage, unless you were a celebrity like Bojangles. So Harlem Negroes did not like the Cotton Club and never appreciated its Jim Crow policy in the very heart of their dark community. Nor did ordinary Negroes like the growing influx of whites toward Harlem after sundown, flooding the little cabarets and bars where formerly only colored people laughed and sang, and where now the strangers were given the best ringside tables to sit and stare at the Negro customers—like amusing animals in a zoo.

The Negroes said: “We can’t go downtown and sit and stare at you in your clubs. You won’t even let us in your clubs.” But they didn’t say it out loud—for Negroes are practically never rude to white people. So thousands of whites came to Harlem night after night, thinking the Negroes loved to have them there, and firmly believing that all Harlemites left their houses at sundown to sing and dance in cabarets, because most of the whites saw nothing but the cabarets, not the houses. . . .

It was a period when, at almost every Harlem upper-crust dance or party, one would be introduced to various distinguished white celebrities there as guests. It was a period when almost any Harlem Negro of any social importance at all would be likely to say casually: “As I was remarking the other day to Heywood—,” meaning Heywood Brown. Or: “As I said to George—,” referring to George Gershwin. It was a period when local and visiting royalty were not at all uncommon in

Harlem. And when the parties of A’Leia Walker, the Negro heiress, were filled with guests whose names would turn any Nordic social climber green with envy. It was a period when Harold Jackman, a handsome young Harlem schoolteacher of modest means, calmly announced one day that he was sailing for the Riviera for a fortnight, to attend Princess Murat’s yachting party. It was a period when Charleston preachers opened up shouting churches as sideshows for white tourists. It was a period when at least one charming colored chorus girl, amber enough to pass for a Latin American, was living in a penthouse, with all her bills paid by a gentleman whose name was banker’s magic on Wall Street. It was a period when every season there was at least one hit play on Broadway acted by a Negro cast. And when books by Negro authors were being published with much greater frequency and much more publicity than ever before or since in history. It was a period when white writers wrote about Negroes more successfully (commercially speaking) than Negroes did about themselves. It was the period (God help us!) when Ethel Barrymore appeared in blackface in *Scarlet Sister Mary!* It was the period when the Negro was in vogue.

from Langston Hughes, *The Big Sea: An Autobiography* (New York: Hill & Wang, 1940).

Discussion Questions

1. How would you describe Harlem of the 1920s based on your reading of this excerpt?
2. Why do you think white America suddenly became fascinated by Harlem?
3. What is ironic about the situations described in this excerpt?

LET AMERICA BE AMERICA AGAIN

by Langston Hughes (1938)

Let America be America again.
Let it be the dream it used to be.
Let it be the pioneer on the plain
Seeking a home where he himself is free.

(America never was America to me.)

Let America be the dream the dreamers dreamed —
Let it be that great strong land of love
Where never kings connive nor tyrants scheme
That any man be crushed by one above.

(It never was America to me.)

O, let my land be a land where Liberty
Is crowned with no false patriotic wreath,
But opportunity is real, and life is free,
Equality is in the air we breathe.

(There's never been equality for me,
Nor freedom in this "homeland of the free.")

Say, who are you that mumbles in the dark?
And who are you that draws your veil across the stars?

I am the poor white, fooled and pushed apart,
I am the Negro bearing slavery's scars.
I am the red man driven from the land,
I am the immigrant clutching the hope I seek —
And finding only the same old stupid plan
Of dog eat dog, of mighty crush the weak.

I am the young man, full of strength and hope,
Tangled in that ancient endless chain
Of profit, power, gain, of grab the land!
Of grab the gold! Of grab the ways of satisfying need!
Of work the men! Of take the pay!
Of owning everything for one's own greed!

I am the farmer, bondsman to the soil.
I am the worker sold to the machine.
I am the Negro, servant to you all.
I am the people, humble, hungry, mean —
Hungry yet today despite the dream.
Beaten yet today--O, Pioneers!
I am the man who never got ahead,
The poorest worker bartered through the years.

Yet I'm the one who dreamt our basic dream
In the Old World while still a serf of kings,
Who dreamt a dream so strong, so brave, so true,
That even yet its mighty daring sings

In every brick and stone, in every furrow turned
That's made America the land it has become.
O, I'm the man who sailed those early seas
In search of what I meant to be my home —
For I'm the one who left dark Ireland's shore,
And Poland's plain, and England's grassy lea,
And torn from Black Africa's strand I came
To build a "homeland of the free."

The free?

Who said the free? Not me?
Surely not me? The millions on relief today?
The millions shot down when we strike?
The millions who have nothing for our pay?
For all the dreams we've dreamed
And all the songs we've sung
And all the hopes we've held
And all the flags we've hung,
The millions who have nothing for our pay —
Except the dream that's almost dead today.

O, let America be America again —
The land that never has been yet —
And yet must be--the land where every man is free.
The land that's mine — the poor man's, Indian's,
Negro's, ME —
Who made America,
Whose sweat and blood, whose faith and pain,
Whose hand at the foundry, whose plow in the rain,
Must bring back our mighty dream again.

Sure, call me any ugly name you choose —
The steel of freedom does not stain.
From those who live like leeches on the people's lives,
We must take back our land again,
America!

O, yes,
I say it plain,
America never was America to me,
And yet I swear this oath —
America will be!

Out of the rack and ruin of our gangster death,
The rape and rot of graft, and stealth, and lies,
We, the people, must redeem
The land, the mines, the plants, the rivers.
The mountains and the endless plain —
All, all the stretch of these great green states —
And make America again!



**TESTIMONY OF THE NEW YORK CIVIL LIBERTIES UNION AND THE
AMERICAN CIVIL LIBERTIES UNION¹**

Before

**THE NEW YORK CITY COUNCIL COMMITTEE ON EDUCATION AND
COMMITTEE ON CIVIL AND HUMAN RIGHTS**

Joint Hearing on

SCHOOL SEGREGATION IN NEW YORK CITY SCHOOLS

May 1, 2019

The New York Civil Liberties Union (“NYCLU”) and the American Civil Liberties Union (“ACLU”) respectfully submit the following testimony on school segregation in New York City schools. We would like to thank the Committee on Education and Committee on Civil and Human Rights for giving us the opportunity to provide testimony today on this important topic and the proposed legislation.

School segregation is an urgent civil rights issue. The 2014 report by the Civil Rights Project at UCLA, New York State’s Extreme School Segregation, states “New York’s record on school segregation by race and poverty is dismal now and has been for a very long time... A great center of American liberalism, New York seemed to turn away when race issues came close to home.” Indeed, it is time for New York to take bold and concrete action to meaningfully and purposely integrate our schools.

¹ Research and drafting by Toni Smith-Thompson and Stefanie Coyle.

I. Introduction

The NYCLU, the state affiliate of the American Civil Liberties Union, is a not-for-profit, non-partisan organization with nine offices across New York state and more than 210,000 members and supporters. The NYCLU's mission is to defend and promote the fundamental principles, rights, and constitutional values embodied in the Bill of Rights of the U.S. Constitution and the Constitution of the State of New York, with particular attention to addressing the pervasive and persistent harms of racism. Protecting and expanding students' rights is a core component of our mission, and through our Youth and Students' Rights program the NYCLU advocates for equitable access to quality education for all students.

The ACLU is a nationwide, nonprofit, nonpartisan organization with nearly 2 million members dedicated to the principles of liberty and equality embodied in the Constitution and this nation's civil rights laws. In support of these principles, the ACLU has appeared both as direct counsel and amicus curiae in numerous cases addressing educational equity, desegregation, and the defense of affirmative action and programs that increase diversity in schools, including *Fisher v. University of Texas at Austin (Fisher II)*, 136 S. Ct. 2198 (2016), *Schuette v. Coalition to Defend Affirmative Action*, 572 U.S. 291 (2014), *Grutter v. Bollinger*, 539 U.S. 306 (2003), *Regents of the University of California v. Bakke*, 438 U.S. 265 (1978), and *Brown v. Board of Education*, 347 U.S. 483 (1954).

The NYCLU's history is rich with a breadth of successful work aimed at protecting and advancing the right to an equitable and quality education, notably efforts to desegregate schools, protect First Amendment rights, eliminate discrimination and bias, reduce the use of exclusionary discipline and law enforcement, reduce reliance on high-stakes tests, resist efforts to divert public money to private institutions and interests, and advocate for comprehensive sex education.

The NYCLU has always recognized that education is a cornerstone of democracy. As such, we believe education should be publicly funded and accountable, provide school environments that are safe, supportive and dignifying for all students, rooted in pedagogy that promotes critical thinking and is factually accurate, age-appropriate and free from bias, create equitable opportunities for all students, and promote relationship- and community-building.

II. School Segregation in New York City

We have yet to undo the intentional racial stratification created by of generations of government-backed segregation policies, which have fostered a cycle of discrimination and disadvantage. As a result, schools in New York City are among the most segregated in the entire country.

Forty-five percent of all neighborhood elementary schools in New York City are more than 90 percent black and Latino.² One in eight NYC kindergarten classes is racially homogenous,

² Clara Hemphill and Nicole Mader, *Segregated Schools in Integrated Neighborhoods: The city's schools are even more divided than our housing*, available at <http://www.centernyc.org/segregatedschools/>.

meaning 90 percent or more of the students are of the same race or ethnicity.³ And, according to a 2014 study by the Civil Rights Project at UCLA, 73% of charter schools across New York City were considered “apartheid schools” in which less than 1% of the students were white.⁴

Brown v. Board of Education concluded that separate educational facilities are inherently unequal, and despite Civil Rights-era victories in the movement to integrate schools, the last several decades have seen the broad re-segregation of our nation’s schools. Expiration of consent decrees mandating integration, strategic disinvestment in Black and brown neighborhoods, funneling of public dollars to private institutions, and gentrification all contribute to continued separate and unequal education. Segregation aims not just to maintain physical separation, but to isolate people of color from power, opportunity, and the ability to fully and equally participate in the democratic process. Consider that, although white students comprise just 15 percent of the New York City public school population, sixty percent of white students attend schools where white students are more than double their system-wide percentage.⁵ These schools are disproportionately better resourced than schools serving students of color in racially isolated schools. It is, therefore, no accident that students of color who attend racially isolated schools have lower academic outcomes, lower graduation rates, and are less likely to graduate from college.⁶

And though the majority in *Brown v. Board of Education* focused heavily on the benefits of school integration for Black students, there is substantial evidence of the benefits to all children. Engagement with people of different races in schools is associated with lower levels of prejudice, better prepares students to live and work in diverse communities, improves critical thinking skills and academic achievement, and improves outcomes such as graduation rates and future income level.⁷ The *Brown* court recognized that education “is the very foundation of good citizenship.”⁸

These positive effects are not only felt in schools, but also in communities – children who attend integrated schools bring fewer racial stereotypes into their eventual workplaces, and integrated schools have higher levels of parental involvement. Students who attend diverse schools are more civically engaged, thus positively contributing to our democracy.⁹ Racially integrated schools are our best opportunity to break the cycle of purposeful discrimination and disadvantage. Even though the systems that created it— including discriminatory housing and economic practices—extends beyond the Department of Education (“DOE”), segregation today is

³ Elizabeth Harris, Racial Segregation in New York Schools Begins in Pre-K, Report Finds, N.Y. TIMES, Sept. 20, 2016, <https://www.nytimes.com/2016/09/21/nyregion/racial-segregation-in-new-york-schools-begins-in-pre-k-report-finds.html>.

⁴ John Kucsera and Gary Orfield, New York State’s Extreme School Segregation: Inequality, Inaction, and a Damaged Future, UCLA Civil Rights Project, March 2014, p. viii, available at <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/ny-norfler-reportplaceholder/Kucsera-New-York-Extreme-Segregation-2014.pdf>.

⁵ New York City Department of Education Demographic Snapshot, 2017-2018, <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview>

⁶ Brief of 553 Social Scientists as Amici Curiae in Support of Respondents, at 6-12, *Parents Involved in Cmty. Schs. v. Seattle Sch. Dist. No. 1, et al.*, 551 U.S. 701 (2007) (Nos. 05-908, 05-915).

⁷ *Id.*

⁸ *Brown v. Board of Educ. of Topeka, Shawnee Cnty., KS*, 347 U.S. 483, 493 (1954).

⁹ *Id.*

perpetuated and worsened by the failure to implement and maintain deliberate system-wide policies to integrate the schools.¹⁰ The DOE has, therefore, an urgent obligation to act decisively to remedy the segregation in its school system.

The process of integration must address and undo the institutional, cultural, and pedagogical policies and practices that were built to create and maintain racial stratification. Meaningful and purposeful school integration goes beyond placing students of different races/ethnicities, ability or performance in school with one another. The pursuit of physical desegregation alone is insufficient to deeply integrate cultures, values, and lived experiences. In addition, it is insufficient to build the public and political will to create an education system that is designed to equitably include, value, and support the growth and development of all students, families and communities.

III. New York City's Specialized High Schools

While New York City's specialized high schools serve only a small fraction of students in the system, the opportunity to attend one must be open to all capable students in the city, regardless of race or socioeconomic status. There are many barriers, however, that block high-potential students from accessing the life-changing opportunities that the Specialized High Schools offer, and as a result of those barriers, the schools do not represent the diversity of New York City.

One very small step taken by the administration was to expand the Discovery Program, an attempt to slightly increase the opportunities for students from low-income families who attend under-resourced middle schools to make it into the Specialized High Schools. To qualify, students must meet several factors— they must score right below the cut off for the Specialized High School Admissions Test (“SHSAT”), come from an economically disadvantaged household, be recommended by their school, attend a middle school that has a student body that is also economically disadvantaged, and be willing and able to complete a summer preparation course. The expansion of the Discovery Program would gradually set aside 20% of seats for these students.

Recently, a California-based law firm challenged the expansion of the Discovery Program, in a case called *Christa McAuliffe Intermediate School PTO, et al. v. Bill de Blasio, et al.* The plaintiffs in the case claim that the expansion of the Discovery Program amounts to intentional discrimination against Asian-American students, who currently make up the majority of enrollment at the Specialized High Schools. The NYCLU, ACLU Racial Justice Program, NAACP Legal Defense Fund, and LatinoJustice have just asked the Court to allow us to join the City in defending its efforts to expand access to the specialized high schools. Defending this expansion is critical for encouraging more steps to ensure diversity and equity in *all* New York schools.

New York City schools are some of the most segregated in the country and the City's effort to expand access to the Specialized High Schools is just a small step to address the extreme racial segregation and disparities in our public schools. Expanding the Discovery Program so that more

¹⁰ John Kucsera and Gary Orfield, *New York State's Extreme School Segregation: Inequality, Inaction, and a Damaged Future*, UCLA Civil Rights Project, March 2014, pp. 19-24 available at <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/nv-norfllet-report-placeholder/Kucsera-New-York-Extreme-Segregation-2014.pdf>

disadvantaged students can attend the Specialized High Schools is both laudable and entirely legal. The changes do not discriminate against any particular racial or ethnic group. By reserving seats for low-income students who attend disadvantaged middle schools, the program will enable low-income students of all races to have a chance at admittance and will increase the racial, ethnic, socio-economic, and geographic diversity in the Specialized High Schools.

In the absence of a change in New York State law that would allow the Specialized High Schools to implement a fairer and more educationally-sound admissions policy—one that does not rely entirely on a single, standardized test—the Discovery Program is one of the City’s only ways to address the stark racial disparities in admission to the Specialized High Schools.

It’s important that the Council recognizes the Discovery Program expansion for what it is: a single step. We must not only enable more equitable access to the top schools in the City, but also continue tirelessly fighting to promote diversity and equality in our public schools across the board. High-stakes testing often has the effect of excluding otherwise qualified candidates from excellent schools across the City, contributing to the lack of diversity in these schools. At the same time, it is important that we as a city stand behind this step, to show that we expect our leaders to do more, and to become bolder, to integrate schools.

IV. City Council Introductions on School Segregation

Overall, the NYCLU supports the City Council’s efforts to address segregation in NYC’s schools and accordingly, we support most of the proposed introductions and resolutions. However, many of the proposals have distant timelines, which do not serve this urgent issue and seem to have overlapping purposes. We would caution the Council against creating multiple, redundant oversight bodies unless absolutely necessary and ensure that the resources on this issue are highly targeted and put towards concrete actions to desegregate and integrate NYC schools.

Introduction 4276

Introduction 4276 would create a “specialized high school task force” to address the racial and ethnic inequalities in the student bodies of the eight test-based specialized high schools. The task force would include representatives from the DOE, teachers, students, parents, and experts in certain subject matters. It would meet monthly and hold quarterly public hearings and would submit a report on its findings regarding “alternative admissions criteria for the specialized high schools.” While the NYCLU supports the creation of this task force and efforts to change the admissions processes at the Specialized High Schools, there may be considerable overlap with the existing School Diversity Advisory Group. We recommend that the Council to consider whether there is significant difference in these bodies, in mandate and composition, to necessitate separate entities. We would also urge the inclusion of legal and civil rights advocates to the composition of the task force to bring a valuable perspective and expertise to the discussion. In addition, the NYCLU is concerned that the report will not be issued until September 2020, because further delay will prolong the inequities that currently exist in the Specialized High schools.

Introduction 4277

Introduction 4277 would require the DOE to report on the demographics of its school staff including gender, race and ethnicity, length of employment at the school, years of experience, and their highest degree earned. The NYCLU supports this bill and welcomes increased transparency into the makeup of the teaching force in our schools. Studies have shown that having a teacher who shares the same racial or ethnic background as their students can improve academic achievement.¹¹ It is important to understand the current makeup of the DOE's school staff in order to determine how to increase the diversity of our teaching force and best support students.

Introduction 4278

Introduction 4278 would require the DOE to report more robust student demographic data, including data about individual grade levels. This intro would also require the DOE to report demographic information about charter schools and "special programs" including gifted and talented programs, language programs, and any programs with specific admissions criteria including screened programs. The NYCLU supports this introduction as this increased transparency will help families understand the demographics of each school at a more granular level and help the DOE and the public analyze whether special programs lead to increased or diminished diversity.

Introduction 4279

Introduction 4279 would mandate the creation of working groups in each community school district "to review and make recommendations to foster and increase school diversity." The working groups would be comprised of teachers, principals, parents, students, a representative of the community education council ("CEC"), the superintendent, a representative of the DOE, and will be co-facilitated by a community-based organization that is focused on "multicultural education, diversity, or equity and justice." Each working group will meet monthly, hold quarterly public hearings, and submit a report to the mayor, chancellor, and the speaker of the council. While the NYCLU supports the creation of these working groups and efforts to increase diversity in each community school district, there may be overlap and conflict with the work that some community education councils have already undertaken in the area of diversity. In particular, CECs 1, 3, and 15 have already created their own community-developed diversity plans. It is unclear how the mandate of this introduction will comport with the pre-existing efforts of those communities and others. Further, the NYCLU is concerned that the reports will not be issued until September 2020, because further delay will prolong the inequities that exist across the city. Finally, it is unclear what will happen to the recommendations put forth by the working group beyond being submitted to the mayor, including whether CECs will implement them or will have to undertake a separate process to put them into effect, which would add further delay. This introduction may, however, prompt action on desegregation from communities that have not yet attempted to tackle this issue.

¹¹ Monica Disare, *How diverse is the teaching force in your district? A new analysis highlights the gap between students and teachers of color*, Chalkbeat, Jan. 8, 2018, <https://www.chalkbeat.org/posts/ny/2018/01/08/how-diverse-is-the-teaching-force-in-your-district-a-new-analysis-highlights-the-gap-between-students-and-teachers-of-color/>.

We recommend the Council undertake an inquiry into a more targeted approach, perhaps taking into account the leadership and experience of the CECs who are already tackling this work locally.

Introduction 4281

Introduction 4281 would codify the existing School Diversity Advisory Group. The bill would specify the makeup of the 23-member group, require it to meet quarterly and hold five annual hearings, and prepare a report with recommendations. The recommendations must address the setting of racial and socio-economic diversity goals, changes in funding formulas to address inequity, school climate, and restorative justice, among other topics. An important requirement of this introduction is that the DOE will have to indicate which recommendations it does not intend to implement and reasons why and, for any recommendations it intends to implement, it must indicate a timeframe. The NYCLU supports the codification of the existing School Diversity Advisory Group, particularly given that the DOE will have to formally respond to the recommendations put forth by the group, adding a level of accountability. However, similar to many of the other proposals, the NYCLU is concerned about the extended timeline for the report (December 1, 2020) and the potential overlap with the other proposed working group.

Introduction 0949

Introduction 0949 would amend the NYC Charter to create a school diversity monitor within the NYC Human Rights Commission. The monitor will identify how the DOE's own data can best support its integration efforts, develop professional development in culturally responsive education, secure additional funding for this training, ensure translation for IEPs, and "monitor racial and socio-economic segregation in schools and make recommendations to alleviate disparate impact discrimination." The NYCLU supports the creation of a school diversity monitor within the NYC Human Rights Commission and believes that the monitor could serve as an important counter-balance to the DOE's narrative on school integration, offering new information and recommendations about the causes of continued segregation.

Resolution 0196

Resolution 0196 calls on the New York State Legislature to pass and the Governor to sign a bill that would change the admissions criteria for the eight Specialized High Schools that use a single test for admissions, replacing it with an admissions system based on multiple measures of achievement. The NYCLU supports this resolution. The reliance on high-stakes testing for admissions into the Specialized High Schools is maintaining a segregated system. The NYCLU recommends that the DOE eliminate the SHSAT as the sole criterion for admission to these high schools and round out the application to include other measures.

Resolution 0417

Resolution 0417 calls upon the DOE to create more district Gifted and Talented ("G&T") programs and classes. The NYCLU does not support the creation of additional G&T programs unless the admissions procedures for those programs are significantly changed. The admissions system for G&T perpetuates segregation within the DOE system by relying on a standardized test administered to four-year-olds. Prior to the 2007-2008 school year, Community School Districts

were able to utilize a holistic system for evaluating admissions including teacher evaluations, classroom observations, and in-district exam scores. That year, the DOE eliminated the holistic admissions model and instead required children to achieve an exam score in the top 10% nationally. This change coincided with a significant drop in minority representation in G&T programs, from 31 percent black students in 2007 to 13 percent black students in 2008.¹² Currently, more than 70 percent of students in G&T programs are white or Asian.¹³ Again, this clear racial segregation is unacceptable. The NYCLU recommends that the DOE limit the use of high-stakes testing, particularly among four-year-olds, and devise an admissions system for G&T programs that will promote diversity and desegregation.

V. Recommendations

In addition to our recommendations with regard to the introductions and resolutions considered by Council committees today, the NYCLU recommends the following to increase integration and bolster school desegregation across the DOE:

- Many middle and high schools have competitive admissions screening methods, based on academic performance and other factors, which we believe can contribute to school segregation. We recommend you hold a hearing on admissions screens to explore their impact on integration efforts;
- Meaningful school integration requires bold action and it is important to identify early on the impact of existing diversity and integration goals. We recommend you track and report progress towards the DOE's existing diversity goals by individual Community School Districts in an easily comprehensible format;
- Current school integration efforts require consistent, long-term funding in order to yield measurable results. We recommend you ensure that the education budget includes adequate funding for culturally responsive education and Community School District school integration efforts.

VII. Conclusion

We thank the New York City Council Committee on Education and Committee on Civil and Human Rights for considering this testimony and look forward to working together to promote equitable learning environments for all New York City students.

¹² Elissa Gootman and Robert Gebeloff, *Fewer Children Entering Gifted Programs*, N.Y. TIMES, Oct. 29, 2008, available at <http://www.nytimes.com/2008/10/30/nyregion/30gifted.html>; see also Elissa Gootman and Robert Gebeloff, *Gifted Programs in the City Are Less Diverse*, N.Y. TIMES, June 19, 2008, available at <https://www.nytimes.com/2008/06/19/nyregion/19gifted.html>.

¹³ Philissa Cramer, *As New York City makes limited change to gifted programs, the regular admissions process yields predictable results*, Chalkbeat, April 16, 2019, available at <https://www.chalkbeat.org/posts/ny/2019/04/16/as-new-york-city-makes-limited-changes-to-gifted-programs-the-regular-admissions-process-yields-predictable-results/>; see also Amy Zimmer and Nigel Chiwaya, *See How Racial Segregation Persists at Gifted and Talented Programs*, September 29, 2015, available at <https://www.dnainfo.com/new-york/2015/09/29/upper-west-side/map-see-how-racial-segregation-persists-at-gifted-talented-programs>.

May 1, 2019

City Council Speaker Corey Johnson
City Hall
New York, NY 10007

Re: High School Admissions

Dear Speaker Johnson,

As a public school parent of four children in District 2 elementary and middle schools the availability of college-preparatory High Schools is of great concern to me.

I am also the vice-president of the Community Education Council for District 2, which is the largest school district in our city, and in that capacity I have heard from hundreds of other parents over the last six months about how the Mayor's plan to replace the SHSAT with a 7% quota system for SHS admissions will negatively impact their children and their ability to access the education that they need and deserve.

All children deserve access to an education that honors their interests, their aptitude and their willingness to work towards their goals. This plan does absolutely nothing to increase the number of seats at STEM focussed High Schools which over 30,000 NYC students attempt to access every year via the SHSAT.

In District 2, Approximately 19% of students attend Specialized High Schools each year. A drop to 7% would drastically reduce the number of seats available to District 2 while not creating any other comparable education elsewhere.

I also ask the council to consider that Specialized High Schools are among some of the most gender balanced of NYC's academically accelerated schools: 54-56% boys in a system that is 52% boys. The Mayor's plan is a disaster for bright boys who fare much worse under the subjective grading standards used in multiple measure admissions schemes.

I ask this council to support parents in rejecting this flawed proposal and to join us in demanding more Specialized High Schools.

Thank you for your time and attention to this matter.

Sincerely,

Maud Maron
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Resolution # 121
In Support of Revised Proposals to Increase Diversity at Specialized High Schools and Other Public Schools and the Disclosure of Data Relating to All Proposed Changes to Specialized High School Admissions

Co-Sponsors: Amy Cheung, Maud Maron, John Keller

Whereas:

1. The Mayor's sudden roll out of the plan to change the admissions process for New York City's specialized high schools¹ by amending the section of the New York State Education Law (§2590G, Subdivision 12) that is commonly referred to as the "Hecht-Calandra Act" has resulted in many communities, including many families in District 2, feeling unheard and disregarded;
2. Community Education Council District 2 (CECD2) recognizes and respects the strongly held opinions that accompany this debate on all sides of the discussion;
3. CECD2 acknowledges that New York State has the most racially segregated public schools in the nation based on a report by the UCLA Civil Rights Project²;

¹ The New York State Hecht-Calandra Act of 1971 requires that Specialized High School (SHS) admissions are based on ranked-order results from a single admissions test, but also permits an alternative route to admission through the Discovery Program for students who are a) disadvantaged, b) score below the cut-off score, c) are recommended by their local school and d) attend and pass a summer preparatory program. The Mayor's administration has proposed changes to the SHS admissions process by:

- a. Expanding the Discovery Program to 20% of seats at each SHS by fall 2020 and requiring that disadvantaged students also attend a high-poverty school with an Economic Need Index of at least 60%;
- b. Passing New York State legislation to i) replace the Specialized High School Admission Test (SHSAT) with a composite score to be determined by the Chancellor. The current proposed set of criteria is, students' rankings on their 7th Grade New York State Math and ELA exam scores, their course grades, and being ranked "in the top 25% of the city;" and ii) make offers to the top 7% of students from each public middle school.

² "New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Future" UCLA Civil Rights Project, March 26, 2014, available at <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity>

4. CECD2 is deeply concerned about the inadequacy and inequality of education in public schools throughout New York City and supports the goal of greater participation by Black and Hispanic students at Specialized High Schools, as well as other, screened high schools;
5. More than 300 parents, educators and education activists attended a CEC District 2 public meeting on December 3, 2018 where the DOE presented the Mayor’s Proposal, and the overwhelming majority of attendees opposed the current proposal to regarding SHS admissions, as currently proposed;
6. The Specialized High Schools provide an accelerated, STEM focused learning environment, with a unique and praiseworthy record of academic excellence, which the DOE has failed to replicate in other High Schools³;
7. CECD2 insists that the conversation regarding the lack of some forms of diversity in Specialized High Schools includes a discussion of how to improve the K-8 education “pipeline” which currently results in far too many schools students not being grade-level proficient as measured by State Math and ELA exams, such as:
 - a. Starting early and expanding city and state education funding for high poverty schools to provide more resources for 3K, pre-kindergarten, elementary and middle schools, including funding smaller class sizes and expanded special education programs;
 - b. Offering the Gifted and Talented (G&T) test to all pre-K students, expanding G&T programs that start in third grade and reevaluating the 2006 decision to base admissions on a single test that has resulted in the percentage of minority children in these programs to plummet⁴;
 - c. Improving instruction in middle schools, and increasing opportunity for students of color, of low income, and of immigrant parents;
 - d. Providing effective outreach for students applying to high school beyond distributing a 400-page high school directory and requiring attendance at high school fairs, including language-accessible and culturally appropriate outreach to help ensure that families are not only informed about high school options, but that they also feel secure about the options that best meet the needs of their children, given that there are more than 700 public high school programs in New York City and 70 public high schools in District 2;
8. CECD2 asks that the Chancellor and Mayor address the fact that the current proposal reduces Asian enrollment in the SHSs by half⁵ and offer specific, detailed alternatives

³ *The SHSAT—Disparities Impacting Diversity, Opportunity and Achievement in NYC Public Schools: A Comprehensive Action Plan for Change*, October 2018 contains a detailed and thorough discussion of the many considerations that should be included in any proposed changes to SHS admissions processes.

⁴ CEC16 worked for years to establish a G&T program in Bedford Stuyvesant:
<https://www.bkreader.com/2016/09/09/councilmember-cornegy-brings-gifted-talented-program-back-bed-stuy/>
http://www.cec16.org/uploads/7/0/3/3/70334807/cec_16_letter_of_support_for_g_t_fall_2016-.pdf

⁵ <https://ibo.nyc.ny.us/iboreports/admissions-overhaul-simulating-the-outcome-under-the-mayors-plan-for-admissions-to-the-citys-specialized-high-schools.html>

for where those students, excluded under the terms of the Mayor’s plan, can receive a comparable public high school education;

9. CECD2 notes that SHSs are currently some of the most gender balanced of NYC’s academically accelerated schools: 44% girls to 56% boys in a system that is 52% boys while under the Mayor’s plan that gender ratio would explode to 38% boys to 62% girls echoing the enormous gender disparity at many selective screened schools⁶ that are currently gender imbalanced in favor of girls. The resulting harm to the hundreds of boys who will be shut out of accelerated high school education options must be understood, analyzed and addressed by the Mayor’s administration, and the DOE Office of Enrollment, before implementing any plan, which would have such a significant and negative effect on the access to accelerated education opportunities for boys;
10. The Department of Education (DOE) did not meaningfully engage families and students who would be affected, including parent leaders, educators, researchers and other stakeholders in developing any proposals for changing the system;
11. The DOE has not publicly identified nor provided data or details about: how it will implement the expansion of the Discovery Program; how many low-income children will be excluded from the program based on the added criteria of attending a school with an Economic Needs Index (ENI) greater than 60%, how it will change the criteria for making SHS offers, in particular, by comparing course grades from every NYC middle school, explaining the plan to limit offers to students ranked “in the top 25% of the city”, determining how qualified (top 7%) students will be assigned to the 8 SHSs (will it be choice-based, by composite score, school rank or lottery?) and explaining the impact on offers to new or non-public school students;
12. The Mayor’s Proposal to change SHS admissions will reduce the number of District 2 students who attend SHSs and create greater demand for non-specialized high schools in District 2. Approximately 19% of District 2 middle school students attend SHSs and a drop to 7% would reduce seats for District 2 students by 177, excluding offers made to non-public school students. The DOE has not announced any plans to increase capacity at either SHSs or District 2 high schools; The D2 public school decreases would be as follows:

a. The D2 public school decreases would be as follows:

| District 2 Middle School | SHS Acceptances in 2017-2018 | Capped acceptances under Mayor’s proposal |
|--------------------------|------------------------------|---|
| NYC LAB MS | 113 | 13 |
| Robert F. Wagner MS | 77 | 30 |
| East Side MS | 75 | 11 |
| Salk School of Science | 70 | 9 |
| Simon Baruch MS | 53 | 27 |

⁶ For example Bard Early College High School (63% female/37% male); Eleanor Roosevelt “ELRO” (61% female/39% male) Beacon (63% female/37% male) Clinton (68% female to 32% male)

| | | |
|--------------------------|----|---|
| Battery Park City School | 20 | 6 |
| PS126 | 18 | 8 |
| Clinton School | 17 | 7 |
| School of the Future | 15 | 7 |
| Spruce | 10 | 4 |
| ICE | 8 | 5 |

13. Only 5% of New York City High Schools (26 out of 489-including SHSs) offer at least 4 of the following STEM focused classes (AP Biology, AP Chemistry, AP Physics, AP Calculus AB and AP Calculus BC) and if the Mayor's contention that the top 25% of New York City's eighth graders in the City are well prepared for SHS curricula then NYC DOE must immediately increase the number of SHS or STEM focussed High Schools with equivalent curricula to accomodate both the ability and demand for such schools.

Therefore, be it resolved that the CECD2 does not support changing Hecht-Calandra Act as it is currently written, unless and until inclusive, meaningful community engagement with all affected communities is sought, listened to, and the concerns raised regarding the current proposal have been addressed;

Therefore, be it further resolved that CECD2 recommends that the Mayor and Chancellor engage in an inclusive, well-publicized and public process to devleop a revised proposal to increase diversity while maintaining the academic excellence that has characterized the SHSs of New York City;

Therefore, be it further resolved that CECD2 objects to the revised Discovery Program requirement that eligible applicants must attend a school with an Economic Need Index of at least 60% because this will reduce the number of low income students eligible to participate;

Therefore, be it further resolved that before New York State and New York City change Specialized High School admissions, CECD2 requests public access to all DOE data that are relevant to understanding the proposed changes to Specialized High School admissions; and seeks a comprehensive Review and Report of the impact of the Mayor's Proposal on middle school and non-specialized high school students and families in District 2 and across the city, including potential unintended consequences, both positive and negative; and,

Therefore, be it further resolved that CECD2 urges the Department of Education to immediately pursue additional initiatives (outlined in Whereas #7 above) to increase diversity in New York City public schools;

Therefore, be it further resolved that CECD2 urges the Mayor and the DOE to immediately explore the creation and establishment of additional Specialized High Schools.

Resolution PASSED February 13, 2019

Yea (6): Maud Maron, John Keller, Emily Hellstrom, Amy Cheung, Lauren Chung, Sally Printz;

Nay (5): Robin Broshi, Joanne Diaz, Eric Goldberg, Josephine Ishmon, Shino Tanikawa;

Abstain (0):



NYC City Council Hearing on Proposed Specialized High School Diversity Measures

**Testimony of Liliana Zaragoza
Assistant Counsel
NAACP Legal Defense & Educational Fund, Inc.**

May 1, 2019

Good morning. My name is Liliana Zaragoza. I am Assistant Counsel at the NAACP Legal Defense and Educational Fund (“LDF”). I would like to thank the City Council for providing us with the opportunity to address the proposed initiative and resolutions to address the longstanding lack of diversity at the City’s Specialized High Schools and the role of the Specialized High School Admissions Test—the “SHSAT”—in contributing to that lack of racial diversity.

LDF is the nation’s premier human rights and civil rights organization. LDF was founded in 1940 to assist African Americans in securing their constitutional and statutory rights, as well as to provide legal services to persons suffering injustice due to racial discrimination. Through litigation, advocacy, public education, and outreach, LDF continually works to secure equal justice under law for all Americans, and to break down the barriers that prevent communities of color from realizing their basic civil and human rights.

In its education work, LDF brings together attorneys and grassroots advocates around key educational equity issues such as diversity in K-12 and higher education, desegregation and school discipline. We fight to ensure racial equity in education for Black students and other students of color and to secure a safe, inclusive, and high-quality education for all students.

LDF supports each of the proposed measures under consideration today: one calling for the creation of a specialized high school task force focused on addressing the racial and ethnic inequities of the Specialized High Schools’ student bodies; several intended to increase transparency, data-collection, and community input regarding the Specialized High Schools admissions process and segregation in the City’s public schools broadly; one creating a school diversity monitor within the human rights commission, to address

the racial segregation that plagues public schools citywide; and another which calls on the State Legislature to eliminate the single-test admissions process for the Specialized High Schools and, instead, adopt a new system that admits the top 5 to 7 % of students in eighth grade classes across the entire City to the Specialized High Schools.

The urgency of addressing and remedying the stark racial disparities and racial isolation in New York City's most prestigious public schools, the Specialized High Schools, is more apparent today than ever before. Indeed, our city has become a central part of the nationwide conversation regarding the meaning of merit, race, power, and the harms of segregation and discrimination in public schools and in school admissions at every level of education. By making access to its specialized high schools more equitable, New York City has an opportunity to begin to reverse the trends in its public school system that make it the most segregated in the country.

LDF, along with LatinoJustice and the Center for Law and Social Justice at Medgar Evers College, first called for a change in the State law that governs admissions to NYC's Specialized High Schools in a 2012 federal civil rights complaint filed with the United States Department of Education's Office of Civil Rights. The 2012 complaint was filed on behalf of a broad coalition of education, civil rights, and social justice organizations challenging the admissions process at New York City's elite public Specialized High Schools, which is currently mandated for at least three of the schools by New York State Law. The complaint alleges that, in addition to being bad education policy, the single-test admissions policy has an unlawful racially disparate impact.

In addition, LDF, together with LatinoJustice, the ACLU, and the New York Civil Liberties Union, has recently moved to intervene on behalf of students, families, and organizations in a federal lawsuit in order to defend a legal challenge to the recent expansion of the Discovery Program and advocate for increased diversity in the Specialized High Schools. This Discovery expansion is a small but welcome measure undertaken by Mayor de Blasio and Chancellor Carranza to address the lack of diversity at the Specialized High Schools. The changes made to the program are race-neutral and legal, yet instantly came under attack from those who seek to retain the unacceptable status quo. Our clients stand to benefit from the modest increase in diversity that the changes to the Discovery Program are likely to engender at the Specialized High Schools. But they, along with students of all races across the City, would benefit even more from a complete overhaul of the admissions process to these competitive schools, one which we hope will follow from the measures under consideration today.

Currently, even under the expanded Discovery Program, admission into the Specialized High Schools is based exclusively on the results of a single test, known as the SHSAT. Education experts agree that this test is an arbitrary, inaccurate, and unfair measure of merit. Yet, no matter their academic achievements or promise, a student's score on this single test remains the only factor in determining whether they will be admitted to one of these eight public high schools.

This admissions policy has a particularly devastating impact on Black and Latinx students, who have low admissions rates regardless of their otherwise stellar academic qualifications. Of the nearly 5,500 Black students who took the Fall 2018 SHSAT exam, 190 were offered admission to any of the high schools based solely on their exam scores. Out of the 895 slots available in the Stuyvesant High School freshman class this year, 7 were extended to Black students and 33 were offered to Latinx students. Of the 803 eighth graders who were admitted to the Bronx High School of Science, 12 are Black and 43 are Latinx. These stark racial disparities illustrate a grossly unjust use of public resources, paid for by all New York City taxpayers, in a city where Black and Latinx students make up nearly 70% of the public school student population.

Importantly, many Asian Pacific American (“APA”) ethnicities, nationalities, and subgroups likewise have been shut out of the Specialized High Schools, although we do not know the precise extent of this problem because the City does not keep disaggregated data.

The current admissions policy, which has no educational justification, locks too many academically strong New York City students out of an important pipeline to opportunity. Not only is this unfair to individual students, it also tells a false story about the intelligence and promise of those Black, Latinx, and underrepresented APA students who have persevered and pursued excellence despite difficult circumstances in elementary and middle school. Indeed, the very students disadvantaged by the SHSAT are the same ones who face significant barriers to educational opportunity and would greatly benefit from a Specialized High School education.

Finally, diverse learning environments benefit students of all races and ethnicities, promote cultural understanding and critical thinking skills, and enrich learning. Amending the single-test admissions policy to allow for additional measures of academic measures, therefore, will make the process better for *all* students, regardless of their race or ethnicity, and better prepare students for a diverse and dynamic workforce.

Resolution No. 196 calls on the State to adopt Assembly bill A.10427A and its companion Senate bill S.8503A, which would change New York State law to allow all of the Specialized High Schools to open up their admissions policies to include multiple measures of merit. The measures of merit employed by the proposed legislation – including a rank in the top 5 to 7 % of one’s school and in the top 25% of students citywide – are significantly better predictors of academic success than arbitrary, standardized test results, and more accurately evaluate an applicant’s merit despite the disadvantages attendant to a school system plagued by unequal resources and longstanding segregation.

While opposition groups have argued for addressing the pervasive inequality in New York City’s elementary and middle schools in lieu of eliminating the SHSAT, these steps

are not mutually exclusive. The City can and should address the unacceptable inequality in the City's grade and intermediate public schools while also adopting the 5 to 7% plan.

The City Council resolution does not however, on its face, recognize that Mayor de Blasio and the New York City Department of Education can immediately change the admissions process for five of the eight Specialized High Schools that are not named in the State law. We ask that the City Council amend Resolution 196 to include a call for change at the City level and to urge the Mayor to use his authority to immediately change the admissions policy for the five newest Specialized High Schools that are not statutorily required to use the SHSAT.

We applaud the introduction of resolutions and legislation that seek to take the first step towards reversing the hyper-segregation and racial isolation so prevalent in our City's schools. We are hopeful that this Council, the City Department of Education, and the de Blasio administration continue to work together and with the State government to advocate for more racial diversity in New York City public schools, remedy the harms of racial isolation, and expand educational opportunities for all.

Jonathan Roberts
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My name is Jonathan Roberts. I'm born and raised in NYC. In light of the small number of black and Latinx students who are both willing and able to qualify for specialized high schools, I urge the City Council to take all steps within its power to implement the following 3 programs:

1. Hire enough additional teachers in under-performing elementary and middle schools in order to reduce class sizes by 20%.
2. Recruit 1,000 new math and science teachers for low-achieving elementary and middle schools. Offer enough compensation to attract and retain highly qualified and talented teachers.
3. Restore rigorous math and science advancement and enrichment programs in underserved communities for all students who want the challenge.

Recently, an independent analysis by the Dept. of Education fully validated the SHSAT as an admissions method. Grades are a horrible metric. A 90 in a Sunset Park middle school means something completely different from a 90 in Bed-Stuy. Grades are influenced by student likability, teacher leniency and currying favors. The test is the least biased and least corruptible method we know. We must keep admissions to be about what you know, not who you know.

Just like the NY State proficiency exams, the SHSAT is simply exposing that we have a large racial achievement gap. But changing specialized high school admissions affects only 5% of all high school students, and does nothing to educate or empower our black and Latinx youth. Test results can be extremely disturbing to see, but papering over the diagnosis condemns future generations of black and Latinx youth to lives of unfulfilled potential.

Instead I urge City Council to support a massive investment in our crumbling educational infrastructure, by reducing class sizes, recruiting math and science experts, and restoring enrichment and acceleration programs.

Dr. Ivan Khan- NYC Public School Grad. Bangladeshi NYer.

of mouth grew about a Bangladeshi Tutor that was helping countless K-12 kids earn themselves better futures. “You don’t know who your children are, one day they will be at City Hall, the Governors Office or the White House”, my Dad would tell Bengali families every year. When I got to Bronx Science, I realized the deep disparities in my various childhood schools since only one other student, Alexander Torres made it to Bronx Science from my early public schools.

By 2002, my father was diagnosed with bone marrow cancer & my mother and I took over the his small tutoring shop as he fought for his life. After a grueling few years, I earned my medical doctorate from SUNY Downstate in 2007, as well as my public health degree. Despite my residency match at the hospital that saved my Dad’s life, I chose to forego life as a clinician to focus on expanding on our work to improve our community’s trajectory through Aspiration, Advocacy & Access for all low income children, especially minority children.

Since 2014, Khan’s Tutorial has worked tirelessly to improve diversity at the Specialized High Schools. A combination of our fully covered scholarships, official tutoring partnership for the Brooklyn Tech STEM pipeline program, & another mentorship focused program in Harlem called DREAMChasers has proven that with early & adequate support, every NYC child has a validated & merit based objective shot at their own education. We achieved this with our incredible curriculum, heavy emphasis on family & school support, and of course through the incredible hard work of every single black, brown, Asian & white child.

As a proud Immigrant New Yorker, please understand our fears around pushing up subjective criteria like GPA, attendance, behavior for low income minorities. We have just seen the ugly stains of the college admissions scandal nationally, and low income communities are the first ones to lose out when subjective criteria allow the wealthy or influential to send their kids to top screen schools through a phone call or their connections. Even though I lost my Dad, and our Bangladeshi New York community lost a pioneer educator, my visions as his only child is to ensure the same opportunity for our black and brown children across New York City that my father once saw for high performing Bangladeshi children. I thank you for your time and re-iterate my support for the expansion of accelerated classes that flourished in the 80s & 90s, limiting class sizes, increasing culturally relevant education, and expanding the number of Specialized High School seats & pathways. Thank you very much.

New York City Council – Joint Hearing with Committee on Education and Committee on Civil and Human Rights
Oversight Hearing – Segregation in NYC Schools
May 1st, 2019

Testimony of Anna Lu, Current Student at Stuyvesant High School, Youth Leader at Asian American Student Advocacy Project (ASAP)

I am currently a sophomore at Stuyvesant High School and I am advocating for SHSAT reform and greater diversity and integration in New York City schools because I see the impact of a segregated system in my classrooms everyday.

Walking through Stuy's halls, I will inevitably hear the "N-word" thrown around casually by students who probably do not understand what it is they are actually saying. Because the city's school system is so segregated, most students at Stuyvesant High School have been educated in environments where they have never had to learn how to be race-conscious. Stuyvesant High School is another one of those environments.

When I was in middle school and planning to take the SHSAT, I remember one of my friends, who was black, was adamant about going to Stuyvesant High School because of its prestige. The week after the SHSAT, I asked her how she felt about it and learned that she had decided not to pursue her original plans after she discovered that only 1% of Stuyvesant High School's students were black. She was not optimistic about her chances of fitting in and even less optimistic about her chances of success at Stuyvesant High School. I am at Stuyvesant High School and she is not, not because she did not work hard enough, but because she did not feel that she would be safe and happy at a school where so few students looked like her.

When people support the SHSAT, they are supporting the archaic belief that education should be exclusive, and are actively discouraging students that are not part of the group deemed "deserving" of a quality education from pursuing it because educational spaces continue to be hostile spaces for them.

Thank you for this opportunity to testify today.

Good afternoon. Thank you for holding this hearing regarding NYC school segregation. My name is Nada Alnagar, a youth advocate in the Asian American Student Advocacy Project and a current junior at Brooklyn Technical High School.

Below is the experience of Edison Zhu, a youth advocate in the Asian American Student Advocacy Project and a current senior at the Bronx High School of Science who could not be present today.

I stand as the only student in the 2015 graduating class of PS/MS3 to attend a specialized high school. Do I, a student who passed the SHSAT by mere points, deserve it? Perhaps, perhaps not. But what I know for sure is that the SHSAT failed to evaluate my closest friends as individuals, but rather as what the black ink shows on paper. One was a salutatorian of the graduating class, with a big heart and a will of steel. Another was my closest friend, also a salutatorian, who constant exerts himself to discover what his passion may be. He would now confidently say that it is epidemiology, inspired by his internships and professors and driven by his dream to contribute to the greater good.

On the other hand, I attended a middle school where the majority of students were fully aware of specialized high schools since the sixth grade, leading many to prepare early and ultimately get accepted into specialized high schools. It is unfair that in some parts of the city middle schoolers are set on going to specialized high schools since the 6th grade while in other parts middle schoolers find out a month before what a specialized high school is. While many students in specialized high schools are capable, the same level of capability could be found in so many students across NYC if the situation of their school was different.

Also, a single test does not show character nor passion. Especially when the test's existence wasn't known to the class until September of 8th grade, just a month before we had to take it. Especially when the test materials were beyond our course work and skills that students in other schools may have covered already. A single test cannot contextualize a student. A fair test is based on the parameters that all students are given the same educational opportunities and same quality education. The SHSAT is upheld by neither. We need an education system that doesn't discriminate against communities of low income and/or of minorities who are systematically "zoned" in New York City. All schools should be held to the same standard of quality of education and of accessibility to opportunities. In the long run, we need a new system of evaluation that would see past wealth and race, and most definitely numbers.

Thank you for your time.

Testimony of Jason Wu
Submitted Testimony on New York City's Specialized High Schools
Committee on Education, Jointly with the Committee on Civil and Human Rights
Wednesday, May 1, 2019

Good Afternoon, my name is Jason Wu. I am a graduate of Brooklyn Technical High School, class of 2003. I submit this testimony in support of admissions reform of the specialized high schools, and fixing K-12 across New York City. This is not an either/or choice. We can do both.

BACKGROUND

I was born and raised in NYC and I am proudly a product of NYC's public school system. My parents are working class immigrants from China, who came to this country in pursuit of the American Dream. I understand what the specialized high schools mean for the Chinese American community in NYC, and I understand that changes to the admissions process brings up complicated feelings of discrimination, bias, and scapegoating.

The Department of Education should have convened community stakeholders of all backgrounds before rolling out any proposals and changes. There are valid criticisms of the process from the City and DOE. However, this is not sufficient reason to maintain the status quo. Just as critics of SHSAT-reform have repeatedly stated that tweaking admissions to the specialized high schools will not fix K-8, similarly keeping the status quo will not fix K-12. It is shortsighted and divisive.

The debate regarding specialized high schools has all sides noting that communities of color have been pitted against one another and that the system is broken. What if we could all come together and invest in our local communities so that all public schools can provide the quality of education and environment that so many believe the specialized high schools offer? This is what we must reckon with as a city.

MYTHS

In the meantime, there are many myths and flawed premises to keeping the status quo, some of which I'd like to address here from an Asian American lens:

- 1) "Asian students are penalized by admissions reform. This is discrimination and unfair."

How do we define fairness? Fairness for who and what communities? **The current admission policy already unfairly excludes disproportionately Black and Latinx students in New York City.** Keeping the status quo disproportionately penalizes Black and Latinx students. To the extent that we choose to view this issue as one that is zero sum, we cannot continue to maintain that Black and Latinx students are the ones who must bear the burden.

The vast majority of students, including Asian Americans, will not attend the specialized high schools. The narrow focus on specialized high schools is missing the bigger problem. Similarly, the argument to expand gifted and talented programs may ultimately lead to more tracking and segregation within any given school, especially when we look at the rapid gentrification of

lower income communities of color across NYC. If we want to fight for Asian American students, then we must fight to improve all schools and investment in all communities.

2) “SHSAT objectively measures merit. Moving away from the SHSAT introduces bias.”

How do we select which of your youth are more deserving than others? The way SHSAT allegedly measures ability and potential of 13 year olds largely measures test preparation, which also then becomes a screen for socioeconomic status. No one is saying that Asian students who prepare for SHSAT do not possess merit. **The issue is the SHSAT is screening out lower income students and underrepresented students of color who also possess merit and potential, solely based on one exam. The current admissions policy is already biased.**

Some have called for more funding and test preparation for all middle school students. More test preparation misses the point—millions of dollars that are funneled into test preparation can be better spent to improve the systemic problems with our public schools. In addition, there are numerous studies that show flaws in standardized testing. Standardized testing has been criticized for not really measuring what students learn in school; if it did, then there wouldn't be such a reliance on test preparation. And even beyond, there are significant studies that show how testing bias, including the literature on stereotype threat, results in racial and gender bias. Moving to a holistic admission process mitigates some of these concerns by taking into account factors like GPA.

3) “Admissions reform will result in admitting less qualified students. These students will not be able to compete and it will bring down the quality and reputation of the specialized high schools.”

Most students taking the SHSAT are approximately 13 years old. Our K-8 curriculum is a standardized curriculum, as is our high school curriculum. Most students at the specialized high schools are subject to the same Regents exams and statewide curriculum. **The notion that students who are admitted through the expanded discovery program or holistic admissions criteria will somehow be low performing students who cannot keep up with the curriculum is baseless.**

I am a mentor through a debate and college preparatory program called Legal Outreach. The students come from across NYC's public high schools. I've worked closely with three different students who come from lower income families, including Chinese American, Mexican American, and African American. None of these students attended a specialized high school, and I know all three would've excelled if given the opportunity. There are many more students like the ones I've worked with who have been unfairly excluded from these schools and who have been painted in a negative and stereotypical light.

4) “The specialized high schools are special.”

The specialized high schools, like many public schools, have many problems. Admissions reform is the right thing to do but it does not go far enough to address racial and economic

inequities in our education system. All of our young people deserve better than the very limited opportunities that exist at the specialized high schools.

These schools are incredibly overcrowded. Most students fail to receive individualized attention because of the sheer size of the school. Most students do not take Advanced Placement courses until their junior and senior years of high school. Due to the size of these schools, especially Brooklyn Technical High School, there are not enough seats in AP classes as there are students who want to take them. The notion that a specialized high school is for math and science prodigies is false. Sure there are some students who will go on to become scientists, but most students are regular young people and many will not enter the STEM field.

Some have called for opening more specialized high schools—this may address some of the concerns but it does not go far enough. The overemphasis on testing and grades can be a very unhealthy academic environment. The cheating scandal at Stuyvesant High School was largely reported. Then there is also the issue of mental health, which is largely ignored and overlooked. When we look at mental health issues in the Asian American community, this is a big problem.

5) “Promoting diversity hurts Asian Americans.”

Diversity benefits all students and promotes a vibrant learning environment. This is widely recognized by educators who see firsthand the impact on their classroom, as well as in the professional world where corporate leaders, the military, medicine and every industry leader recognizes the need for diversity and importance.

ASIAN AMERICANS: WE WILL NOT BE USED

I hear and understand the frustration of fellow Asian Americans who sometimes feel our struggles are invisible, that our hard work is discounted, that we are scapegoated, and who fear quotas that could theoretically deny Asian Americans access to educational and professional opportunities. But I believe our struggles are being distorted and weaponized by the Pacific Legal Foundation (PLF) and similar groups for ulterior purposes.¹

PLF, an organization based in Sacramento, California, is attempting to dismantle diversity and integration efforts here in NYC under a guise of colorblind civil-rights rhetoric. This is the same organization that brought the Supreme Court case *Parents Involved in Community Schools v. Seattle School District No. 1*, 551 U.S. 701 (2007), to challenge voluntary school desegregation and integration efforts in Seattle, Washington, and Louisville, Kentucky. In 2007, the Supreme Court struck down both school districts' assignment plans.

¹ See attached op-ed: “I’m an Asian American graduate of Brooklyn Tech. Please don’t use me as a wedge in your education lawsuit.” Jason Wu, March 20, 2019.

Now, the Pacific Legal Foundation and similar groups have begun to challenge even race-neutral measures to promote diversity, such as moving towards a holistic admissions process. In their SHSAT lawsuit, they are arguing that boosting the admissions of underrepresented students from low-income middle schools is, in and of itself, impermissible “race” discrimination, since those schools are predominantly black and Latinx.

To do so, they are relying on Asian American plaintiffs, whose successes and struggles have been reduced over the years to create the myth of the “model minority” — a characterization that then serves to rationalize the effects of systemic racism and entrenched poverty on black and Latinx people. From this suit, the message and rhetoric is dangerous and divisive, and it perpetuates racist stereotypes against black and Latinx communities as undeserving and less-than their white and Asian counterparts.

I am dismayed to see Asian Americans being employed as a racial wedge — by the Pacific Legal Foundation but also by those who challenging race-based affirmative action across this country. These same groups and its members are also actively attacking voting rights and they have come to our City to promote their anti-civil rights agenda. As a New Yorker and as an Asian American, I say not in my name.

RECLAIMING CIVIL RIGHTS

I didn’t learn about Asian Americans in the civil rights movement, or really any of our history, in K-12. I did study Ethnic Studies in college and when I went to law school, I completed a specialization in Critical Race Studies. As Asian Americans, we must not forget our long history of shared struggle with other people of color. Asian Americans not long ago faced immigration exclusion, denial of land ownership and other rights, racial segregation, and internment camps. Political movements spearheaded by black activists turned the tide. Indeed, *Brown v. Board of Education (1954)* effectively overturned a unanimous 1927 ruling that allowed a white school to deny entry to a child of Chinese ancestry.

The Civil Rights Act of 1964 opened segregated public accommodations to Asian Americans while providing us with workplace protections against discrimination. It also paved the way for the Immigration and Nationality Act of 1965, which abolished racist national origin quotas that strictly limited Asian immigration. Later, the Supreme Court in *Lau v. Nichols* ruled in favor of Asian Americans, declaring the lack of educational assistance for English language learners a violation of the seminal 1964 law.

These moments in history remind us that all people of color benefit from the collective civil rights fight for racial and economic justice.²

² See attached op-ed: “Asian Americans should embrace reform of specialized high school admissions.” By Alana Mohamed, Brenda Lee, HoYing Fan, Janet Tang, Jason Wu, Jeffrey Ng, Nayim Islam, Tricia Chan and William Cheung, July 25, 2018.

CONCLUSION

Thank you Committee on Education, as well as the Committee on Civil and Human Rights. As many have noted today, admissions reform will not fix our broken public education system, but it is one very small step forward. And it also does not go far enough.

As an advocate for racial and economic justice and as an Asian American, we must resist how our identity and experiences are being used here. We must acknowledge and address the many struggles in the Asian American community, including poverty and immigrants rights, but attacking measures to promote diversity in our public schools is misguided.

We must also situate the experiences of different racial groups within a broader context. We can look at the homelessness crisis and see that it is Black and Latinx communities that bears the burden of systemic racism, or we can look at disparate policing and criminalization of Black and Latinx communities impacts educational outcomes.

Education is a housing issue. Education is a criminal justice issue. Education is a labor issue. Education is a transportation issue. Education is a health issue. We must address educational equity by addressing the root causes. And we must do this in solidarity with all marginalized communities and communities of color.

Thank you,



Jason Wu

Member of NYCSPHS: a coalition of specialized high school alumni who support admissions reform and educational equity, at NYCSPHS@gmail.com, [Twitter.com/NYCSPHS](https://twitter.com/NYCSPHS) or [Facebook.com/NYCSPHS](https://facebook.com/NYCSPHS). I can also be reached via Twitter [@CriticalRace](https://twitter.com/CriticalRace).

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FIRST PERSON

I'm an Asian American graduate of Brooklyn Tech. Please don't use me as a wedge in your education lawsuit.

BY JASON WU - MARCH 20, 2019

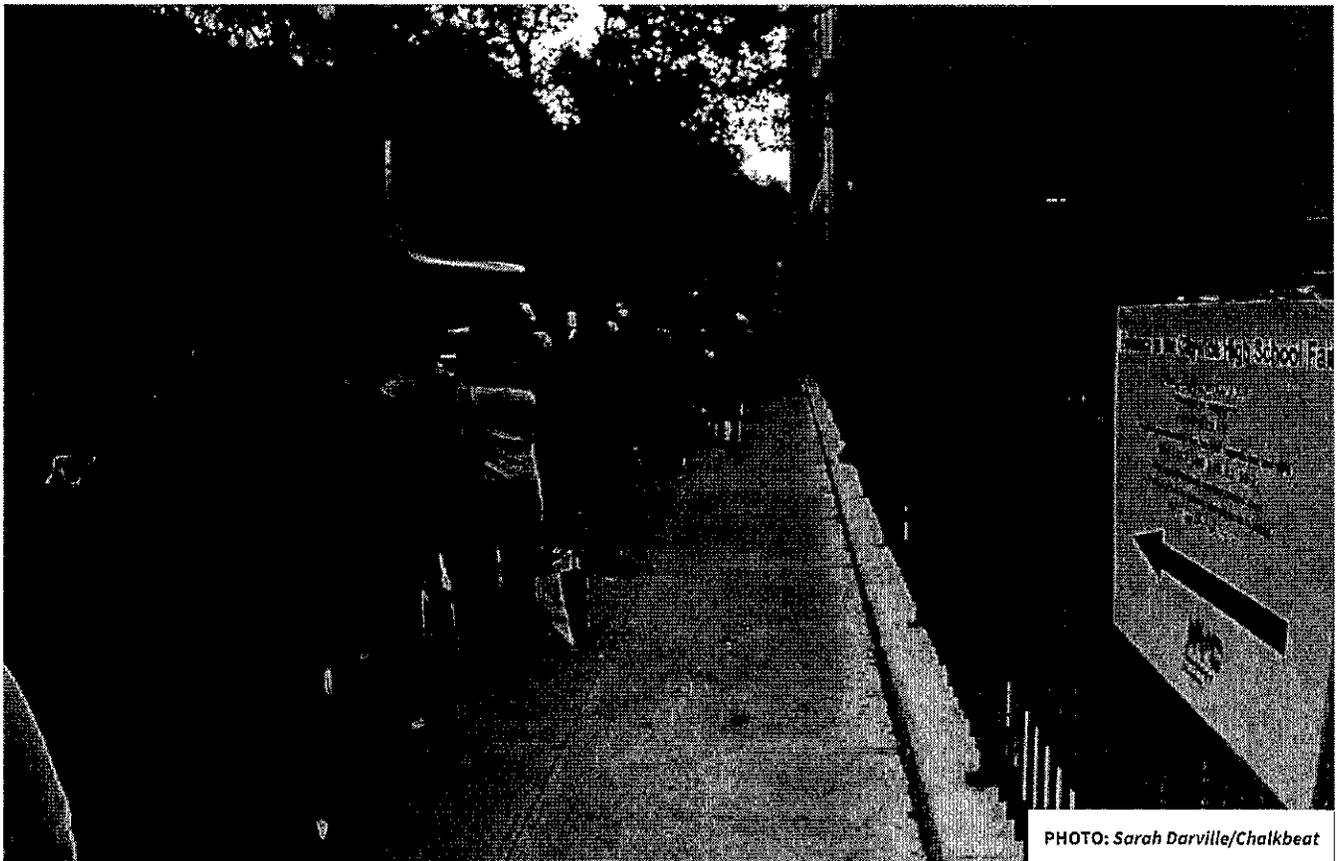


PHOTO: Sarah Darville/Chalkbeat

Students outside a high school fair at Brooklyn Tech in 2014

f

I am a lawyer, and every day I use the law to fight for social justice. I am also an Asian American graduate of Brooklyn Technical High School, one of the specialized high schools in New York City.

SPONSOR

These identities compel me to speak out on the debate surrounding the admissions process for the city's specialized high schools, especially in the wake of a lawsuit filed in December, the enrollment offers released for these schools this week, and an unfolding national college admissions scandal.

The lawsuit, brought by the Pacific Legal Foundation ostensibly to contest alleged discrimination against Asian American students, targets changes to the city's expanding Discovery Program. It allows students attending low-income middle schools to receive an offer to one of the city's elite high schools if they score just below the admissions cut-off on the Specialized High School Admissions Test.

Fortunately, a district judge ruled Feb. 25 that the preliminary injunction the plaintiffs sought to halt the plan was not warranted. But the Pacific Legal Foundation appears prepared to take its case all the way to the U.S. Supreme Court — whose composition and majority have recently shifted rightward, threatening the civil rights that many have fought so hard to achieve.

To me, this suit is as an affront to who I am as a lawyer, as an Asian American, and as a graduate of New York City's public school system. It's also one to which I feel a strange personal connection.

While at UCLA School of Law in 2007, I attended an event with a white male speaker from the Pacific Legal Foundation. He argued that it was both wrong and unconstitutional for schools to consider race when attempting to integrate. Since the

use of race in school admissions decisions was subject to “strict scrutiny” by the courts, if schools chose to address such concerns, he said, they would have to use race-neutral means, such as considering social class instead.

That’s one side of an ongoing legal debate. The Bush, Obama, and now Trump administrations have interpreted a key decision differently, and today, most districts don’t consider race in their school assignment policies. But what I remember about that encounter was his response when I pressed him, making the question more personal than legal. Why did he view affirmative action on the basis of class versus race so differently? He politely declined to answer by simply stating it was a good question. To me, a young law student, it seemed that Pacific Legal Foundation was not looking to fix racial and economic inequality, but was trying to avoid doing so.

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“I didn’t even know what I was missing, but as soon as Chalkbeat’s info started rolling in, it was like a part of my brain just started lighting up. You need what they have to offer.” — Tim L.

Today, I see their tactics as even more disingenuous and insidious, attempting to dismantle integration efforts under a guise of race-neutral civil-rights rhetoric. Now, the Pacific Legal Foundation and similar groups have begun to challenge even race-neutral measures to promote diversity. In their SHSAT suit, they are arguing that boosting the admissions of underrepresented students from low-income middle schools is, in and of itself, impermissible “race” discrimination, since those schools are predominantly black and Latinx.

To do so, they are relying on Asian American plaintiffs, whose successes and struggles have been reduced over the years to create the myth of the “model minority” — a characterization that then serves to rationalize the effects of systemic racism and

entrenched poverty on black and Latinx people. I am dismayed to see Asian Americans being employed as a racial wedge — by the Pacific Legal Foundation but also by those who orchestrated the lawsuit by Asian Americans against Harvard. In the words of legal scholar Mari Matsuda: “We will not be used.”

I hear and understand the frustration of fellow Asian Americans who sometimes feel our struggles are invisible, that our hard work is discounted, that we are scapegoated, and who fear quotas that could theoretically deny Asian Americans access to educational and professional opportunities. But I believe our struggles are being distorted and weaponized by the Pacific Legal Foundation and similar groups for ulterior purposes. From this suit, the message and rhetoric is dangerous and divisive, and it perpetuates racist stereotypes against black and Latinx communities as undeserving and less-than their white and Asian counterparts.

I wish my 17-year-old self at Brooklyn Tech had known enough to make these points to classmates, some of whom I heard express negative and misguided assumptions that their “spot” at an elite college had been “taken” by a less deserving black or Latinx student. But back then, I and others assumed testing and admissions systems were fair and objective — an illusion that persists in regard to admission to the specialized high schools today. Yet we now know such assumptions are unwarranted, ignoring as they do the historical context of racism and racial privilege, which plays out in different ways among different racial groups.

For example, when I was applying to Brooklyn Tech, I didn't take a prep course for the exam. But, my older sister, who also attended Brooklyn Tech, did. I used her materials to prepare for the test and believe I would not have gotten in a specialized high school without access to that resource. The same is true for the test prep that I've used for the SAT and LSAT. Through test prep, I saw my scores improve dramatically. But here is the truth: I was no different or smarter or deserving than I was before I accessed such materials.

The latest admissions numbers, released this week, make it even more plain: What has worked for some students and families is not working for others. This is not a value judgment about who is better or more deserving. Rather, it is an awakening that the status quo does not work.

Many of the Asian Americans and groups rallying to preserve the status quo have argued we should leave the specialized high schools alone and instead focus on fixing the rest of the city's schools. This sounds good, but I have yet to see the energy and

resources being mobilized on behalf of this lawsuit being devoted to improving our schools.

I'd like to see the city start by building more schools, beefing up curriculum by teaching ethnic studies, and decreasing class sizes, among other common-sense solutions. Some Asian American advocates have proposed building a new specialized high school in Queens, where many of the Asian American specialized high school students reside, to reduce commutes of three and four hours for students trying to get to and from school.

And at a minimum, we should support the city's plan to expand the Discovery Program, instead of working to preserve the status quo and fighting against diversity and integration efforts in the courts — efforts that are both short-sighted and racially divisive. We can do better.

Jason Wu is a 2003 graduate of Brooklyn Technical High School and currently a staff attorney at The Legal Aid Society.

By Jason Wu

IN THIS STORY: BROOKLYN TECHNICAL HIGH SCHOOL, NEW YORK CITY SCHOOLS, SHSAT, SPECIALIZED HIGH SCHOOLS



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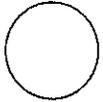
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CRAIN'S NEW YORK BUSINESS

July 25, 2018 12:00 AM

Asian Americans should embrace reform of specialized high school admissions

Alana Mohamed, Brenda Lee, HoYing Fan, Janet Tang, Jason Wu, Jeffrey Ng, Nayim Islam, Tricia Chan and William Cheung



Erik Engquist

Black activists' push for equality helped us. Which side of history will we be on?

Today, New York City's students attend our nation's most segregated school system, and its specialized high schools have become a glaring

symbol of how that system operates. But when Mayor Bill de Blasio proposed to amend those schools' admissions criteria, some perceived his plan as biased against Asian Americans. As alumni of specialized high schools, we disagree and call on fellow Asian Americans to stand in solidarity with the city's black and Latinx communities to create a more just and integrated school system for all of our children.

As Asian Americans, we must not forget our long history of shared struggle with other people of color. Asian Americans not long ago faced immigration exclusion, denial of land ownership and other rights, racial segregation, and internment camps. Political movements spearheaded by black activists turned the tide. Indeed, *Brown v. Board of Education (1954)* effectively overturned a unanimous 1927 ruling that allowed a white school to deny entry to a child of Chinese ancestry.

The Civil Rights Act of 1964 opened segregated public accommodations to Asian Americans while providing us with workplace protections against discrimination. It also paved the way for the Immigration and Nationality Act of 1965, which abolished racist national origin quotas that strictly limited Asian immigration. Later, the Supreme Court in *Lau v. Nichols* ruled in favor of Asian Americans, declaring the lack of educational assistance for English language learners a violation of the seminal 1964 law.

These moments in history remind us that all people of color benefit from the collective civil rights fight for racial justice.

Today Asian Americans face the lure of a model minority myth. The perceived success of Asian Americans, which casts us as a monolithic racial group, is used to diminish the impact of structural racism on other people of color, while masking our intra-group differences and needs. Many uncritically accept the racial disparities of the SHSAT's results and defend them by drawing on pernicious stereotypes of black and Latinx

students. (The SHSAT is the exam that is the sole criterion for entry to eight specialized high schools in the city.)

Implicit bias, stereotypes, inequitable school funding, culturally irrelevant curricula and disciplinary disparities have only fueled the school-to-prison pipeline and the elusiveness of successful educational outcomes for black and Latinx students. It should come as no surprise that gifted programs remain the most segregated educational programs in the nation, particularly for black students. Utilizing a single exam as the only basis for admissions is especially unjust in the absence of policies and resources to counteract the legacies of slavery, Jim Crow, mass incarceration, redlining and segregation.

Not all communities view testing in the same light, and aversion to change is natural. Still, SHSAT supporters have yet to persuasively explain away decades of social-science research. Contrary to the belief that scrapping the SHSAT would lower the quality of students, education experts such as Amy Hsin, associate professor of sociology at CUNY, have argued that grades are considered the best predictor of academic performance. "At best, the SHSAT [results] are unproven assessments of skills," she says.

Moreover, unlike the SHSAT, annual statewide exams probe mastery of material actually taught in schools. Using Hsin's measures of academic potential, modeling by the city's Department of Education indicates that the new student body would continue to be comprised of high-performing students. Grades would average 94%, while state test scores would average 3.9 on a 4.5 scale. Fourteen percent of black and Latinx students with 4's on state math exams get offers now. According to the Department of Education, this could rise to 32%.

Sean P. Corcoran, an associate professor of economics and education policy at New York University, and NYU research fellow E. Christine Baker-

Smith ran simulations of a plan similar to de Blasio's proposal. While critics have claimed that eliminating the SHSAT is anti-Asian, the study suggests that white and Asian American students would be affected proportionately. With only trivial changes in state exam scores, offers would increase to free-lunch-eligible students, girls, and black and Latinx students, all of whom are currently underrepresented in the specialized high schools.

One could argue that during certain periods the SHSAT did not reinforce racial disparities. Today, it is clearly broken, strongly reflecting and reinforcing inequities we see today in neighborhood, race, wealth, test prep, and the type of school one attends. If critics really want to improve the K-8 pipeline, perhaps we should look at how the University of Texas top-10 plan changed school enrollment patterns. Incentivizing New York families to attend a wider range of schools would better align parental behaviors with the general public's interest in having a healthy school system without winners and losers. With the enticement of specialized school offers, districts might follow District 3 on the Upper West Side and District 15 in Brooklyn in attempting to ensure that each middle school has students of all levels and backgrounds.

De Blasio's plan to increase access to the specialized high schools should be considered as just one step toward the larger goal of making our public schools more just and equitable. Our position, as Asian American alumni of New York City's specialized high schools, is that the SHSAT is neither an equitable nor accurate tool for measuring a student's academic potential. It has systematically denied black and Latinx students access to some of the city's most prestigious public institutions.

Change is hard, but as this conversation progresses, Asian Americans ought to stand in solidarity with all marginalized communities by

advocating for equity in the educational opportunities and outcomes of all New York City students.

The authors graduated from New York City's specialized high schools between 1990 and 2012. They welcome feedback from readers, especially supporters of reform blocked by the alumni associations, at NYCSPHS@gmail.com, [Twitter.com/NYCSPHS](https://twitter.com/NYCSPHS) or [Facebook.com/NYCSPHS](https://facebook.com/NYCSPHS).

With contributions from Ted Chang, Lamson Lam and Jeremy Chan-Kraushar.

Source URL:

<https://www.crainsnewyork.com/article/20180725/OPINION/180729955/asian-americans-should-embrace-reform-of-specialized-high-school-admissions>

SAVE SHSAT - Reject Prop. A10427A

FOR THE RECORD

1. Board of Education Chancellor R. Carranza was hired to upgrade our N.Y.C. School System.
2. Mr. Carranza has barely gotten his feet wet on the job, and has now decided to use politics to fix problems.
3. Will easy political engineering of our School System absolve him of his responsibilities as an educator and simply serve to help elevate himself up the political ladder?
4. Mr. Carranza is also playing the race card to pit and divide minorities, going so far as to denigrate Asians in our Communities.
5. The best and the brightest are the heart and soul of N.Y.C. Where does Mr. Carranza get the unmitigated arrogance to think that he has the right and expertise to play fast and loose to up end our lives and hard earned admissions.
6. Yes, Mr. Carranza, you didn't have to take a test to get your job.
7. So, that's your message for getting ahead in the world. Maybe we shouldn't have to work hard, test... Just do politics.
8. Maybe single test should not apply for joining the police, fire or teaching profession. Maybe they shouldn't apply for law or Medical School admissions.
9. We are going down a slippery slope.
10. Mr. Carranza, you need to be fired. You are unfit to be Chancellor of N.Y.C. Board of Education!

DOROTHY THOM
165 PARK ROW
NY NY

FOR THE RECORD

April 26, 2019

RE: Academic Performance - Comparison of Schools using SHSAT to Non-Specialized Mixed Admissions

Dear Mayor de Blasio, Chancellor Carranza, Commissioner Elia, representatives, and community at large:

Over the past year, a study has been quoted that the SHSAT test "does not predict performance as well as middle school grades do." However, that assessment created groupings that did not consider the number of students at each performance level (see Attachment 1), and did not answer whether the SHSAT is a better predictor of academic performance than mixed admission methods.

This letter is solely focused on academic data. A possible win-win approach to specialized high school admissions is provided under separate cover. The 8 specialized schools using the SHSAT (tagged herein as SHSAT schools, to separate them from LaGuardia) have an enrollment of 15,540 students. The SHSAT school performance is compared herein to the top-most tier of non-specialized high schools¹ which enroll 16,412 students.² Calculations in 15k student groups were also made for other schools.³

The top non-specialized high schools select students via mixed factors such as grades, state exams, interviews, attendance, and/or portfolios. In contrast, the SHSAT schools use only the SHSAT. When academic performance of these schools are compared, the SHSAT schools perform noticeably better:

- The SHSAT schools have a 1,429 SAT average, which exceeds (by 179 pts) the 1,250 SAT average for the top non-specialized schools.
- For 2019 national merit semifinalists from NY State, 200 were from the 8 SHSAT-based schools. This is far more than the 27 semifinalists in the top 19 non-specialized schools, although both groups had approximately 16k students. The SHSAT schools, by themselves, represented 46% of NYC's semifinalists and 18% of NY State's.
- Students in SHSAT schools rate their schools higher in safety (94% SHSAT vs. 91% top non-specialized), and have better graduation performance (98.7% SHSAT vs. 96.7% top non-specialized).
- When multiple factors (beyond test scores) are considered, 7 of the 8 SHSAT schools are ranked not only as top 10 in NYC (Niche) but also as **top 10 in NY State (US News and World Report)**.
- At SHSAT schools, 85% score 3+ on any AP exam, which outperforms the 51% in top non-specialized. Because this metric could reflect difference in AP classes offered; scores were also reviewed. **SHSAT schools outperform top non-specialized schools on every exam reported:**

¹ The top 19 non-specialized schools (based on SAT sort of all NYC high schools) consisted of: Townsend, Bac for Global Education, NEST, Bard Manhattan, Eleanor Roosevelt, Bard Queens, Millennium (Manhattan), Manhattan Hunter Science, Goldstein, Columbia, Beacon, Scholars Academy, NYC Lab, Baruch, Dual Language/Asian Studies, Millennium (Brooklyn), Manhattan Center for Sci/Math, Institute for Collaborative Education, and Midwood.

² An exact match to 15,540 seats could not be made because data was incremented by school. Midwood (4,058 seats) was the 19th non-specialized school by SAT score. If we included Midwood, we compared 15,540 SHSAT seats to 16,412 non-specialized seats. If we omitted Midwood, we would compare 15,540 SHSAT seats to 12,254 non-specialized. To provide the closest comparable student numbers, we compared the 15,540 SHSAT seats to the 16,412 non-specialized H.S. seats (approx 16k each).

³ See Table 1 in Win-Win letter, which shows 1,246 SAT for non-specialized based on weighting each school's test takers as representing each schools' total children. The table on the next page depicting 1,250 SAT is based on average of test takers.

April 26, 2019

| Exam | All SHSAT Schools (8 schools, 15.5k students) | Top non-Specialized Schools (19 schools, 16.4k students) | SHSAT Schools Perform Better by Delta of |
|----------------------------------|---|--|--|
| SAT Math | 739 | 635 | 104 SAT |
| SAT Read/Write | 690 | 615 | 75 SAT |
| SAT Math/Read/Write Total | 1429 | 1250 | 179 SAT |
| ACT English | 32.0 | 27.7 | 4.3 ACT |
| ACT Math | 31.9 | 26.6 | 5.3 ACT |
| ACT Reading | 31.6 | 27.3 | 4.3 ACT |
| ACT Eng/Math/Read Total | 31.8 | 27.2 | 4.6 ACT |
| ACT Science | 30.0 | 25.5 | 4.5 ACT |
| Algebra II Regents | 88.1% | 81.0% | 7.1 Regents% |
| Chemistry Regents | 85.4% | 78.1% | 7.3 Regents% |
| English Regents | 94.1% | 86.3% | 7.8 Regents% |
| Earth Science Regents | No takers | 75.3% | N/A |
| Geometry Regents | 88.2% | 79.2% | 9.0 Regents% |
| Algebra I Regents | 88.6% | 75.5% | 13.1 Regents% |
| Other Language Regents | 89.3% | 85.0% | 4.3 Regents% |
| Physics Regents | 86.2% | 79.1% | 7.1 Regents% |

DOE data for history test was presented as "% of students who scored 65+", which did not allow calculation of average score.

As shown above, for ACT exams, SHSAT schools scored 4 to 5 points higher. For Regents, SHSAT schools scored higher by a delta of 4% to 13%. The average SHSAT school performance was better than the average of the top tier non-specialized schools, in every academic area reported.

Use of the SHSAT as the sole admission method has led to schools that are the highest performing and highest ranked not only in NYC but also in NY State. Unless one thinks that the top non-specialized schools are sub-performing in teaching as compared to the SHSAT schools, the data indicates that **students selected via SHSAT-only academically outperform students selected via holistic methods.**

The question on the SHSAT should NOT be framed as "get rid of the SHSAT because other things predict performance better." That argument is invalid, per enclosed data. The question, then, is whether the SHSAT misses students who could otherwise have performed at these levels had they been granted admission, and whether there is a particular disadvantage for Black/Hispanic children. An approach to addressing specialized high schools to create a win-win scenario is provided under separate cover.

Sharon Just⁴

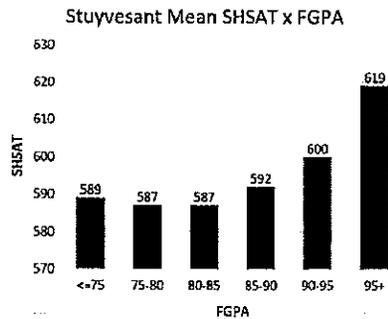
sjust@mindspring.com

⁴ Sharon Just has undergraduate (Georgia Tech) and graduate (Stanford University) degrees in engineering, plus completed additional graduate work in Technology and Science Policy while a domestic policy intern serving Senator Sam Nunn in Washington, DC. While at Georgia Tech she was Student Body President, and received a Society of Women Engineers Outstanding Woman Leader award. She has 3 children. Previously in Atlanta, she was the Local School Council chair for her children's school, and since re-locating to NY has been a Parent Association Co-President, School Leadership Team Chair, member of the D3 Presidents' Council, and volunteer on the D3 High School Committee.

Attachment 1 - Issues with J. Taylor's August 2018 article "New Research Shows SHSAT Less Valuable Predictor Than Middle School Grades." <http://www.gothamgazette.com/opinion/7871-new-research-shows-shsat-less-valuable-predictor-than-middle-school-grades>

1. The article states: "Because girls with lower SHSAT scores than boys end up with better GPAs than boys, the issue must be that the SHSAT is biased against girls." Using the author's approach, one could have equally stated: "Because girls with lower SHSAT scores than boys end up with better GPAs than boys, the issue must be that the GPA is biased against boys." The data could mean either or both are factors, and in itself can't be used to state "the issue must (emphasis added) be SHSAT bias", as the author did.

2. The article presents a chart of Stuyvesant Freshman GPA vs. SHSAT scores and vs. Grade 7 GPA. For example, this chart below is presented with the statement: "Only the students with grades above 95 had much higher scores." In reality, the chart below shows consistent increase in Freshman GPA with increase in SHSAT, except for the 589 bar, and the difference in a 587 vs. 589 SHSAT score is within the +/- for what would be equivalent scores on SHSAT. More importantly, the chart does not take into account the # of children, but instead arbitrarily plots 5 point GPA ranges.



The Stuyvesant school profile doesn't show GPA split for its students.

(<https://stuy.enschool.org/ourpages/auto/2013/3/7/37096823/Class%20of%202019%20profile%20FINAL-ilovepdf-compressed.pdf>).

However, another SHSAT school (HSMSE) does provide that data, showing over 80% of its students have GPAs above 85 (chart below, class of 2019). So, back to the Stuy graph above. What if the 85-90, 90-95, and 95+ GPA data represents 80% of the children? What if (taken to extreme), the "<75 GPA 589 result" was a single student, but the 95+ 619 average result was 500 students? The author's data, as presented, does not actually answer the question of "whether SHSAT is a more or less valuable predictor than middle school grades", and should have been split into equal bars based on # of students.

| Grade | GPA | Grade | GPA |
|---------|---------------|----------|---------------|
| Top 10% | 97.11 - 100.5 | Top 60% | 89.45 - 91.56 |
| Top 20% | 95.54 - 97.04 | Top 70% | 87.47 - 89.18 |
| Top 30% | 94.69 - 95.4 | Top 80% | 85.13 - 87.43 |
| Top 40% | 92.93 - 94.67 | Top 90% | 81.50 - 85.02 |
| Top 50% | 91.74 - 92.84 | Top 100% | 69.28 - 81.25 |

The GPA study really reflects: "If 30,000 kids take a test; you offer seats to the top 5,000 of which 4,000 enroll; then among those 4,000 attendees - those who had higher Grade 7 GPAs now have higher H.S. GPAs than their classmates." That is hardly surprising. It does not mean grades are better than the SHSAT as selectors for academic performance when starting from the 30,000 SHSAT test takers (or 90,000 8th graders).

April 26, 2019

RE: A Win-Win Approach for the SHSAT Schools

Dear Mayor de Blasio, Chancellor Carranza, Commissioner Elia, representatives, and community at large:

Much of the debate regarding the specialized high schools (tagged herein as SHSAT schools to differentiate from LaGuardia) has been between the status quo (SHSAT admission) vs. ceasing SHSAT (admission spread across all middle schools). **Yet a third, better path exists - a win-win for all involved.**

- **The status quo is not acceptable**, because it has led to SHSAT schools under-enrolling Black (4%) and Hispanic (6%) children, due to factors such as struggling elementary/middle schools, past phasing-out of honors programs, and socio-economic factors (test prep costs).
- **The proposed DOE changes are not acceptable**, because a child who is at 75% on state exams and behind in math would be prioritized over a student who is at 99% and 2 years ahead in math, and - importantly - an insufficient number of DOE seats are available to offer that displaced student the advanced instructional level for which they are already prepared.

We MUST Care About Both Students

We must care about Student #1 - who either due to shortfalls in the education offered their prior 9 years or due to test prep access, currently does not qualify via SHSAT entry, yet is otherwise hard working and achieving at top levels for the instruction provided to them.

We must also care about Student #2 - who has exceeded expectations for 9 years, is ranked 99% in the state yet falls 3rd in a class of 30 students (thus beyond the DOE's 5-7% plan), who discovers when trying to find programs geared to their preparation level that (Table 1, Table 3):

- **Only 5% of NYC high schools (5 SHSAT and 21 other, of 489) offer at least 4 of these 5 AP STEAM classes: AP Biology, AP Chemistry, AP Physics, AP Calculus AB, and AP Calculus BC.**
- Only 15% of NYC high schools (7 SHSAT and 66 other, of 489) offer at least 7 AP classes in any topic. The SHSAT schools offer 13 AP subjects each on average vs. 7 in top non-specialized.
- Only 15% of NYC high schools (8 SHSAT and 64 other, of 489), which together enroll 28% of H.S. students (83.5k), have an SAT average above the 2017 U.S. average (1060 SAT).

Demographics

The SHSAT schools are less white (24% white, 76% minority - Asian/Black/Hispanic) as compared to the top non-specialized schools (31% white). The demographic with low SHSAT representation is thus not total minorities, but specifically Blacks and Hispanics who are 67% of NYC public school population, 43% of SHSAT test takers, and 10% of SHSAT school attendees. Low representation can then self-perpetuate.¹

¹ Our daughter attended several summer sessions of a public school gifted program in Atlanta, where she was often the only white in a class otherwise all Black, as other gifted program children instead went to private camps. When any demographic drops to 4% or 6% in a school setting, students may feel isolated and prefer to attend elsewhere, declining to even apply.

Why advanced classes are needed and NYC's lag in STEAM

The SHSAT schools de-facto serve as NYC's advanced STEAM schools (Bronx Science, Brooklyn Tech, High School of Science/Math/Engineering). Lehman and Brooklyn Latin are liberal arts exceptions, but represent only 1,078 of 15,540 SHSAT seats. Furthermore, Brooklyn Latin (in particular) is in less demand than other SHSAT schools, as evidenced by the low proportion of students accepting its offers. The SHSAT schools also serve as gifted high schools, since NYC elementary/middle G&T programs terminate in 8th grade, but the DOE's plan would mean 95% of G&T students would not have a path to these H.S. The mayor has stated a goal of "AP for all," but the APs most often added are classes such as history and biology, rather than chemistry and physics. Yet, to gain admittance and succeed in advanced university engineering programs, advanced high school chemistry/physics/calculus are most needed.²

NYC is woefully under-provided in high quality STEAM high schools. Per Table 3, only 26 of 489 NYC high schools even offer 4 of the 5 AP in Bio, Chem, Phys, CalcAB, and CalcBC. The average size of these high schools is 2,422 students; the median size is 2,352 students. 5 of these 26 schools are SHSAT schools.

Critical mass and small schools: Why "make all schools better" can't meet advanced student needs

85% of NYC high schools (417 of 489) have an average SAT below the U.S. average SAT. The average size of these high schools is 511 students; the median size is 395 students. However, it is unrealistic to assume DOE will run 417 AP Physics classes with 1 or 2 students. Without aggregation of high performers, the critical mass of students to fill advanced bio, physics, chemistry, calculus AB, and BC classes will not exist. NYC does not have sufficient seats of these types of high quality schools.

The DOE has said the proposed SHSAT changes are based on TX. In TX, the top 10% at high schools get seats at state universities. However, TX still has many other seats at those same schools for admission by other methods.³ To be comparable, NYC would need to allow the top 7% to request entrance to any/all high schools; have a second entry method (not lottery); and have far more SHSAT-level seats.

A Detailed Phased STEAM Plan for a Win-Win Approach - Alternative to the DOE Plan

The following proposal adds seats rather than just shuffling students; reduces SHSAT by 10% and then maintains that 3,500 seat/year level; adds top M.S. faster than DOE plans in years 2021 and 2022; results in a final school composition of 56% SHSAT/44% top M.S., and serves 25,200 rather than 15,500

² At an April 2019 alumni evening, the Georgia Tech president noted that "If you haven't had Algebra in 8th grade and Calculus/Physics in high school, you aren't getting into GT. Typical prep is AP Calculus and AP Physics, and often not just one year of Calculus but two. Freshman Calculus no longer starts where it used to, but is really 2 week review then onward. Typical GT applicant is now entering with 30 college credits, such that terms of Freshman/Sophomore don't even pertain anymore."

³ In Fall 2017, TX overall admissions were 154,795 of which 34,452 were for top 10%. Thus, 22% of the TX admissions used the top 10% approach, while 78% were via other means. Even at the highest demand university (TX UT-Austin), the auto-admit seats are limited to 75%. In contrast, NYC proposes 90% auto-admit and 10% lottery.

students in high quality STEAM programs. It does so by creating additional advanced schools, simultaneously addressing demographics, while largely using funding and facilities already DOE owned.

1. Immediately expand the existing 15,540 SHSAT seats to add 5,000 seats, to create 20,500 advanced STEAM seats (about 7% of H.S. seats). How to create 5,000 seats now:
 - Dedicate the new 2,500 seat high school undergoing construction at the Sports Authority site in Queens. Of the 5 Boroughs, Queens currently has the least SHSAT school seats (473 seats at York). The Sports Authority school is planned for 2020 to June 2023 construction. If possible, expedite portions to allow Fall 2022 start of a Freshman class (625 seats).
 - Select four existing underperforming high schools to be phased out (500 to 600 seat sized), one per borough (2,400 seats), and convert to advanced STEAM programs. Initially, this requires only 150 seats (Freshman class) at each location, achievable in Year 1. Students that would have attended the underperforming schools will have seat capacity at other high schools that would have previously enrolled top middle school performers who now will attend the STEAM centers.
2. Reduce SHSAT entry from 3,875 incoming Freshman to 3,500 incoming Freshman starting in 2021, and start offering top M.S. performers admission as seats are created. In 2021 and 2022, this approach results in greater numbers of top M.S. being able to attend than the current DOE plan, while simultaneously preserving SHSAT entry with only a small reduction.
 - Provides both a test-based and non-test based entry path.
 - Provides a more student-desirable approach than the test-based Discovery program, which requires students to give up part of their summer and is thus often declined by families.
 - Increases diversity - provides entry path both for Student #1 and Student #2.
 - Modifies (rather than dismantles) the approach that created the highest ranked NYC schools (see Academic Performance letter comparing SHSAT and top non-specialized high schools).
3. Conduct two additional yearly phase out/phase ins (P2/P3) of underperforming schools to add 2,400 seat high school increments (600 Freshman) to reach 25,200 seats.⁴ Use these increases to admit additional top middle school performers (GPA/state exam, minimum 75% state rank). By 2026 (when the 2021-2023 DOE plan would have culminated in full Freshman-Senior changes), this STEAM approach would result in schools with 56% SHSAT entries and 44% top middle school entries, while maintaining 3,500 seats/year for SHSAT entry AND providing for top 5-7% M.S. students.
4. Even if Phases 2 & 3 aren't done, Phase 1 and Sports Authority together would increase seats to 20,400, and result in schools that become a mix of 69% SHSAT and 31% top M.S. entry methods.

The DOE's proposal focuses on demographics, but does nothing to improve the overall educational quality within NYC. Instead of swapping which students are admitted, NYC needs to create more high quality seats. Please share your thoughts and suggestions.

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⁴ Alternatives to converting schools were considered, but pose issues. New construction is costly and takes years, and attempts to add a class to an existing school does not create the density to support AP Chem/Phys/Calc.

Table 1 - Comparison of Audition (LaGuardia), SHSAT (8 Specialized H.S.), and Multi-Factor (non-Specialized) School Admissions

April 26, 2019

Data for non-specialized Schools is grouped into SAT-sorted tiers of approximately 15,000 H.S. seats (each tier/bracket represents 5% of all H.S. seats).

The yellow highlights compare SHSAT-admission schools to a matched sized group of the highest performing non-specialized (multi-factor admission) schools.

| Applic Method | Grouping/ Brackets | School Name (schools grouped into the 15,000 seat brackets are listed together) | Top 40 on Niche | US News Top 100 in NY (27 NYC) | DOE HS Performance Excel File | | | | | | | | | | DOE HS Directory Excel File | | | | DOE % Female (DOE H.S. avg is 49%) |
|--|--|--|---------------------|--------------------------------|-------------------------------|---------------------------------|------------------|--|---------------------|---------|---------|------------|---------|---------------------------------------|-----------------------------|------------------------|--|--|------------------------------------|
| | | | | | Enroll ment (total = 296,701) | Admit Method & Avg Seats/School | SAT math + write | Metric Value - % Scoring 3+ on any AP Exam | Economic Need Index | % Asian | % Black | % Hispanic | % White | Metric Value - 4-Year Graduation Rate | Student Feels Safe | Avg # AP Class Offered | #AP Core STEM (Bio, Chem, Phys, Calc AB, BC) | #AP 8 STEM (Bio, Chem, Phys, Calc AB, BC, Comp, Env, Stat) | |
| Audition | La Guardia (1% of H.S. seats) | Fiorello H. LaGuardia High School of Music&Art | yes | yes | 2,809 | Audition | 1,288 | 78% | 31.1% | 20.0% | 10.3% | 17.9% | 45.7% | 98.7% | 95% | 20 | 5 | 8 | 76% |
| SHSAT | Total SHSAT (total 15k seats = @5% of all H.S. seats) | 8 SHSAT schools: Stuyvesant, Bronx Science, Staten Island Tech, High School Sci/Math/Eng, American Studies Lehman, Queens York, Brooklyn Tech, Brooklyn Latin | all (8 of 8) | all (8 of 8) | 15,540 | 1,943 | 1,429 | 86% | 45.6% | 62.1% | 4.2% | 6.1% | 24.2% | 98.7% | 94.3% | 13.3 | 3.4 | 5.4 | 42% |
| Multi-Factor non-SHS, in top 25% | Tier1 (top 16k non-SHS seats, based on SAT). Group 15-30k. 5% of all H.S. seats. Top10% | 19 schools: Townsend, Bac for Global Educ, NEST, Bard (Manhattan), Eleanor Roosevelt, Bard Queens, Millenium (Manhattan), Manhattan Hunter Science, Goldstein, Columbia, Beacon, Scholars Academy, NYC Lab, Baruch, Dual Language/Asian Studies, Millenium Brooklyn, Manhattan Center for Sci/Math, ICE, Midwood | majority (17 of 19) | majority (12 of 19) | 16,412 | 864 | 1,246 | 51% | 50.8% | 29.7% | 15.7% | 19.7% | 31.3% | 96.7% | 91.4% | 7.5 | 2.1 | 3.1 | 57% |
| | Tier2 (next 15k non-SHS). Group 30-45k. Top15% | 13 schools: City Leadership, Queens Gateway, Francis Lewis, Special Music, NYC Museum, Democracy Prep Harlem, Democracy Prep Charter, CSI for International, Brooklyn College, Manhattan Village, Frank Sinatra, Benjamin Cardozo, Bayside | some (3 of 13) | some (4 of 13) | 15,653 | 1,204 | 1,135 | 36% | 55.2% | 38.7% | 17.6% | 25.2% | 16.6% | 92.0% | 85.0% | 6.7 | 1.5 | 2.6 | 53% |
| | Tier3 (next 15k non-SHS). Group 45-60k. Top20% | 14 schools: American Studies, iSchool, York, Sci/Tec/Research, Maspeth, Medgars, School of the Future, Quees Inquiry, Forest Hills, Prof Performing Arts, Young Women's Leadership, Thomas Edison, HS For Constr/Eng, Tottenville | some (5 of 14) | 1 of 14 | 16,571 | 1,184 | 1,096 | 30% | 50.5% | 20.6% | 15.1% | 24.9% | 34.9% | 93.5% | 84.1% | 7.3 | 2.0 | 2.9 | 51% |
| | Tier4 (next 15k non-SHS). Group 60-75k. Top25% | 14 schools: Central Park E, E-W International, Frank McCourt, Benjamin Banneker, Bedford, Kingsborough, Renaissance, Aviation/Tech, Bronx Center for Sci/Math, Edward Murrow, Coney Island Prep, Fort Hamilton, Brooklyn Prospect Charter, Collegiate Institute for Ma/Sci | 1 of 14 | none | 15,323 | 1,095 | 1,070 | 24% | 68.9% | 23.1% | 19.3% | 31.9% | 23.0% | 87.1% | 85.0% | 6.2 | 1.6 | 2.6 | 48% |
| Reference point - 2017 nationwide average SAT | | | | | | | 1,060 | | | | | | | | | | | | |
| all other Multi-Factor non-SHS | All other schools - 70% of seats (another 3% lack data & are excluded) | Averages for all remaining seats (from 75k to 296k seats), for 382 schools that had data. An additional 3% of seats (38 schools) are excluded from summary due to lack of data. | 5 of 382 | 1 of 382 | 206,441 | 540 | 930 | 11.6% | 78.5% | 10.7% | 30.7% | 47.6% | 8.8% | 78.9% | 81.2% | 2.9 | 0.5 | 0.9 | 48.3% |

Performance data from spring 2018 tests. Directory data from 2017/18 directory. Both excel files downloaded 12/2018 from DOE website.

Table 2 - Phase-In: We Need More Seats - Not Just a Shuffling!

| | | | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
|---|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | | | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Existing DOE Plan | | | | | | | | | |
| (discontinues SHSAT; shuffles students rather than expanding seats) | SHSAT | Fr | 3,875 | 2,906 | 1,938 | 0 | 0 | 0 | 0 |
| | SHSAT | So | 3,875 | 3,875 | 2,906 | 1,938 | 0 | 0 | 0 |
| | SHSAT | Jr | 3,875 | 3,875 | 3,875 | 2,906 | 1,938 | 0 | 0 |
| | SHSAT | Sr | 3,875 | 3,875 | 3,875 | 3,875 | 2,906 | 1,938 | 0 |
| | Lottery | Fr | 0 | 0 | 0 | 387 | 387 | 387 | 387 |
| | Lottery | So | 0 | 0 | 0 | 0 | 387 | 387 | 387 |
| | Lottery | Jr | 0 | 0 | 0 | 0 | 0 | 387 | 387 |
| | Lottery | Sr | 0 | 0 | 0 | 0 | 0 | 0 | 387 |
| | Top M.S. | Fr | 0 | 969 | 1,938 | 3,488 | 3,489 | 3,488 | 3,488 |
| | Top M.S. | So | 0 | 0 | 969 | 1,938 | 3,488 | 3,489 | 3,488 |
| | Top M.S. | Jr | 0 | 0 | 0 | 969 | 1,938 | 3,488 | 3,489 |
| | Top M.S. | Sr | 0 | 0 | 0 | 0 | 969 | 1,938 | 3,488 |
| | Total Seats | | 15,500 | 15,500 | 15,500 | 15,500 | 15,501 | 15,500 | 15,500 |
| | Sum of Top M.S. | | 0 | 969 | 2,906 | 6,394 | 9,883 | 12,402 | 13,952 |
| STEAM Plan/ with 3 Phases | Existing Seats | | 15,500 | 15,500 | 15,500 | 15,500 | 15,500 | 15,500 | 15,500 |
| (reduces SHSAT by 10% rather than discontinuing, end result of schools 56% SHSAT/ 44% top M.S. mix; includes top M.S. faster than DOE plan while serving more students) | Add Sports Auth | | | | 625 | 2,500 | 2,500 | 2,500 | 2,500 |
| | P1 Add 4 x 600 | Fr is 4 x 150 | | 600 | 1,200 | 1,800 | 2,400 | 2,400 | 2,400 |
| | P2 Add 4 x 600 | Fr is 4 x 150 | | | 600 | 1,200 | 1,800 | 2,400 | 2,400 |
| | P3 Add 4 x 600 | Fr is 4 x 150 | | | | 600 | 1,200 | 1,800 | 2,400 |
| | Total Seats | | 15,500 | 16,100 | 17,925 | 21,600 | 23,400 | 24,600 | 25,200 |
| | SHSAT | Fr | 3,875 | 3,500 | 3,500 | 3,500 | 3,500 | 3,500 | 3,500 |
| | SHSAT | So | 3,875 | 3,875 | 3,500 | 3,500 | 3,500 | 3,500 | 3,500 |
| | SHSAT | Jr | 3,875 | 3,875 | 3,875 | 3,500 | 3,500 | 3,500 | 3,500 |
| | SHSAT | Sr | 3,875 | 3,875 | 3,875 | 3,875 | 3,500 | 3,500 | 3,500 |
| | Top M.S. | Fr | 0 | 975 | 2,200 | 2,800 | 2,800 | 2,800 | 2,800 |
| | Top M.S. | So | 0 | 0 | 975 | 2,200 | 2,800 | 2,800 | 2,800 |
| | Top M.S. | Jr | 0 | 0 | 0 | 975 | 2,200 | 2,800 | 2,800 |
| | Top M.S. | Sr | 0 | 0 | 0 | 0 | 975 | 2,200 | 2,800 |
| | | | 15,500 | 16,100 | 17,925 | 20,350 | 22,775 | 24,600 | 25,200 |
| | Sum of Top M.S. | | 0 | 975 | 3,175 | 5,975 | 8,775 | 10,600 | 11,200 |
| | % SHSAT | | 100% | 94% | 82% | 71% | 61% | 57% | 56% |
| | % Top M.S. | | 0% | 6% | 18% | 29% | 39% | 43% | 44% |

| | | | | | | | | |
|--|----------------|------|------------------------------|------------------------------|--|------------------------|-------------------------|-------------------------|
| Compare Impact of STEAM/3 Phases to DOE Plan | Top M.S. Entry | same | 975>969 | 3175>2906 | 5975 is w/in STEAM Plan | 8775 is w/in DOE total | 10600 is w/in DOE total | 11200 is w/in DOE total |
| | | | faster than DOE for top M.S. | faster than DOE for top M.S. | 93% of DOE total | 89% of DOE total | 85% of DOE total | 80% of DOE total |
| | | | | | These totals are within 80-93% of DOE M.S. entries, and likely admit similar actual top 5-7% performers due to overlap between continued SHSAT admissions and top M.S. admissions (whereas DOE discontinues SHSAT and thus serves less total students) | | | |
| | | | | | | | | |

For Phase-Outs: For P1 schools to be phased out/converted to STEAM schools: Cease admission of Freshman by 2020. In 2021 when STEAM starts to age-in as Fr, only two years (Jr/Sr) would remain in prior school (space would need to be divided/shared for 2 years).

If phases P2 & P3 are too difficult to implement directly after P1, phase P1/Sports Authority just by itself would still result in a better approach: Increases seats from 15,500 to 20,400, with SHSAT entry for 3500x4=14,000 seats and top M.S entry for 6,400 seats. This results in schools with 69% SHSAT and 31% top M.S. entry methods.

Table 3 - School-Specific Data for Reference

This combines data (by DBN#) from HS performance (spring 2018 tests) and HS directory (2017/2018) excel files downloaded 12/7/18 from DOE website. Then sorts by admission method (audition, SHSAT, all other/multi-factor). Then sorts all schools by SAT total score, then provides calcs for SHSAT schools and each following bracket of similar total # seats (e.g., approx 15,000 seat groupings = 5% seat increments, to 25%). Also includes manual entry of Niche website (top 40 NYC from Niche ranked sort of all NYC) & US News/World Report (top 100 in NY state; of these 27 were in NYC; # lists rank in NYC, then NY state). Note: Clinton in Niche only as MS. The HS directory data was used raw from the DOE excel file which had multiple columns of repeated data.

Average SAT, 3+AP scores, economic needs, demographics, 4-year graduation, student-ranked safety calculated as student-weighted averaged. AP class offerings calculated as AP course types listed per school.

| Reference Data: | | | | Calculations: | |
|---|-----|-----|-----|---------------|-------------|
| 2018 SHSAT Test Takers (+ 1% Native Am, 1% Multi-racial, 5.5% unknown): | | | | Count >0.9 | Count >0.85 |
| 31% | 20% | 23% | 18% | 145 | 236 |
| NYC DOE: 1.1 million students (+ 2% other): | | | | Count <=0.8 | Count <0.75 |
| 16% | 26% | 41% | 15% | 196 | 72 |

Of 489 schools, # offering AP classes of:

| Any AP | STEM: | STEM: | STEM: |
|-------------|---------------------|---------------------|-------------|
| 7 of any AP | 4 or more of 5 STEM | 5 or more of 5 STEM | |
| Sum AP: 73 | 123 49 37 94 27 | 26 | 79 99 63 34 |

Info from DOE HS Performance Excel File (yellow data added from raw DOE data)

Info from DOE HS Directory Excel File (yellow data added by calculating AP listings in raw data)

Adding other AP STEM

| Appl Method then SAT | DBN | Sur | School Name | Top 40 on Niche | US News Top 100 in NY (27 schools) | Enrollment (total = 296,701) | Admission Method & Avg Seats/School | SAT math + write (pasted) | Metric Value - % Scoring 3+ on any AP Exam | Economic Need Index | Percent Asian | Percent Black | Percent Hispanic | Percent White | Metric Value - 4 Year Graduation Rate | Feel Safe | HS Directory - Location-Based or Other Admission Limitations | HS Directory - AP Classes | Total # AP Class | AP Bio | AP Chem | AP Phys | AP Calc AB | AP Calc BC | AP Bio, Chem, Phys, Calc AB, Calc BC | AP Comp Sci | AP Env Sci | AP Stat | APB STEM (Bio, Chem, Phys, Calc AB, BC, Comp, Env, Stat) | |
|----------------------|-----|--------|-------------|--|------------------------------------|------------------------------|-------------------------------------|---------------------------|--|---------------------|---------------|---------------|------------------|---------------|---------------------------------------|-----------|--|---|---|--------|---------|---------|------------|------------|--------------------------------------|-------------|------------|---------|--|---|
| Color code: | | | | Green for | any | | | | | | | | | | G >= 90 | G >= 85 | G: open to all NYC | | G >= 7 | | | | | | | | | | G >= 5 | |
| | | | | Orange for | -- | | | | | | | | | | 80-90 | 75-85 | O: borough, then open | | -- | | | | | | | | | | 3-4 | |
| | | | | Red for | -- | | | | | | | | | | R < 80 | R < 75 | R: any tighter priority | | -- | | | | | | | | | | R <= 2 | |
| | 1 | 03M485 | M | Fiorello H. LaGuardia High School of Music & Art a | 16 | 15, 26 | 2,809 | Audition | 1287.8 | 77.6% | 31.1% | 20.0% | 10.3% | 17.9% | 45.7% | 98.7% | 95% | Geographical: Open to New York City residents | AP Art History, AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP French, AP Human Geography, AP Italian, AP Japanese, AP Music Theory, AP Physics, AP Psychology, AP Spanish, AP Statistics, AP U.S. History, AP World History | 20 | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 8 |
| | 2 | 02M475 | M | Stuyvesant High School | 1 | 10, 10 | 3,336 | SHSAT | 1496.2 | 88.9% | 42.1% | 74.0% | 0.7% | 2.9% | 18.5% | 98.7% | 96% | Geographical: Open to New York City residents who take the Specialized High Schools Admissions Test (SHSAT) | AP Art History, AP Biology, AP Calculus AB, AP Chemistry, AP Comparative Government and Politics, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP European History, AP French, AP Human Geography, AP Italian, AP Japanese, AP Macroeconomics, AP Microeconomics, AP Music Theory, AP Physics, AP Psychology, AP Statistics, AP U.S. Government and Politics, AP U.S. History | 22 | 1 | 1 | 1 | 1 | 0 | 4 | 1 | 1 | 1 | 7 |
| | 3 | 10X445 | X | The Bronx High School of Science | 3 | 8, 8 | 2,995 | SHSAT | 1451.3 | 92.9% | 40.0% | 65.6% | 2.5% | 6.3% | 23.3% | 99.6% | 92% | Geographical: Open to New York City residents who take the Specialized High Schools Admissions Test (SHSAT) | AP Art History, AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP Comparative Government and Politics, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP European History, AP French, AP Human Geography, AP Italian, AP Japanese, AP Macroeconomics, AP Microeconomics, AP Music Theory, AP Physics, AP Psychology, AP Spanish, AP Statistics, AP U.S. Government and Politics, AP U.S. History, AP World History | 25 | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 8 |
| | 4 | 31R605 | R | Staten Island Technical High School | 2 | 4, 4 | 1,320 | SHSAT | 1438.2 | 96.8% | 36.1% | 48.4% | 0.8% | 2.8% | 44.8% | 100.0% | 99% | Geographical: Open to New York City residents who take the Specialized High Schools Admissions Test (SHSAT) | AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP English Language and Composition, AP English Literature and Composition, AP Macroeconomics, AP Physics, AP Psychology, AP Statistics, AP U.S. Government and Politics, AP U.S. History, AP World History | 13 | 1 | 1 | 1 | 1 | 1 | 5 | 0 | 0 | 1 | 6 |
| | 5 | 05M692 | M | High School for Mathematics, Science and Engineeri | 5 | 3, 3 | 500 | SHSAT | 1424.4 | 95.4% | 42.5% | 36.2% | 9.6% | 15.4% | 27.4% | 98.1% | 97% | Geographical: Open to New York City residents who take the Specialized High Schools Admissions Test (SHSAT) | AP Calculus BC, AP Chemistry, AP Computer Science, AP English Literature and Composition, AP Environmental Science, AP German, AP Statistics, AP World History | 8 | 0 | 1 | 0 | 0 | 1 | 2 | 1 | 1 | 1 | 5 |

| App# | Met h then SAT | DBN | School Name | Top 40 on Niche | US News Top 100 in NY (27 schools) | Enrollment (total = 296,701) | Admission Method & Avg Seats/School | SAT math + write (pasted) | Metric Value - % Scoring 3+ on any AP Exam | Economic Need Index | Percent Asian | Percent Black | Percent Hispanic | Percent White | Metric Value - 4 Year Graduation Rate | Feel Safe | HS Directory - Location-Based or Other Admission Limitations | HS Directory - AP Classes | Total # AP Class | AP Bio | AP Chem | AP Phys | AP Calc AB | AP Calc BC | AP Bio, Chem, Phys, Calc AB, Calc BC | AP Comp Sci | AP Env Sci | AP Stat | AP8 STEM (Bio, Chem, Phys, Calc AB, BC, Comp, Env, Stat) | | |
|-------------------------------|----------------|--------|--|-----------------|------------------------------------|------------------------------|-------------------------------------|---------------------------|--|---------------------|---------------|---------------|------------------|---------------|---------------------------------------|--------------|---|--|------------------|--------|---------|---------|------------|------------|--------------------------------------|-------------|------------|------------|--|---|---|
| 6 | | 10X696 | X High School of American Studies at Lehman College | 8 | 2, 2 | 400 | SHSAT | 1423.5 | 98.9% | 24.7% | 22.0% | 3.5% | 11.5% | 58.5% | 100.0% | 99% | Geography (Open to New York City residents who take the Specialized High Schools Admissions Test (SHSAT)) | AP Calculus AB, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP Spanish, AP U.S. History, AP World History | 7 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 |
| 7 | | 28Q687 | Q Queens High School for the Sciences at York Colleg | 10 | 9, 9 | 473 | SHSAT | 1416.1 | 84.7% | 47.8% | 81.0% | 4.2% | 4.2% | 5.9% | 99.1% | 96% | Geography (Open to New York City residents who take the Specialized High Schools Admissions Test (SHSAT)) | AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP Physics, AP Spanish, AP Statistics | 10 | 1 | 1 | 1 | 1 | 1 | 5 | 0 | 1 | 1 | 7 | | |
| 8 | | 13K430 | K Brooklyn Technical High School | 6 | 11, 11 | 5,838 | SHSAT | 1387.6 | 85.8% | 53.3% | 61.3% | 6.4% | 7.1% | 23.3% | 98.0% | 93% | Geography (Open to New York City residents who take the Specialized High Schools Admissions Test (SHSAT)) | AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP Comparative Government and Politics, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP European History, AP Human Geography, AP Macroeconomics, AP Microeconomics, AP Physics, AP Psychology, AP Research, AP Seminar, AP Spanish, AP Statistics, AP U.S. History, AP World History | 21 | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 8 | | |
| 9 | | 14K449 | K Brooklyn Latin School, The | 14 | 5, 5 | 678 | SHSAT | 1344.7 | 0.5% | 53.9% | 51.5% | 12.8% | 11.1% | 13.7% | 96.9% | 92% | Geography (Open to New York City residents who take the Specialized High Schools Admissions Test (SHSAT)) | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Total SHSAT 0-15k seat | | | | all (8 of 8) | all (8 of 8) | 15,540 | 1,943 | 1428.6 | 85.7% | 45.6% | 62.1% | 4.2% | 6.1% | 24.2% | 98.7% | 94.3% | | Avg # AP offered per school = | 13.3 | | | | | 3.4 | | | | 5.4 | | | |
| 10 | | 25Q525 | Q Townsend Harris High School | 4 | 7, 7 | 1,141 | Multi-Factor | 1406.1 | 96.2% | 39.3% | 57.9% | 5.2% | 10.8% | 20.4% | 99.7% | 98% | Geography (Open to New York City residents) | AP Biology, AP Calculus AB, AP Calculus BC, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP European History, AP Human Geography, AP Japanese, AP Macroeconomics, AP Music Theory, AP Physics, AP Psychology, AP Spanish, AP Statistics, AP U.S. Government and Politics, AP U.S. History, AP World History | 19 | 1 | 0 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | 7 | | |
| 11 | | 30Q580 | Q Baccalaureate School for Global Education | 9 | 1, 1 | 358 | Multi-Factor | 1367.3 | 0.0% | 43.5% | 43.9% | 5.0% | 19.3% | 28.5% | 98.7% | 96% | Geography (Open to New York City residents) | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 12 | | 01M539 | M New Explorations into Science, Technology and Math | 13 | 13, 13 | 582 | Multi-Factor | 1333.9 | 83.2% | 43.4% | 29.4% | 13.1% | 18.9% | 35.2% | 93.9% | 91% | Geography (Open to New York City residents) | AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Psychology, AP Spanish, AP U.S. History, AP World History | 11 | 1 | 1 | 0 | 1 | 1 | 4 | 1 | 0 | 0 | 5 | | |
| 13 | | 01M696 | M Bard High School Early College | 12 | | 588 | Multi-Factor | 1332.3 | 0.7% | 41.3% | 28.4% | 13.4% | 16.8% | 39.5% | 98.5% | 96% | Geography (Open to New York City residents) | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| 14 | | 02M416 | M Eleanor Roosevelt High School | 11 | 14, 19 | 541 | Multi-Factor | 1329.0 | 75.5% | 23.8% | 16.8% | 3.3% | 12.2% | 64.1% | 100.0% | 98% | Geography (Open to New York City residents) | AP Art History, AP Biology, AP Calculus BC, AP Chemistry, AP Comparative Government and Politics, AP English Language and Composition, AP English Literature and Composition, AP Macroeconomics, AP Music Theory, AP Statistics, AP U.S. History, AP World History | 12 | 1 | 1 | 0 | 0 | 1 | 3 | 0 | 0 | 1 | 4 | | |
| 15 | | 24Q299 | Q Bard High School Early College Queens | 7 | | 623 | Multi-Factor | 1328.0 | 0.0% | 39.4% | 33.9% | 10.8% | 18.8% | 34.0% | 99.3% | 99% | Geography (Open to New York City residents) | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| 16 | | 02M418 | M Millennium High School | 20 | 23, 86 | 666 | Multi-Factor | 1284.7 | 65.5% | 48.5% | 44.9% | 5.6% | 13.7% | 31.1% | 99.4% | 95% | Geography (Open to New York City residents) | AP Biology, AP Calculus AB, AP English Language and Composition, AP English Literature and Composition, AP U.S. History, AP World History | 6 | 1 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 2 | | |
| 17 | | 03M541 | M Manhattan / Hunter Science High School | 26 | | 442 | Multi-Factor | 1269.4 | 27.4% | 54.1% | 28.1% | 15.8% | 33.3% | 18.8% | 96.5% | 92% | Geography (Open to New York City residents) | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |

| Appl Met h then SAT | DBN | School Name | Top 40 on Niche | US News Top 100 in NY (27-29) | Enrollment (total = 296,701) | Admission Method & Avg Seats/School | SAT math + write (pasted) | Metric Value - % Scoring 3+ on any AP Exam | Economic Need Index | Percent Asian | Percent Black | Percent Hispanic | Percent White | Metric Value - 4 Year Graduation Rate | Feel Safe | HS Directory - Location-Based or Other Admission Limitations | HS Directory - AP Classes | Total # AP Class | AP Bio | AP Che | AP Phy | AP Calc AB | AP Calc BC | AP Bio, Chem, Phys, Calc AB, Calc BC | AP Comp Sci | AP Env Sci | AP Stat | APB STEM (Bio, Chem, Phys, Calc AB, BC, Comp, Env, Stat) | |
|---------------------|--------|---|-----------------|-------------------------------|------------------------------|-------------------------------------|---------------------------|--|---------------------|---------------|---------------|------------------|---------------|---------------------------------------|-----------|---|--|------------------|--------|--------|--------|------------|------------|--------------------------------------|-------------|------------|---------|--|---|
| 18 | 22K535 | Leon M. Goldstein High School for the Sciences | 18 | 19 | 1,011 | Multi-Factor | 1269.0 | 68.3% | 44.6% | 23.9% | 8.1% | 9.6% | 57.2% | 93.6% | 91% | Geography, Open to New York City residents... | AP Art History, AP Biology, AP Calculus AB, AP Chemistry, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Human Geography, AP Macroeconomics, AP Physics, AP Spanish, AP Statistics, AP U.S. History, AP World History | 15 | 1 | 1 | 1 | 1 | 0 | 4 | 1 | 0 | 1 | 6 | |
| 19 | 05M362 | Columbia Secondary School | 24 | 17 | 403 | Multi-Factor | 1250.7 | 71.9% | 54.0% | 10.4% | 20.8% | 42.9% | 23.1% | 98.9% | 88% | Geography, Open to New York City residents... | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 20 | 03M479 | Beacon High School | 15 | | 1,380 | Multi-Factor | 1250.4 | 39.2% | 30.4% | 8.8% | 13.6% | 19.0% | 50.2% | 98.1% | 97% | Geography, Open to New York City residents... | AP Biology, AP Chemistry, AP Physics, AP Spanish | 4 | 1 | 1 | 1 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | |
| 21 | 27Q323 | Scholars' Academy | 17 | 16 | 683 | Multi-Factor | 1248.6 | 68.9% | 36.8% | 16.3% | 20.2% | 22.0% | 41.1% | 100.0% | 95% | Geography, Open to New York City residents... | AP Art History, AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP English Language and Composition, AP English Literature and Composition, AP Music Theory, AP Physics, AP Psychology, AP U.S. History, AP World History | 12 | 1 | 1 | 1 | 1 | 1 | 5 | 0 | 0 | 0 | 5 | |
| 22 | 02M412 | N.Y.C. Lab School for Collaborative Studies | 19 | 21 | 498 | Multi-Factor | 1239.1 | 45.2% | 33.4% | 19.7% | 4.4% | 13.3% | 55.4% | 100.0% | 96% | Geography, Open to District 2 students or residents, then to Manhattan students or residents, then to New York City residents... | AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP Psychology, AP Spanish, AP U.S. History | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | |
| 23 | 02M411 | Baruch College Campus High School | 28 | 18 | 460 | Multi-Factor | 1235.7 | 43.6% | 39.8% | 39.1% | 4.6% | 13.3% | 38.9% | 99.1% | 92% | Geography, Priority of District 2 students or residents, then to Manhattan students or residents, then to New York City residents... | AP Biology, AP Comparative Government and Politics, AP English Language and Composition, AP English Literature and Composition, AP Physics, AP U.S. History | 6 | 1 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | |
| 24 | 02M545 | High School for Dual Language and Asian Studies | | 6 | 396 | Multi-Factor | 1235.1 | 92.9% | 81.0% | 88.6% | 3.0% | 4.5% | 2.0% | 99.0% | 85% | Geography, Open to New York City residents... | AP Biology, AP Calculus AB, AP Chemistry, AP English Language and Composition, AP Environmental Science, AP Statistics, AP U.S. History, AP World History | 8 | 1 | 1 | 0 | 1 | 0 | 3 | 0 | 1 | 1 | 5 | |
| 25 | 15K684 | Millennium Brooklyn HS | 22 | | 672 | Multi-Factor | 1191.1 | 56.7% | 41.5% | 10.4% | 21.1% | 21.0% | 41.5% | 100.0% | 91% | Geography, Priority to Brooklyn students or residents, then to New York City residents... | AP Computer Science, AP English Language and Composition, AP Environmental Science, AP French, AP Psychology, AP Spanish, AP U.S. History | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | |
| 26 | 04M435 | Manhattan Center for Science and Mathematics | 23 | 24 | 1,625 | Multi-Factor | 1175.7 | 49.3% | 76.7% | 19.1% | 18.5% | 54.2% | 5.0% | 98.2% | 90% | Geography, Open to District 2 students or residents, then to District 4 students or residents, then to New York City residents... | AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP Physics, AP Psychology, AP Spanish, AP Statistics, AP U.S. History, AP World History | 14 | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 8 | |
| 27 | 02M407 | Institute for Collaborative Education | | | 285 | Multi-Factor | 1171.4 | 0.0% | 37.6% | 6.3% | 17.9% | 17.5% | 53.3% | 97.1% | 94% | Geography, Open to students in Districts 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000, 1001, 1002, 1003, 1004, 1005, 1006, 1007, 1008, 1009, 1010, 1011, 1012, 1013, 1014, 1015, 1016, 1017, 1018, 1019, 1020, 1021, 1022, 1023, 1024, 1025, 1026, 1027, 1028, 1029, 1030, 1031, 1032, 1033, 1034, 1035, 1036, 1037, 1038, 1039, 1040, 1041, 1042, 1043, 1044, 1045, 1046, 1047, 1048, 1049, 1050, 1051, 1052, 1053, 1054, 1055, 1056, 1057, 1058, 1059, 1060, 1061, 1062, 1063, 1064, 1065, 1066, 1067, 1068, 1069, 1070, 1071, 1072, 1073, 1074, 1075, 1076, 1077, 1078, 1079, 1080, 1081, 1082, 1083, 1084, 1085, 1086, 1087, 1088, 1089, 1090, 1091, 1092, 1093, 1094, 1095, 1096, 1097, 1098, 1099, 1100, 1101, 1102, 1103, 1104, 1105, 1106, 1107, 1108, 1109, 1110, 1111, 1112, 1113, 1114, 1115, 1116, 1117, 1118, 1119, 1120, 1121, 1122, 1123, 1124, 1125, 1126, 1127, 1128, 1129, 1130, 1131, 1132, 1133, 1134, 1135, 1136, 1137, 1138, 1139, 1140, 1141, 1142, 1143, 1144, 1145, 1146, 1147, 1148, 1149, 1150, 1151, 1152, 1153, 1154, 1155, 1156, 1157, 1158, 1159, 1160, 1161, 1162, 1163, 1164, 1165, 1166, 1167, 1168, 1169, 1170, 1171, 1172, 1173, 1174, 1175, 1176, 1177, 1178, 1179, 1180, 1181, 1182, 1183, 1184, 1185, 1186, 1187, 1188, 1189, 1190, 1191, 1192, 1193, 1194, 1195, 1196, 1197, 1198, 1199, 1200, 1201, 1202, 1203, 1204, 1205, 1206, 1207, 1208, 1209, 1210, 1211, 1212, 1213, 1214, 1215, 1216, 1217, 1218, 1219, 1220, 1221, 1222, 1223, 1224, 1225, 1226, 1227, 1228, 1229, 1230, 1231, 1232, 1233, 1234, 1235, 1236, 1237, 1238, 1239, 1240, 1241, 1242, 1243, 1244, 1245, 1246, 1247, 1248, 1249, 1250, 1251, 1252, 1253, 1254, 1255, 1256, 1257, 1258, 1259, 1260, 1261, 1262, 1263, 1264, 1265, 1266, 1267, 1268, 1269, 1270, 1271, 1272, 1273, 1274, 1275, 1276, 1277, 1278, 1279, 1280, 1281, 1282, 1283, 1284, 1285, 1286, 1287, 1288, 1289, 1290, 1291, 1292, 1293, 1294, 1295, 1296, 1297, 1298, 1299, 1300, 1301, 1302, 1303, 1304, 1305, 1306, 1307, 1308, 1309, 1310, 1311, 1312, 1313, 1314, 1315, 1316, 1317, 1318, 1319, 1320, 1321, 1322, 1323, 1324, 1325, 1326, 1327, 1328, 1329, 1330, 1331, 1332, 1333, 1334, 1335, 1336, 1337, 1338, 1339, 1340, 1341, 1342, 1343, 1344, 1345, 1346, 1347, 1348, 1349, 1350, 1351, 1352, 1353, 1354, 1355, 1356, 1357, 1358, 1359, 1360, 1361, 1362, 1363, 1364, 1365, 1366, 1367, 1368, 1369, 1370, 1371, 1372, 1373, 1374, 1375, 1376, 1377, 1378, 1379, 1380, 1381, 1382, 1383, 1384, 1385, 1386, 1387, 1388, 1389, 1390, 1391, 1392, 1393, 1394, 1395, 1396, 1397, 1398, 1399, 1400, 1401, 1402, 1403, 1404, 1405, 1406, 1407, 1408, 1409, 1410, 1411, 1412, 1413, 1414, 1415, 1416, 1417, 1418, 1419, 1420, 1421, 1422, 1423, 1424, 1425, 1426, 1427, 1428, 1429, 1430, 1431, 1432, 1433, 1434, 1435, 1436, 1437, 1438, 1439, 1440, 1441, 1442, 1443, 1444, 1445, 1446, 1447, 1448, 1449, 1450, 1451, 1452, 1453, 1454, 1455, 1456, 1457, 1458, 1459, 1460, 1461, 1462, 1463, 1464, 1465, 1466, 1467, 1468, 1469, 1470, 1471, 1472, 1473, 1474, 1475, 1476, 1477, 1478, 1479, 1480, 1481, 1482, 1483, 1484, 1485, 1486, 1487, 1488, 1489, 1490, 1491, 1492, 1493, 1494, 1495, 1496, 1497, 1498, 1499, 1500, 1501, 1502, 1503, 1504, 1505, 1506, 1507, 1508, 1509, 1510, 1511, 1512, 1513, 1514, 1515, 1516, 1517, 1518, 1519, 1520, 1521, 1522, 1523, 1524, 1525, 1526, 1527, 1528, 1529, 1530, 1531, 1532, 1533, 1534, 1535, 1536, 1537, 1538, 1539, 1540, 1541, 1542, 1543, 1544, 1545, 1546, 1547, 1548, 1549, 1550, 1551, 1552, 1553, 1554, 1555, 1556, 1557, 1558, 1559, 1560, 1561, 1562, 1563, 1564, 1565, 1566, 1567, 1568, 1569, 1570, 1571, 1572, 1573, 1574, 1575, 1576, 1577, 1578, 1579, 1580, 1581, 1582, 1583, 1584, 1585, 1586, 1587, 1588, 1589, 1590, 1591, 1592, 1593, 1594, 1595, 1596, 1597, 1598, 1599, 1600, 1601, 1602, 1603, 1604, 1605, 1606, 1607, 1608, 1609, 1610, 1611, 1612, 1613, 1614, 1615, 1616, 1617, 1618, 1619, 1620, 1621, 1622, 1623, 1624, 1625, 1626, 1627, 1628, 1629, 1630, 1631, 1632, 1633, 1634, 1635, 1636, 1637, 1638, 1639, 1640, 1641, 1642, 1643, 1644, 1645, 1646, 1647, 1648, 1649, 1650, 1651, 1652, 1653, 1654, 1655, 1656, 1657, 1658, 1659, 1660, 1661, 1662, 1663, 1664, 1665, 1666, 1667, 1668, 1669, 1670, 1671, 1672, 1673, 1674, 1675, 1676, 1677, 1678, 1679, 1680, 1681, 1682, 1683, 1684, 1685, 1686, 1687, 1688, 1689, 1690, 1691, 1692, 1693, 1694, 1695, 1696, 1697, 1698, 1699, 1700, 1701, 1702, 1703, 1704, 1705, 1706, 1 | | | | | | | | | | | | | |

| Appl Met h then SAT | DBN | B ur | School Name | Top 40 on Niche | US News Top 100 in NY (27- 28) | Enrollme nt (total = 296,701) | Admission Method & Avg Seats/ School | SAT math + write (pasted) | Metric Value - % Scoring 3+ on any AP Exam | Economic Need Index | Percent Asian | Percent Black | Percent Hispani c | Percent White | Metric Value - 4 Year Graduati on Rate | Feel Safe | HS Directory - Location- Based or Other Admission Limitations | HS Directory - AP Classes | Total # AP Class | AP Bio | AP Che | AP Phy | AP Calc AB | AP Calc BC | AP Bio, Chem, Phys, CalcAB, CalcBC | AP Co mp Sci | AP En v Sci | AP Stat | AP8 STEM (No. Chem, Phys, Calc AB, BC, Comp, Env, Stat) |
|---------------------------------|--------|---------|--|--------------------------|--|-------------------------------------|---|------------------------------------|--|---------------------------|------------------|------------------|-------------------------|------------------|--|--------------|--|--|------------------------|-----------|-----------|-----------|------------------|------------------|--|-----------------------|----------------------|------------|---|
| 29 | 32K554 | K | All City Leadership Secondary School | | | 255 | Multi- Factor | 1168.4 | 59.7% | 72.9% | 7.5% | 10.2% | 76.9% | 5.1% | 100.0% | 100% | Residency: Priority to attending stu- dents from Districts 22, 30 and 32. Students in Districts 22 and 32 attend in Districts 22 and 32 and students in Districts 30 attend in Districts 22 and 32. Residency: Priority to students from Districts 22, 30 and 32. Residency: Priority to students from Districts 22, 30 and 32. | AP Chemistry, AP Comparative Government and Politics, AP Computer Science, AP English Literature and Composition, AP Psychology | 5 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 |
| 30 | 28Q680 | Q | Queens Gateway to Health Sciences Secondary School | | 26, 96 | 410 | Multi- Factor | 1163.5 | 48.0% | 53.5% | 44.4% | 28.8% | 12.0% | 4.9% | 97.0% | 85% | Residency: Priority to attending stu- dents from Districts 28 and 29. Students in Districts 28 and 29 attend in Districts 28 and 29. Residency: Priority to students from Districts 28 and 29. | AP Biology, AP Calculus AB, AP Chemistry, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP Human Geography, AP Physics, AP Psychology, AP U.S. Government and Politics, AP World History | 12 | 1 | 1 | 1 | 1 | 0 | 4 | 1 | 1 | 0 | 6 |
| 31 | 26Q430 | Q | Francis Lewis High School | 25 | 25, 94 | 4,557 | Multi- Factor | 1150.7 | 41.4% | 59.5% | 56.5% | 6.1% | 21.0% | 15.7% | 87.6% | 88% | Residency: Priority to Queens students or residents from New York City residents. | AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Japanese, AP Macroeconomics, AP Physics, AP Spanish, AP Statistics, AP U.S. Government and Politics, AP U.S. History, AP World History | 15 | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 0 | 1 | 7 |
| 32 | 03M859 | M | Special Music School | 40 | | 179 | Multi- Factor | 1150.4 | 54.3% | 40.1% | 12.8% | 14.0% | 18.4% | 38.0% | 97.8% | 94% | Residency: Priority to attending stu- dents from New York City residents. | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 33 | 02M414 | M | N.Y.C. Museum School | | 20, 56 | 450 | Multi- Factor | 1146.5 | 36.0% | 63.9% | 29.1% | 13.3% | 33.8% | 19.1% | 98.2% | 94% | Residency: Priority to District 2 students of residents from New York City residents. | AP Biology, AP Calculus AB, AP Environmental Science, AP Statistics, AP U.S. History | 5 | 1 | 0 | 0 | 1 | 0 | 2 | 0 | 1 | 1 | 4 |
| 34 | 84M481 | M | Democracy Prep Harlem Charter School | | | 302 | Multi- Factor | 1142.5 | 41.5% | 75.9% | 0.3% | 60.3% | 35.4% | 1.0% | 58.5% | 86% | Residency: Open to New York City residents. | AP English Language and Composition, AP Spanish, AP U.S. History | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 35 | 84M350 | M | Democracy Prep Charter School | | | 373 | Multi- Factor | 1138.1 | 32.9% | 76.2% | 1.1% | 64.6% | 31.6% | 1.1% | 86.6% | 86% | Residency: Open to New York City residents. | AP English Language and Composition, AP Spanish, AP U.S. History | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 36 | 31R047 | R | CSI High School for International Studies | | | 495 | Multi- Factor | 1129.2 | 36.1% | 35.8% | 14.3% | 8.1% | 19.6% | 56.0% | 100.0% | 93% | Residency: Priority to Districts 22, 23, 30 and 31 students of residents from Districts 22, 23, 30 and 31. New York City residents who lived in a District 22, 23, 30 and 31 resident of Districts 22, 23, 30 and 31. | AP Biology, AP Calculus AB, AP Computer Science, AP Comparative Government and Politics, AP English Language and Composition, AP English Literature and Composition, AP Studio Art: Drawing, AP U.S. History | 7 | 1 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 2 |
| 37 | 22K555 | K | Brooklyn College Academy | | | 622 | Multi- Factor | 1128.5 | 0.0% | 55.6% | 9.8% | 67.2% | 11.7% | 4.3% | 99.3% | 96% | Residency: Priority to attending students or residents from New York City residents. | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 38 | 02M439 | M | Manhattan Village Academy | | 27, 98 | 456 | Multi- Factor | 1125.1 | 60.8% | 68.4% | 9.0% | 13.6% | 67.5% | 8.6% | 100.0% | 93% | Residency: Open to New York City residents. | AP Biology, AP Calculus AB, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP European History, AP Macroeconomics, AP Psychology, AP Spanish, AP U.S. History | 11 | 1 | 0 | 0 | 1 | 0 | 2 | 1 | 1 | 0 | 4 |
| 39 | 30Q501 | Q | Frank Sinatra School of the Arts High School | | | 831 | Multi- Factor | 1124.8 | 32.9% | 39.4% | 10.7% | 14.8% | 35.0% | 36.3% | 96.4% | 96% | Residency: Open to New York City residents. | AP Calculus AB, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP U.S. History, AP World History | 6 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 2 |
| 40 | 26Q415 | Q | Benjamin N. Cardozo High School | 35 | | 3,699 | Multi- Factor | 1124.8 | 28.5% | 50.8% | 42.1% | 22.1% | 20.4% | 13.7% | 88.8% | 77% | Residency: Open to Queens Public residents. | AP Biology, AP Chemistry, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP Macroeconomics, AP Microeconomics, AP Psychology, AP Spanish, AP Statistics, AP U.S. Government and Politics, AP U.S. History, AP World History | 14 | 1 | 1 | 0 | 0 | 0 | 2 | 1 | 1 | 1 | 5 |
| 41 | 26Q495 | Q | Bayside High School | | | 3,024 | Multi- Factor | 1121.6 | 36.3% | 53.2% | 43.0% | 11.8% | 26.6% | 17.8% | 98.5% | 79% | Residency: Open to Queens Public residents. | AP Art History, AP Chemistry, AP Computer Science, AP Psychology, AP Studio Art: 2-D Design, AP World History | 6 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 |

| Appl Met h then SAT | DBN | B ur | School Name | Top 40 on Niche | US News Top 100 in NY (27- 36) | Enrollme nt (total = 296,701) | Admission Method & Avg Seats/ School | SAT math + write (pasted) | Metric Value - % Scoring 3+ on any AP Exam | Economic Need Index | Percent Asian | Percent Black | Percent Hispani c | Percent White | Metric Value - 4 Year Graduati on Rate | Feel Safe | HS Directory - Location- Based or Other Admission Limitations | HS Directory - AP Classes | Total # AP Class | AP Bio | AP Che | AP Phy | AP Calc AB | AP Calc BC | AP Bio, Chem, Phys, CalcAB, CalcBC | AP Co mp Sci | AP En v Sci | AP Stat | AP8 STEM (Bio, Chem, Phys, Calc AB, BC, Comp, Env, Stat) |
|---------------------------------|--|---------|--|--------------------------|---|-------------------------------------|---|------------------------------------|--|---------------------------|------------------|------------------|-------------------------|------------------|--|--------------|---|--|------------------------|-----------|-----------|-----------|------------------|------------------|--|-----------------------|----------------------|------------|--|
| | Total Bracket 30-45k seat | | 13 schools: City Leadership, Queens Gateway, Francis Lewis, Special Music, NYC Museum, Democracy Prep Harlem, Democracy Prep Charter, CSI for International, Brooklyn College, Manhattan Village, Frank Sinatra, Benjamin Cardozo, Bayside | some (3 of 13) | some (4 of 13) | 15,653 | 1,204 | 1135.3 | 35.9% | 55.2% | 38.7% | 17.6% | 25.2% | 16.6% | 92.0% | 85.0% | | Avg # AP offered per school = | 6.7 | | | | | | 1.5 | | | | 2.6 |
| 42 | 30Q575 | Q | Academy of American Studies | 32 | 22, 82 | 1,038 | Multi-Factor | 1121.6 | 42.3% | 54.7% | 24.7% | 5.1% | 34.3% | 35.5% | 97.9% | 91% | Openly by priority to Queens students or residents in New York City residents. | AP Calculus AB, AP English Literature and Composition, AP Environmental Science, AP European History, AP Human Geography, AP Macroeconomics, AP Spanish, AP U.S. Government and Politics, AP U.S. History | 9 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 2 |
| 43 | 02M376 | M | NYC iSchool | 29 | | 457 | Multi-Factor | 1117.0 | 51.3% | 39.9% | 8.3% | 17.7% | 24.1% | 41.1% | 98.2% | 94% | Openly by priority to New York City residents. | AP Calculus AB, AP English Language and Composition, AP Environmental Science, AP World History | 4 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 2 |
| 44 | 28Q284 | Q | York Early College Academy | | | 359 | Multi-Factor | 1116.8 | 0.0% | 49.9% | 29.2% | 51.0% | 8.6% | 1.9% | 97.6% | 89% | Openly by priority to students in the five boroughs of New York City, with preference to New York City residents. | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 45 | 17K543 | K | Science, Technology and Research Early College High | | | 340 | Multi-Factor | 1107.7 | 24.7% | 60.5% | 5.3% | 81.5% | 10.0% | 1.2% | 93.2% | 80% | Openly by priority to students in the five boroughs of New York City, with preference to New York City residents. | AP Biology, AP Calculus AB, AP English Language and Composition, AP English Literature and Composition, AP U.S. History | 5 | 1 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 2 |
| 46 | 24Q585 | Q | Maspeth High School | 20 | | 1,196 | Multi-Factor | 1107.1 | 49.0% | 53.8% | 17.6% | 1.3% | 43.2% | 31.8% | 98.4% | 94% | Openly by priority to students in the five boroughs of New York City, with preference to New York City residents. | AP Biology, AP Calculus AB, AP Chemistry, AP Comparative Government and Politics, AP English Language and Composition, AP English Literature and Composition, AP Music Theory, AP Physics, AP Psychology, AP Studio Art: 2-D Design, AP U.S. Government and Politics, AP U.S. History, AP World History | 13 | 1 | 1 | 1 | 1 | 0 | 4 | 0 | 0 | 0 | 4 |
| 47 | 17K590 | K | Medgar Evers College Preparatory School | | | 901 | Multi-Factor | 1102.4 | 34.1% | 55.9% | 2.4% | 87.8% | 5.1% | 0.8% | 97.1% | 77% | Openly by priority to students in the five boroughs of New York City, with preference to New York City residents. | AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP Comparative Government and Politics, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP Human Geography, AP Physics, AP Spanish, AP Statistics, AP U.S. Government and Politics, AP U.S. History, AP World History | 16 | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 8 |
| 48 | 02M413 | M | School of the Future High School | | | 438 | Multi-Factor | 1101.1 | 24.8% | 44.0% | 15.3% | 11.0% | 28.1% | 37.9% | 97.0% | 88% | Openly by priority to students in the five boroughs of New York City, with preference to New York City residents. | AP English Language and Composition, AP English Literature and Composition | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 49 | 25Q252 | Q | Queens School of Inquiry, The | | | 329 | Multi-Factor | 1097.5 | 11.6% | 53.1% | 37.4% | 16.4% | 23.7% | 19.5% | 94.2% | 85% | Openly by priority to students in the five boroughs of New York City, with preference to New York City residents. | AP Biology, AP Psychology | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| 50 | 28Q440 | Q | Forest Hills High School | 30 | | 3,783 | Multi-Factor | 1096.5 | 38.0% | 58.7% | 23.8% | 8.1% | 34.7% | 29.7% | 91.1% | 84% | Openly by priority to New York City residents. | AP Art History, AP Biology, AP Calculus AB, AP Calculus BC, AP Computer Science, AP English Literature and Composition, AP Environmental Science, AP French, AP Macroeconomics, AP Physics, AP Psychology, AP Spanish, AP Statistics, AP U.S. Government and Politics, AP U.S. History, AP World History | 16 | 1 | 0 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | 7 |
| 51 | 02M408 | M | Professional Performing Arts High School | | | 443 | Multi-Factor | 1094.9 | 30.6% | 41.9% | 6.5% | 22.1% | 21.9% | 43.1% | 93.5% | 94% | Openly by priority to students in the five boroughs of New York City, with preference to New York City residents. | AP Biology, AP English Literature and Composition, AP U.S. History | 3 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| 52 | 30Q286 | Q | Young Women's Leadership School, Astoria | | | 319 | Multi-Factor | 1089.3 | 30.4% | 74.3% | 35.1% | 7.2% | 38.9% | 17.6% | 98.7% | 95% | Openly by priority to students in the five boroughs of New York City, with preference to New York City residents. | AP English Language and Composition, AP English Literature and Composition, AP Psychology, AP Studio Art: 2-D Design | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 53 | 28Q620 | Q | Thomas A. Edison Career and Technical Education Hi | | | 2,133 | Multi-Factor | 1086.7 | 15.9% | 60.8% | 46.9% | 19.0% | 23.3% | 4.4% | 92.3% | 84% | Openly by priority to New York City residents. | AP Calculus AB, AP English Language and Composition, AP English Literature and Composition, AP Statistics, AP U.S. Government and Politics, AP U.S. History, AP World History | 7 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 2 |
| 54 | 27Q650 | Q | High School for Construction Trades, Engineering a | 38 | | 1,027 | Multi-Factor | 1086.6 | 23.5% | 54.6% | 31.3% | 10.0% | 34.3% | 12.5% | 96.1% | 88% | Openly by priority to New York City residents. | AP Biology, AP Calculus AB, AP Calculus BC, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Statistics, AP U.S. History, AP World History | 9 | 1 | 0 | 0 | 1 | 1 | 3 | 1 | 0 | 1 | 5 |

| Appl Met h then SAT | DBN | Bur | School Name | Top 40 on Niche | US News Top 100 in NY (27-30) | Enrollment (total = 296,701) | Admission Method & Avg Seats/School | SAT math + write (pasted) | Metric Value - % Scoring 3+ on any AP Exam | Economic Need Index | Percent Asian | Percent Black | Percent Hispanic | Percent White | Metric Value - 4 Year Graduation Rate | Feel Safe | HS Directory - Location-Based or Other Admission Limitations | HS Directory - AP Classes | Total # AP Class | AP Bio | AP Che | AP Phy | AP Calc AB | AP Calc BC | AP Bio, Chem, Phys, Calc AB, Calc BC | AP Comp Sci | AP Env Sci | AP Stat | APB STEM (Bio, Chem, Phys, Calc AB, BC, Comp, Env, Stat) |
|----------------------------------|--------|-----|--|-----------------|-------------------------------|------------------------------|-------------------------------------|---------------------------|--|---------------------|---------------|---------------|------------------|---------------|---------------------------------------|-----------|--|---|------------------|--------|--------|--------|------------|------------|--------------------------------------|-------------|------------|---------|--|
| 55 | 31R455 | R | Tottenville High School | | | 3,808 | Multi-Factor | 1086.6 | 22.6% | 32.1% | 5.6% | 1.6% | 11.9% | 79.1% | 90.3% | 76% | Geography (Priority to students who live in the school and a new study group that is open to all students in the school in the New York City residence.) | AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Physics, AP Psychology, AP U.S. Government and Politics, AP U.S. History, AP World History | 12 | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 0 | 0 | 6 |
| Total Bracket 45-60k seat | | | 14 schools: American Studies, School, York, Sci/Tec/Research, Maspeth, Medgars, School of the Future, Queens Inquiry, Forest Hills, Prof Performing Arts, Young Women's Leadership, Thomas Edison, HS For Constr/Eng, etc. | some (5 of 14) | 1 of 14 | 16,571 | 1,184 | 1096.2 | 29.6% | 50.5% | 20.6% | 15.1% | 24.9% | 34.9% | 93.5% | 84.1% | | Avg # AP offered per school = | 7.3 | | | | | 2.0 | | | | 2.9 | |
| 56 | 04M555 | M | Central Park East High School | | | 496 | Multi-Factor | 1084.9 | 46.6% | 74.9% | 14.3% | 27.2% | 52.0% | 5.4% | 96.9% | 98% | Geography (Open to New York City residents.) | AP Calculus AB, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP Statistics, AP U.S. History | 6 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 3 |
| 57 | 25Q281 | Q | East-West School of International Studies | | | 349 | Multi-Factor | 1082.7 | 39.5% | 68.4% | 59.9% | 13.8% | 20.1% | 4.6% | 93.0% | 89% | Geography (Open to New York City residents.) | AP Calculus BC, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP Psychology | 6 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 3 | |
| 58 | 03M417 | M | Frank McCourt High School | | | 411 | Multi-Factor | 1081.5 | 0.0% | 49.3% | 3.9% | 15.8% | 44.8% | 29.7% | 93.6% | 85% | Geography (Open to New York City residents.) | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 59 | 13K670 | K | Benjamin Banneker Academy | | | 844 | Multi-Factor | 1081.3 | 19.3% | 67.7% | 4.3% | 81.4% | 11.0% | 1.4% | 95.0% | 81% | Geography (Priority to students in grades 11, 12, and 13 who live in the school or who live in the New York City residence.) | AP Biology, AP Calculus AB, AP Calculus BC, AP English Language and Composition, AP Music Theory, AP Physics, AP Spanish, AP U.S. Government and Politics, AP U.S. History | 8 | 1 | 0 | 1 | 1 | 1 | 4 | 0 | 0 | 0 | 4 |
| 60 | 13K595 | K | Bedford Academy High School | | | 364 | Multi-Factor | 1080.1 | 30.1% | 60.7% | 3.0% | 78.0% | 10.4% | 3.0% | 97.9% | 89% | Geography (Priority to students in grades 11 and 12 who live in the school or who live in the New York City residence.) | AP Biology, AP Calculus AB, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP Statistics, AP U.S. History, AP World History | 9 | 1 | 0 | 0 | 1 | 0 | 2 | 1 | 1 | 1 | 5 |
| 61 | 21K468 | K | Kingsborough Early College School | | | 366 | Multi-Factor | 1079.8 | 9.1% | 57.3% | 5.5% | 24.0% | 26.5% | 41.8% | 100.0% | 79% | Geography (Open to students who live in the school or who live in the New York City residence.) | AP Calculus AB, AP Statistics | 2 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 2 |
| 62 | 84Q705 | Q | Renaissance Charter School | | | 212 | Multi-Factor | 1076.5 | 48.1% | 56.7% | 17.9% | 9.9% | 62.3% | 9.4% | 94.2% | 86% | Geography (Open to New York City residents.) | AP English Language and Composition, AP Spanish, AP U.S. History | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 63 | 24Q610 | Q | Aviation Career & Technical Education High School | 31 | | 2,084 | Multi-Factor | 1075.0 | 25.6% | 68.3% | 36.9% | 4.4% | 45.3% | 9.8% | 94.9% | 91% | Geography (Open to New York City residents.) | AP Calculus AB, AP Chemistry, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP Physics, AP U.S. Government and Politics, AP U.S. History | 8 | 0 | 1 | 1 | 1 | 0 | 3 | 0 | 1 | 0 | 4 |
| 64 | 09X260 | X | Bronx Center for Science and Mathematics | | | 463 | Multi-Factor | 1067.3 | 42.5% | 84.2% | 7.1% | 22.7% | 66.5% | 2.4% | 91.2% | 93% | Geography (Priority to students who live in the school or who live in the New York City residence.) | AP Calculus AB, AP Computer Science, AP English Language and Composition, AP Environmental Science, AP European History, AP U.S. History | 6 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 3 |
| 65 | 21K525 | K | Edward R. Murrow High School | | | 3,789 | Multi-Factor | 1066.2 | 24.9% | 67.4% | 25.1% | 22.6% | 20.9% | 27.7% | 83.1% | 85% | Geography (Open only to Brooklyn residents who live in the school or who live in the New York City residence.) | AP Biology, AP Calculus BC, AP Chemistry, AP Computer Science, AP English Language and Composition, AP English Literature and Composition, AP French, AP Italian, AP Macroeconomics, AP Music Theory, AP Physics, AP Spanish, AP Statistics, AP U.S. Government and Politics, AP U.S. History | 15 | 1 | 1 | 1 | 0 | 1 | 4 | 1 | 0 | 1 | 6 |
| 66 | 84K744 | K | Coney Island Preparatory Public Charter School | | | 332 | Multi-Factor | 1065.5 | 24.4% | 74.8% | 9.6% | 40.4% | 36.1% | 11.7% | 86.4% | 86% | Geography (Open to New York City residents.) | AP English Language and Composition, AP Spanish, AP U.S. History | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 67 | 20K490 | K | Fort Hamilton High School | | | 4,582 | Multi-Factor | 1064.7 | 20.3% | 73.6% | 27.1% | 3.8% | 31.3% | 36.1% | 81.0% | 82% | Geography (Priority to Brooklyn residents or residents then to New York City residents.) | AP Biology, AP Calculus BC, AP Chemistry, AP English Language and Composition, AP English Literature and Composition, AP Physics, AP Psychology, AP Spanish, AP Studio Art: 2-D Design, AP U.S. Government and Politics, AP U.S. History, AP World History | 12 | 1 | 1 | 1 | 0 | 1 | 4 | 0 | 0 | 0 | 4 |
| 68 | 84K707 | K | Brooklyn Prospect Charter School | | | 415 | Multi-Factor | 1063.4 | 0.0% | 44.8% | 8.0% | 13.5% | 39.8% | 32.8% | 87.2% | 86% | Geography (Open to New York City residents.) | AP English Language and Composition, AP Spanish, AP U.S. History | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Appl Met h then SAT | DBN | B ur | School Name | Top 40 on Nich e | US New s Top 100 in NY (27- 29) | Enrollme nt (total = 296,701) | Admission Method & Avg Seats/ School | SAT math + write (pasted) | Metric Value - % Scoring 3+ on any AP Exam | Economic Need Index | Percent Asian | Percent Black | Percent Hispani c | Percent White | Metric Value - 4 Year Graduati on Rate | Feel Safe | HS Directory - Location- Based or Other Admission Limitations | HS Directory - AP Classes | Total # AP Class | AP Bio | AP Che | AP Phy | AP Calc AB | AP Calc BC | AP Bio, Chem, Phys, CalcAB, CalcBC | AP Co mp Sci | AP En v Sci | AP Stat | AP8 STEM (Bio, Chem, Phys, Calc AB, BC, Comp, Env, Stat) |
|---------------------------------|--|---------|--|------------------------------|---|-------------------------------------|---|------------------------------------|--|---------------------------|------------------|------------------|-------------------------|------------------|--|--------------|---|--|------------------------|-----------|-----------|-----------|------------------|------------------|--|-----------------------|----------------------|------------|--|
| 69 | 11X288 | X | Collegiate Institute for Math and Science | | | 616 | Multi- Factor | 1063.0 | 25.4% | 71.9% | 13.0% | 34.1% | 40.4% | 10.4% | 86.1% | 73% | Copyright © 2019 by Great Minds [®] or individuals listed as a part of an independent agency. This is the work of an individual who is not in or under an educational service. Open to anyone. Made in the USA. This is New York City Education. | AP Calculus AB, AP Chemistry, AP English Literature and Composition, AP Spanish, AP Statistics, AP U.S. History | 6 | 0 | 1 | 0 | 1 | 0 | 2 | 0 | 0 | 1 | 3 |
| | Total Bracket 60-75k seat | | 14 schools: Central Park E, E-W International, Frank McCourt, Benjamin Banneker, Bedford, Kingsborough, Renaissance, Aviation/Tech, Bronx Center for Sci/Math, Edward Murrow, Coney Island Prep, Fort Hamilton, Brooklyn Prospect Charter, Collegiate Institute for Ma/Sci | 1 of 14 | none | 15,323 | 1,095 | 1069.8 | 23.6% | 68.9% | 23.1% | 19.3% | 31.9% | 23.0% | 87.1% | 85.0% | | Avg # AP offered per school = | 6.2 | | | | | 1.6 | | | | 2.6 | |

**POLICY STATEMENT FROM THE COALITION OF
SPECIALIZED HIGH SCHOOLS ALUMNI ORGANIZATIONS**

**BRONX SCIENCE ALUMNI FOUNDATION
BROOKLYN TECH ALUMNI FOUNDATION
SITHS ALUMNI ASSOCIATION, INC.
STUYVESANT HIGH SCHOOL ALUMNI ASSOCIATION**

April 2019

The Bronx Science Alumni Foundation, Brooklyn Tech Alumni Foundation, Staten Island Technical High School Alumni Association and Stuyvesant High School Alumni Association believe in the importance of a specialized high school education and want to ensure that it is preserved for future generations. We also value diversity and strongly believe that much can – *and must* – be done to increase diversity in these schools. However, we do not believe that eliminating the Specialized High Schools Admissions Test (SHSAT) as the sole criteria for admissions and replacing it with alternative admissions mechanisms is the answer to the much larger problems facing New York City and its educational system. Furthermore, in a New York City public education system with 130 other options for high-achieving students from across the five boroughs, there is a valuable role for 8 specialized high schools to play.

As legislators and policy makers on the State and City levels convene a series of hearings, roundtables and discussions in the coming months, the members of the Coalition of Specialized High School Organizations look forward to participating in the dialogue and offering our input on both the root causes of this problematic lack of diversity and, more importantly, potential solutions.

THE REAL ISSUE

The purpose of having the SHSAT is to permit every child an equal opportunity to gain admission to a specialized high school regardless of race or ethnicity and without favoritism. The city's failure to provide high quality educational opportunities in every community and neighborhood is the root cause of the demographic disparities revealed by the results of the test. The questions on the test are vetted to ensure that they are free of bias, and the test results have been determined to be reliable and valid predictors of performance in high school.

Short-term, admissions-criteria-based diversity proposals overlook the fundamental issue facing not only the specialized high schools, but the entire NYC public school system: The lack of resources and educational enrichment opportunities in public schools in many communities of color, from the earliest days of Pre-K onward. These imbalances create structural educational inequalities that are ultimately manifested in the lack of diversity at the specialized high schools, as well as many of the other "screened" public schools at both the middle school and high school levels. Therefore, to address diversity at the specialized high schools and throughout the system in a truly meaningful manner, narrowly-focused, politically-expedient solutions must be eschewed in favor of a long-term, systematic approach.

POTENTIAL SOLUTIONS

To assist our elected officials and policy makers in the development of a system-wide diversity initiative, we have identified several potential ideas, programs and solutions for consideration. While none of these alone are likely to be a “silver bullet” capable of addressing the issue overnight, we would suggest they be considered as possible components of a larger overall approach.

- Address disparities in educational opportunities from day one through accelerated/enhanced learning programs in every community.
 - Require every elementary school in New York City to offer some form of enhanced programming, with test score cut-offs determined locally on a district-by-district basis to ensure that high potential students are identified in every neighborhood. The enrichment resources provided to participants will begin to build a new “pipeline” of high achieving students from all communities.
- Provide accelerated/enhanced learning opportunities in 4th through 6th grades to move high achieving students in every community into the middle school pipeline.
 - With many middle schools now playing an early role as “feeders” for high achieving students, we must focus additional resources immediately before middle school age.
 - Every middle school should provide an enhanced learning environment for the students capable of taking advantage of it. Algebra must be available to every middle school student in the 7th grade.
- Provide pre-SHSAT exam to further identify and support high achieving students in advance of middle and high schools.
 - A pre-SHSAT for 6th graders will not only identify students with strong academic potential, but as a diagnostic tool it will provide a map/action plan to address individual strengths and deficiencies for students in the 7th and 8th grades.
- Require every 8th grader in New York City public schools to take the SHSAT – and provide it on a school day in-class – and provide an opt-out option for parents if they choose not to have their child take the test.
 - Should the test not be made a requirement for every student, then we must continue to significantly expand outreach to students and families in underrepresented communities to grow the number of students in those communities taking the test.
- Make the SHSAT an untimed test, which would be beneficial to students with learning disabilities such as dyslexia.
- Reconfigure/expand the Dream Program to provide free test preparation to every student who wants it, especially those students from underrepresented communities. Today, the city has a waitlist for kids wanting to attend Dream.
- When the results of the city’s recent effort to expand the Discovery Program are released this fall, evaluate the criteria used to ensure that it is expanded diversity at the specialized high schools. Make additional changes should the City’s recently proposed amendments not work.

- Conduct a thorough and public review of the summer Discovery Programs offered by each specialized high school to ensure that students admitted through Discovery are properly prepared by their summer coursework to succeed.
- Double the size of the specialized high school system by creating 8 new specialized high schools focused on STEM education and given the labs and special resources to match the existing schools. Locate two of these new specialized schools in every outer borough. This will expand opportunities for additional high-achieving students because an additional 5,000 students taking the test would be admitted.
- Significantly expand enhanced educational opportunities at every high school in the city. 28,000 students take the SHSAT in part because they do not have good options in their neighborhood schools. Restore the ability of every student to get a high-quality education.

CONCLUSION

Our coalition is committed to addressing diversity at New York City's specialized high schools. But we believe that proactive, long lasting solutions can be achieved without changing state law. Careful thought must be used to consider the underlying reasons for the disparities before changes are made to an admissions process that for generations has created the foundation for these exceptional schools. We look forward to working with City and State policy makers and elected officials to ensure that all New York City school children have access to the high-quality educational opportunities they deserve.

For more information, please contact the Brooklyn Tech Alumni Foundation's government affairs representatives, Yoswein New York, at 212-233-5700.

For press inquiries, please contact Bob Liff at George Arzt Communications at (212) 608-0333 or via cell at (917) 287-7089.

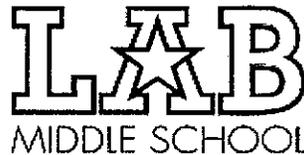
FOR THE RECORD

STATEMENT BY LARRY CARY, PRESIDENT OF THE BROOKLYN TECH ALUMNI ASSOCIATION AND CHAIR OF THE COALITION OF SPECIALIZED HIGH SCHOOL ALUMNI ORGANIZATIONS

May 1, 2019

"I urge the city council not to support scapegoating the SHSAT and refusing to deal with the problem of unequal educational opportunity for black and Latino students in our segregated school system. The test is not the problem, but a symptom. Most of the students at Brooklyn Tech, our city's largest high school, were black or Latino for 20 years until the city began systematically dismantling Gifted and Talented and enhanced academics in neighborhoods where those children attended school. If we are to end the effects of de facto segregation, we must give students from every neighborhood the tools they need to succeed, not only on the test but in life. The bill in Albany does nothing to improve our schools; it only pits the poor from one minority group against the poor of another minority group while discriminating against every student attending a Catholic, Jewish or private school. It's bad policy."

***Media Contact: Bob Liff, George Arzt Communications, Inc.
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**Parents of the
NYC Lab Middle School for Collaborative Studies Parent Statement Regarding
Proposed Changes to the Specialized High School Admissions**

NYC Lab Middle School is a screened middle school in District 2 in Manhattan. We have near 600 students enrolled in 6th – 8th grade. The parents of the NYC Lab Middle School support the goal of expanding diversity at specialized high schools and respect the diversity of opinions regarding this issue amongst people on both sides. However, the currently proposed admissions process changes do nothing to address the inherent, systemic failures by the Department of Education to provide opportunities for students from under-served communities to gain admission and thrive at these premier institutions. Equitable reform and increased diversity can only be achieved by adequately addressing the current educational deficiencies in those areas at the elementary and middle school levels.

NYC Lab Middle School offers a unique learning environment with a distinct philosophy that is predicated on four defining principals: Collaboration, Compassion, Diversity & Pluralism and Academic Rigor. Our students are fully prepared to attend and succeed at any NYC Specialized High School or Screened High School due to the high academic standards to which they are held. What our school does not offer is grade inflation or the “easy A” which makes it difficult for our very qualified students to compete alongside students from other middle schools where the SHSAT is not a qualifier.

Our current 8th grade class has 186 students. Of those 186:

- There were **142 (77%)** placements given to Specialized and/or LaGuardia
 - Sty - 50
 - Bronx Sci .- 21
 - Brooklyn Tech - 43
 - Brooklyn Latin - 9
 - HS Math Science - 3
 - LaGuardia – 16
- 116 students (62%) received one of their top 3 school choices
- 13 students received ONLY a Specialized HS and/or LaGuardia Placement

IF we remove the SHSAT and look at the **top 7% of the class, that is 13 students** who would receive a Specialized High School offer – leaving **129 students** without that offer. Where do they go? Whose opportunity to they take from now?

Do we care? Perhaps they should go to other schools? ABSOLUTELY NOT! **Improve Education at ALL High Schools instead of just focusing on Specialized High Schools // NYC Kids, especially boys, that perform at a high academic level have few and dwindling choices for an advanced education**

- In the DOE's system only 5% of high schools (26 of 489) offer at least 4 of these STEM focused classes (AP Biology, AP Chemistry, AP Physics, AP Calculus AB, and AP Calculus BC)
- Only 15% of high schools (73 of 489) offer at least 7 AP classes in any topic in contrast to the SHS, which offer on average 13 AP classes.
- Only 15% of NYC public high schools (72 of 489), which together enroll 28% of high school students (83,500), have an SAT average above the 2017 U.S. average (1060 SAT), though at least 50% should

Our students are prepared to continue their advanced learning from their three years at NYC Lab Middle School. Are they now to go backwards, not have access to AP Classes?

Equitable reform and increased diversity can only be achieved by adequately addressing the current educational deficiencies in those areas at the elementary and middle school levels.

- **Just as many Whites take the SHSAT as Black. However, 27% of Whites (1368 kids) get offers, compared to 4% of Blacks (190 kids). This does not mean the test is flawed. The test does exactly what it needs to do, identify the high performers for academically challenging schools (totally color-blind). Just because less Blacks made the cut-off score doesn't mean the test failed. It means the kids are less prepared, and that's what the DOE should focus on to level the playing field (in K-8)**
- NYC Lab Middle School sends a HUGE % of students to Specialized High Schools. But our Students are ready to succeed at these schools after three years of rigorous academics. They WANT to attend these schools and they are prepared.

But what about NYC Lab Middle School? Should you care? Are we just another privileged D2 school? NO! NYC Lab enrolls close to 40% of students with economic need. We teach these children, and prepare them for success at high ranking academic institutions.

This plan has not thought about how to handle students with disabilities / IEPs. We have asked at CEC meetings, DOE meetings, Meetings with the Mayor/Chancellor and never been given an answer on how this very important issue will be handled.

Removing academically accelerated options like SHS hurts public school families AND does not solve for segregation, It chases families out of the public school system.

- Where are the students to go? Private? Charter? Instead of improving education options we are tearing down the schools that are successful.

We would love to see more diversity in our NYC school system. However, the focus of the resolution today is not improving education for those who require it. And the multi-tiered attribute system has shown to be flawed, not transparent and full of errors. We support maintaining the Hecht-Calandra Act as it is currently written—and administration of the SHSAT as the sole means of admission—unless an alternative is presented to and thoroughly discussed with communities across the city that addresses the concerns that have been raised regarding the current proposed legislation.

My name is Bonnie and I went to public school here in New York City from Pre-K to 12. I'm currently a college student at Stony Brook University.

When people think of New York City, the ideas of diversity, inclusion and equity comes to mind. However, this isn't the reality we live in right now in our public schools. New York City does have a very segregated public school system and access to different resources aren't at equal reach for everyone. Our schools aren't integrated and our students deserve better.

Asian Americans have historically been used as a wedge by society to initiate conflicts within communities of color and create a distraction from the real issues of equity and inclusion. Asian Americans face systemic injustices just like other communities of color in our Eurocentric society. Stereotypes may say otherwise but we are not your wedge. We're in the fight for equity and integration in public schools as well. The model minority myth was created with the intention of initiating inter-group fighting within communities of color. This doesn't benefit Asian Americans— in fact the myth hurts us by telling our youth that they are just a test score and if they're unable to attain wealth, then they're not "Asian". There have been some conversations on making our curriculums more inclusive and reflective of minorities— we are a minority too so where is our history that isn't about the Silk Road? Almost all of my peers throughout high school didn't even know that Chinese-Americans weren't allowed to be citizens until 1943 and that people from Asia were also restricted from immigrating here for decades. Does this sound like we're the model minority?

Within our public schools, we have guidance counselors but how many of them are Asian? Representation is another area where we lack in. If there were greater resources available in regards to mental health in our public schools, then our youth will know more about the model minority myth ahead of time and that no one's perfect. Being put under the mental stress of everyone else being "perfect" but you, isn't healthy for one's upbringing. Asian Americans have the highest poverty rate in New York City— so why don't we usually talk about that? We're not the model minority and there is no truth to the myth. Just like other communities of color, we have been oppressed throughout history. Integrating our schools will reduce racial bias and counter stereotypes—if students are racially isolated from one another, then it's easier to develop a perception of another group that they have not been in the same classroom with.

May 1st, 2019

Respected NYC council members, committee members, parents and citizens,

Segregation by definition is the action or state of setting someone or something apart from other people or things or being set apart. The subject of today's hearing "Segregation in NYC Schools" is a misnomer. This misnomer actually stirs and divides our city. It is irresponsible for officials elected by NYC citizens to use and spread this misnomer.

The Specialized High Schools (SHSs) at NYC are open to every NYC student who chooses to put in the effort to prepare for the rigorous study at the SHS. SHSAT is an objective way to measure students' effort and readiness for SHS. It is irresponsible to eliminate the SHSAT without coming up with an agreed-upon objective alternative way to measure the incoming students' readiness.

From the mid-1970s to the mid-1990s, black and Hispanic kids made up close to half or more of the Brooklyn Tech student body. And the percentage has dropped since then due to the reduction and dearth of the gifted and honors programs in black and Hispanic neighborhoods.

I propose:

1. Stop focusing on SHS and SHSAT;
2. Bring back K-8 gifted and honors programs in black and Hispanic neighborhoods, to focus on the pipeline;
3. Study SHSs and apply their success stories to all schools;
4. Open gifted and honors programs in all high schools to create more seats for aspiring students.

My name is George Lee. I am parent of Stuyvesant graduates.

I had a prepared statement but I changed it because of Chancellor Carranza's outrageous testimony this morning.

Carranza said that either the SHSAT is racist against Blacks and Hispanics, or that Blacks and Hispanics are genetically unable to excel academically. It's one or the other, he said, no third possibility.

If Carranza doesn't see a third possibility, then we need to fire him from his \$350K-a-year job.

Because the SHSAT is not racist against Blacks and Hispanics, and Blacks and Hispanics are not genetically incapable to excel academically.

On the first point, I challenge him to produce a single question in the SHSAT that's racist. Or show me a single successful lawsuit against the test for being racist. [There was an NAACP LDF complaint at the Office of Civil Rights against the SHSAT, but that was not a lawsuit, and it lies as dead as a dodo, and the entire complaint failed to produce any evidence of racism.] The SHSAT is not racist.

On the second point, I am not a geneticist, so I can't prove anything at the level of genes, but I strongly believe that Blacks are not genetically inferior in academics. I can say that because the best, most demanding school I attended before college was when I took 8th grade at a school that was 90% Black. It was on the lovely island of Barbados. The school operated at several grade levels above American grade levels, and the top of the class had Blacks.

If all Carranza does is pose divisive phony binaries, he needs to be dismissed.

[Please vote YES on the resolution to bring G&T programs back to all our neighborhoods, and vote NO on doubly-racist resolutions to dumb down our Specialized High Schools.]

Dear Councilmen:

Why today we are here? Because Mayor Deblasio failed our schools. He wasted 773 millions on renewal program and failed during last 5 years. Chancellor came in NY for 1 year and what he only did is dividing the communities.

Why now City council and Chancellor want to eliminate SHSAT?
To cover Mayor Deblasio's failure.

As you said before, there are very few AP classes in other HS compare to SHS. Everyone knows that quality of other Public HS is bad, Many Parents know that they don't have choice. They don't want their kids go to those schools.

Let's face the reality!

SHSAT works. It works for decades already. The students and schools benefit from the test.

Why don't you fix K-8 first, improve all the schools first, before you touch SHSAT? Why you put the cart in front of the horse?

Last, I want to you to ask yourselves. You want to do something good for all kids? Or you want to do something wrong but reach your political goal?

Qing Lin

SEGREGATION IN NYC SCHOOLS

NYC Council Committee on Education Hearing
Sharmilee L. Ramudit
Community Education Council for District 3
May 1, 2019

Sixty-five years after *Brown vs. Board of Education*, this is a watershed moment in the history of NYC Education Policy. Time and again, disenfranchised groups of students have parents who have advocated for what is a basic human right – a sound and just education for their students. New York’s Historical Society has a rich trove of resources that document the political and civic opposition to desegregation. Dr. Matthew Delmont explains in his book, *Why Busing Failed: Race, Media, and the National Resistance to School Desegregation* that,

“While most people associate “busing” with Boston in the mid-1970s, the battles over “busing” first emerged in New York in the 1950s and 1960s. Like in Montgomery and Jackson, many New York politicians and citizens did not want the *Brown* decision to come to their schools. Black parents and civil rights advocates, including Ella Baker, Kenneth Clark, and Reverend Milton Galamison, thought otherwise and pressed for desegregation plans in the city. Indeed, the largest civil rights demonstration of the era occurred in New York in February 1964, when more than 460,000 students and teachers stayed out of school to protest the lack of a comprehensive plan for desegregation.”

You only have to travel uptown a few more stops to Harlem’s Schomburg Center for Research in Black Culture for access to all the scholarship, knowledge, and historical insight into the root causes of this resistance as explained by Ella Baker, Langston Hughes, and numerous other luminaries of the Harlem Renaissance and those inspired by them.

Historically, policy makers only know how to segregate. If you would like to now do the opposite, my recommendation is to finally seek out the scholarship that describes what Social Justice Centered Leadership and Policy Making looks like. Drs. Sonya Douglass Horsford, Janelle T. Scott and Gary L. Andersen have compiled our most recent up-to-date text on that work, “*The Politics of Education Policy in an Era of Inequality*”.

You have taken the momentous step in legitimizing 65 + years of education advocacy in the New York City educational landscape. Moving forward, if you would like to do more than just restate the obvious, it is time to partner with Research Institutions and CBO’s that have been advocating for these very oversight commissions, task forces, demographic data metrics, and advisory groups, and start correcting the segregation that is so starkly visible in our NYC schools.

Debbie Meyer

Testimony, NYC Council May 1, 2017

Joint Hearing of the Committees on Education and Civil and Human Rights

Segregation in our elite high schools is a symptom of many issues and we must attack those issue to address the segregation. Literacy is one very important issue. We know our low literacy rates mirror the rates in the rest of the nation. And we know struggling readers do not lack intellect or curiosity.

Growing up, I was an early and avid reader. I am a second-generation product of a public education. My father taught at a public university. I always thought public education was a bootstrap and a silver bullet. I also thought public education was what states provide its citizens to foster civic participation and to create a workforce to drive our economy, not fill its prisons. I thought elementary school teachers could teach reading. Isn't that the minimum one expects when they drop their precious kids off in the morning?

Then, I found myself parenting a struggling reader, and everything I thought I knew about public education was challenged. My son is dyslexic, like about 20% of the population. Like most struggling readers, he required instruction based on the research behind reading. Most schools don't deliver that, even though dyslexia represents 80% of all learning "disabilities".

A resourceful parent can find and pay tutors with appropriate skills, or a psychologist able to evaluate their kid, or even an attorney who can sue the school district for a "free and appropriate education." That doesn't just cost money; it costs time during the day when most people are at work. A "free and appropriate education" is not free when your child has dyslexia. A savings account is important: my family spent \$90,000 trying to keep my son in public school. The Tax Payers of NYC have spent \$150,000 to help him become a reader and writer. That money could have been spent on training teachers to address struggling readers.

If education were a bootstrap or a silver bullet, we would not allow so many kids – nearly 60% - to flail and not learn to read. Struggling

Debbie Meyer

Testimony, NYC Council May 1, 2017

Joint Hearing of the Committees on Education and Civil and Human Rights

readers get disconnected from school, and never reach their potential (<https://www.aecf.org/resources/double-jeopardy/>). They become statistics, rather than leaders. They have mental health issues, some as early as grade school. Without very resourceful parents, they are likely to become homeless (one study showed the rate of dyslexia at 40%), victims of child abuse (five times more likely), domestic violence or part of the criminal justice system (a study in Texas prisons had the rate at least 48%).

I wonder, are schools led and staffed entirely by people who, as kids, found school easy? Or did Title IX strip the teaching colleges of the best and brightest students? Why are schools teaching science, but not respecting the science of reading? Why are the university departments so "siloed" from one another rather than informing each other?

The neuroscience is clear: dyslexic students and other struggling readers succeed when schools address the five pillars of literacy: phonemic awareness, phonological awareness, fluency, vocabulary and comprehension with direct instruction. Phonics can't stand alone, but "phonics lite" as delivered in balanced literacy isn't enough. No science backs up the ubiquitous balanced literacy or whole language instruction. And even early and avid readers like myself benefit from learning phonics and morphology – we can apply it to spelling and growing vocabulary. We should end the "reading wars."

What else can we do? We can screen early for risk of dyslexia. Pediatricians could do this along with the hearing and vision tests, and family history. Pre-K and Kindergarten teachers could do this. Social workers could help families find resources early, and help parents understand what they must demand at school.

Teacher colleges can play a much bigger role in ensuring all children learn to read. They can prepare teachers to understand the five pillars of reading. They can make sure teachers know that teaching skills, like reading, is not the same as teaching content. Teaching skills requires direct instruction. School districts shouldn't have to retrain teachers.

Debbie Meyer

Testimony, NYC Council May 1, 2017

Joint Hearing of the Committees on Education and Civil and Human Rights

Professional development for working teachers should focus on new research and the latest in best practices for helping all students read.

While some people have more complex, layered learning challenges, many struggling readers are held back by a single issue: dyslexia. They are often just as bright as peers who learned to read easily. If these struggling readers **learn to read** before they need to **read to learn**, we will reap the benefits in many ways. We will eliminate struggling readers who just missed a chance to learn how to break the code of written English, making more room in special education for kids who really need special services. Classroom management will improve, as fewer kids will act out with frustration. The demand for more great middle schools and high schools will increase.

My formerly illiterate 4th grade son left public school is now an 8th grader at The Windward School for Children with Dyslexia. He will attend Bard High School Early College High School in Manhattan. With the science of reading in place, education can come much closer to being the proverbial bootstrap.

Alliance for Quality Education
City Council Education Committee Hearing 5/1/2019

Good afternoon all,

My name is Maria Bautista. I'm the Campaigns Director for the Alliance for Quality Education. We're a statewide education advocacy organization that intentionally centers racial justice as part of our mission and vision, and it is what brings us here today. As a city we should absolutely be ashamed that only 7 black students got into Stuyvesant and that only 10% of Black and Brown children got into the "specialized high schools", even though they represent well over 60% of our public school demographic. It's even more offensive to know that there are campaigns, some flush with big money who are pushing to renew the current admissions policies, while claiming they are against segregation and systemic inequity.

Let's be clear about this, allowing the system to remain the same guarantees that we will continue to uphold systemic racism. The history of the Hetch-Calandra legislation, the legislation that enshrines the single test admission policy, is no secret. It reveals the original intent and motive was to block the growing calls to diversify these schools at the time. The test has served and continues to serve its original purpose: to keep black and brown children out of these schools.

This alone should motivate state legislators, who hold the power to address the original legislation and the Mayor, who can change admissions requirements at 5 of the schools, to take action. What we're seeing today, is again a lack of political will to tackle the racist foundations plaguing our school system, and complicity with white supremacy. The Specialized High School Admissions Test (SHSAT) is only the tip of the iceberg. Systemic racism feeds off the SHSAT, and gifted and talented programs, screened schools and segregation itself, as tools to hoard resources. Worst of all, wealth and access to resources are confined to white, affluent communities, while the rest of our school system is under resourced and underfunded. NYS owes NYC public schools \$1.4 billion, which Governor Cuomo has refused to fund under the court mandated Campaign for Fiscal Equity.

This system ensures our communities are forced to fight for scraps. Black and brown communities are forced to participate in this sick dance for limited resources. Some of our Asian-American brothers and sisters have felt that they've been left out of the process and feel voiceless. This is all wrong. And so is moving forward with a plan that doesn't fundamentally eliminate the test as the sole basis for entry and that doesn't include multiple measures.

Imagine pouring all of the energy and money backing the pro-SHSAT campaign, into a campaign to ensure that all of our schools are high quality schools. This is where our real struggle lies.

Thank you.

zheng chang qing
女士们先生们大家好。 我只有 ~~high school~~

FOR THE RECORD

帮父母 我为养家

我只是想说。 我是很收入家庭。 失去了

高中 ~~读书的机会~~ 所以 ~~只出去打工~~ 我是三个 ^{加父母} ~~孩子~~ 很早死去 作3. ②现在

(二个6年级. 一个一年级) 热爱 小孩的妈当. 我的小孩非常喜欢学习. 而 庆幸我小孩

且我最小的孩子也考过了G/T考试. 但是

因为位置有限. 他 ^{我们还在等待后补} ~~没有进入G/T的机会~~. 为 ~~什么~~

③ 我们希望 DOE. 不是 ~~增加~~ 提供 ^给 学校 更好的资源. 让每个孩子.

接受更全面的教育. 而不是 ~~废除考特殊学校制度~~ ^{高中考试}

~~这样对任何孩子都没有好处~~. ④ 我是妈当. 我知道小孩 一个

~~需要~~ 需要更好. 更丰富的知识. ~~这样对任何孩子都没有好处~~ 这样才能成为对社会国家

成为更有用的公民。

FOR THE RECORD

zheng. chang qing 5/1/19

各位好:

我是2个孩子的家长,一个普通的低收入家长一个英文并不好的第一代移民。(不然我也不需要翻译了)

我全年无休的工作,今天我被迫放下今天的工作,来到这里,是因为现在市长及教育总监所推动的教育改革,这是"房间里的大象"。

让我直白地说吧:

市长取消 SHSAT 的改革是个针对亚裔的种族歧视,是市长为了自己自私的政治利益及掩盖他教育失败而推出的违反常识的作法。

一个显而易见,不言而喻的常识:

测试是一种检测,而检测是保证质量的必需手段。

在人类社会,测试无所不在,包括大家所用的手机,正是经过重重测试才能使用,没有测试,将不会有正常的人类社会。

另一个显而易见,不言而喻的常识:

美国是个机会平等的市场经济国家,不是结果平等的共产主义国家。

肤色与学习无关,肤色与科学无关。

强调肤色比例的人,本质就是种族主义者。

想一想现在市长想操弄的,他们不关心学生真正学到什么,他们只关心肤色的比例。

想一想现在美国的战略对手国家,那些追赶的国家正快速赶上美国,他们靠的正是美国拓荒先驱们那样艰苦与奋斗,他们靠的是更高标准的考核,更艰苦的学习,而不是所谓"快乐无害"没有考试的"教育",这些国家坚持更高的标准才导致产生更优秀的学生。

为了美国的未来,我们必须坚持高标准的考试。

FOR THE RECORD

根据《纽约时报》的报道，2014年，市长拨款1.5亿美元，要改进94所学校，但在在花了数亿美元与多年时间后，只有3所学校得到进步。

改进学校的速度太慢，导致市长为了他的政治利益做出取消SHSAT这种违反常识的事。

我有2个小孩，而我只有公校教育这一条渠道，无论他们能否通过考试，这都是他们改变人生，实现阶层上升的唯一方法。

当市长强行修改SHSAT后，我想问：

1. 如何可确定每个学校的Top 7% 都是相同水平？
2. 如何确定所谓的“贫困指数”？
3. 那些考进好学校(比如 ~~15187~~ 15187)但又没有Discovery problems的，非Top 7%的学生，他们何去何从？
4. 我们将如何向努力念书的小孩解释？

教育局(DoE)的责任应该是提高教育质量，而不是象幼儿园那样发糖果。
这不是数字游戏！

生活是艰难的，就象今天墙上挂着的美国开国先驱们一样，艰难才能创造辉煌，考试才能促进成才！

家长: Xuhui Ni

FOR THE RECORD

Testimony of Bronx Borough President Ruben Diaz Jr.
Before the Committees on Education and Civil and Human Rights
Joint Hearing on Segregation in NYC Schools:
May 1, 2019

My name is Ruben Diaz, Jr., and I am the Borough President of the Bronx.

I submit my testimony today to discuss the issue of school segregation in NYC Schools, and to encourage the City Council to pass legislation that mandates the Department of Education, and specifically, the Public Schools Athletic League become more transparent in the reporting of their expenditures in this arena.

New York City is one of the greatest cities in the nation, if not the world. As a City, we have made great strides in economic development, quality of life for our residents and in creating and maintaining jobs. Nowhere is this renaissance more evident than in The Bronx. However, there remains a particular glaring area that we have not seen as great a stride - and that is in the area of educational disparities, and equity in the distribution of resources in high school after school sports.

Imagine being a teenager, starting your high school career with the hopes of being able to join a team, to excel at and hopefully master a sport, and to develop a camaraderie with your classmates, teachers and coaches. Your passion is track, basketball, volleyball, football, or tennis. But when you go in to your school, ready to sign up or ask about how to try out or join a team, you are told “We don’t have that here.” This is the reality that our students have faced, and continue to face in the 21st century in our City. And that, is unacceptable.

The statistics lay bare the severity of the problem:

- Upwards of 20,800 students attend a school in New York City with no PSAL teams. 83.5% of these students are Black and Latino;
- Schools composed of 10% or fewer Black and Latino students had a 91% PSAL team approval rate between 2012 and 2017, whereas schools with 90-100% Black and Latino students had only 55% of their team applications approved;
- Black and Latino students have less access than students of other races to every single PSAL sport with four exceptions—and those exceptions happen to be the least expensive sports to fund.

I am outraged by these statistics, as I am sure you in the City Council are. We cannot stand idly by and continue to ignore this reality.

Engaging in sports not only develops and tests our bodies, but it is also can be the gateway to opportunities like developing life-long friendships, maturity and a discipline to keep pushing past adversity and obstacles. It can be the avenue to mental acuity and strategy, and yes, for some, a way to earn scholarships to college. However, many of our youth are currently – in 21st century New York City – deprived of the right to participate in after school sports like their peers in richer, more affluent, and most times, less diverse communities. This is unacceptable.

I met recently with some dynamic, involved and tenacious students in my borough who are directly affected by the lack of sports equity in their high schools. It was heartrending to hear how these students have been marginalized, being relegated to the proverbial “back burner” by the very entity charged with ensuring their success not only as students, but as citizens of the world. While some students may have the ability to seek out alternative avenues to participate in sports, I can only imagine how frustrating this situation would be for the average high school student. Luckily, these students didn’t just accept this disparate treatment as a foregone conclusion. They didn’t take no for an answer. Instead, they became advocates, through the work of the Fair Play Coalition, not only for themselves, but also for their peers whose voices would otherwise have gone unheard in this fight.

I am thankful for groups like the New York Lawyers for the Public Interest and the student led Fair Play Coalition, who advocate along with their partners to raise awareness of the severe inequity that exists when it comes to access to PSAL sports teams. This fight starts with transparency from all levels, and that is why I also strongly encourage the Council to pass Intro 242-B, which would require the DOE and the PSAL to report to the City Council, and to make public, basic information about their procedures, decision-making, and data related to allocation of resources and funding.

But this inequity I speak of today goes well beyond unequal access to high school sports and resources. Recent statistics highlight that segregation in schools continues along racial and ethnic lines in New York City. It infects our educational opportunities and outcomes as well when it comes to schools composed primarily of black and brown youth. You need look no further than our admittance rates to the specialized high schools. News reports confirm that only 7 out of 895 slots in Stuyvesant High School’s freshman class were offered to black studentsⁱ. The results of this year's Specialized High School Admissions Test (SHSAT) are extremely disheartening, and make it crystal clear that this city has a long way to go before it can claim it provides parity in accelerated education

to all communities. As it stands now, New York City's public schools, in the 21st century, are more segregated now than they ever were over 50 years ago. Further, existing inequities are only magnified by this result.

It should no longer be enough to just say we are the fairest city in the world, we must act in accordance with that moniker and make it a fact. To this end, my Office, along with The Brooklyn Borough President's Office, convened a Task Force, and issued a separate report with recommendations on this matter, which I attach to this testimony today.

DOE must change its policies in order to ensure that, going forward, there is a more equal distribution of resources allocated to after school sports teams to schools that have to date been deprived of this right. It must also change its thinking in general as it relates to integration and programmatic equity when it comes to schools that serve primarily racial and ethnic minorities. These populations have been, and continue to be, systematically deprived of the right to a fair and equal access to educational opportunities. Every child matters. *Our* kids matter. These opportunities, whether they be in the classroom, or after school participation in a sport of their choice, matter.

I believe in this city and I believe in our ability to right this wrong when it comes to eradicating segregation in our schools. It is my hope that hearings like this are a first of many steps to a candid discussion about the state of our schools when it comes to DOE resource allocation, how the lack of it disproportionately affects Black and Latino youth, and how that needs to change, today. I add my voice to the conversation currently before the Council to lend my support to the students, teachers, parents and many other partners who are everyday advocates in this struggle to end school segregation in all forms in New York City.

Thank you.

¹ *Segregation Has Been the Story of New York City's Schools for 50 Years*, The New York Times, March 26, 2019



FIXING THE PIPELINE: SOLUTIONS TO DISPARITIES IN GIFTED EDUCATION IN NEW YORK CITY

A Report from Bronx Borough President Ruben Diaz Jr. and Brooklyn Borough President Eric L. Adams' Gifted & Talented Education Task Force



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FIXING THE PIPELINE: SOLUTIONS TO DISPARITIES IN GIFTED EDUCATION IN NEW YORK CITY

BACKGROUND: A STATEMENT OF THE PROBLEM

The New York City Department of Education (DOE) recently revealed a plan to improve diversity in New York City's (NYC) schools.ⁱ While this plan takes some small steps in the right direction, more must be done to address this chronic disenfranchisement, particularly within the City's Gifted & Talented (G&T) programs and the New York City Specialized High Schools (NYCSHS). Recent statisticsⁱⁱ concerning diversity in the NYCSHS substantiate and highlight the breakdowns with integrating NYC's schools in regards to racial and socio-economic lines.

Furthermore, the levels of segregation at the NYCSHS are exacerbated by the inability of the DOE to effectively make G&T education widely accessible and inclusive because strong G&T programs historically have had high placement rates at the NYCSHS.

Every year, students and families await the results of the test to determine who will receive an offer into one of the DOE's citywide or districtwide G&T programs. The families may change year to year; however, the statistical results are consistently problematic. The makeup of the G&T classrooms grossly misrepresents the makeup of the City's student body.

The statistics are undeniable. The citywide poverty rate for students is approximately 77 percent, but in gifted programs, that number is 43 percentⁱⁱⁱ, and while 70 percent of students citywide are black or Latino, they make up only 27 percent of the students in gifted programs.^{iv} It is clear that the current methods for identifying and enrolling gifted students are deficient.

The numbers are consistently as disastrous for admissions to the NYCSHS:

- In 2015, black and Latino students comprised over 46 percent of test takers, but received less than 12 percent of the offers.^v
- In 2016, black and Latino students made up just over 44 percent of test takers, but received only slightly more than 10 percent of the offers.
- In 2017, black and Latino students made up a little more than 44 percent of test takers, while receiving just over 10 percent of the offers.^{vii}

This is not even to mention students from these under-represented minorities who do not sit for the test. Clearly, attempts to increase diversity in these schools are stagnant at best. New approaches are desperately needed.

The DOE's current policies have failed to adequately provide G&T educational opportunities to every neighborhood and corner of NYC in an equitable manner. Consequently, the DOE is failing to provide the necessary challenging instruction to G&T students across the city beginning at an early age. This directly contributes to the NYCSHS' inability to admit students that represent NYC as a whole because rigorous early education during elementary and middle school leads to success with advanced learning later on. As a result, underserved students are not being set up to successfully access the NYCSHS and succeed in other advanced learning opportunities.

It is for this reason that our offices created the Gifted & Talented Education Task Force (hereafter the "Task Force") to hear directly from parents and community members, and tap into the expertise of the Task Force members, about these challenges and identify ways to reform the G&T program and NYCSHS system to better meet the needs of all New Yorkers. The Task Force was comprised of:

- Borough Presidents Eric L. Adams and Ruben Diaz Jr.
- Jeff Lowell, Deputy Policy Director to Brooklyn Borough President Eric L. Adams
- Monica Major, Director of Education to Bronx Borough President Ruben Diaz Jr.
- Raymond Sanchez Jr., Counsel and Senior Policy Manager to Bronx Borough President Ruben Diaz Jr.
- Ryan Lynch, Policy Director to Brooklyn Borough President Eric L. Adams
- Victoria Reing, Director of Policy to Bronx Borough President Ruben Diaz Jr.
- Geneal Chacon – Panel for Educational Policy
- Steven Francisco – CEC 10
- Nancy Kheck – CEC 11
- Nikki Lucas – District Leader, 60th Assembly District
- Melanie Mendonca – CEC 23
- Katie Sperling – Parents' Alliance for Citywide Education
- Ralph Yozzo – CEC 16

What the Task Force heard at public hearings during spring 2017 was enlightening and informative. It highlighted once again the need for robust community engagement to identify sustainable solutions to our ongoing challenges.

For example, one Community Education Council (CEC) member at the Task Force's hearing at Bronx High School of Science on March 20, 2017 summed up the overarching challenge perfectly:

Our schools must exist for one reason alone – to help our children achieve their highest potential. Every student deserves an educational experience that allows them to thrive academically regardless of their background or zip code. The time is now to identify and cultivate top talent. – (District 9 CEC member)

Using the public hearing testimony and research conducted by Task Force members, this report outlines ways to achieve this goal by highlighting the challenges that face G&T students and parents, as well as identifying ways in which to improve accessibility to G&T programs to every New Yorker, deliver adequate resources to support G&T students throughout their educational careers, and look at new ways to diversify the NYCSSHS' population to better reflect the cultural mosaic of NYC as a whole.

OVERVIEW OF RECOMMENDATIONS:

This report makes the following nine recommendations and we are calling for their immediate implementation.

1. All communities must have equal access to G&T programs in kindergarten.

For far too long, the DOE has not done enough to ensure that G&T classes exist in the earliest grades in every community in this city. A student's zip code should not decide whether or not they have access to an accelerated learning environment, and these programs should be available from the kindergarten level upwards.

2. All students in public pre-K programs must be tested for G&T programs.

If more students are tested more students will qualify for G&T programs. The DOE should immediately enact a plan to test every student in a public pre-kindergarten (pre-K) program for G&T classes, in order to ensure that students in underserved communities are not left out of the selection process because of an information gap or any bias as to who is encouraged to take the test. An opt-out option should be available to parents.

3. Students who qualify for a G&T program must be offered a seat in their community.

Every student who qualifies for a G&T program and wants a seat in their district must be found a seat in their own community, be it their zoned school or another school in their local school district. Students should not have to leave their borough for a seat in a G&T program.

4. Increase knowledge of G&T programs by passing City Council Intro 1347.

City Council Member Robert Cornegy Jr.'s legislation would require the DOE to include materials about the G&T exam and programs along with universal pre-K information. This is a common sense measure to expand access to these programs, and we urge the bill's swift passage.

5. Middle school G&T programs must be expanded, so that the pipeline of feeder schools to high school is never broken. More citywide G&T programs^{viii}, which are proving a successful model, should be implemented in The Bronx, north Brooklyn, and elsewhere in the city where they are lacking.

The dearth of middle school G&T programs in this city, especially in traditionally underserved communities such as the South Bronx and north Brooklyn, is unsustainable and perhaps the largest impediment to a strong K-8 pipeline to the city's specialized high schools. Strong middle school G&T programs must be created in all communities, be they district level or citywide.

6. All students who need it should have access to free or low cost test prep for the Specialized High School Admissions Test (SHSAT).

Parents who cannot afford additional test prep services for the SHSAT should not see their children left behind for lack of funds. Programs that provide free test prep services for the SHSAT should be expanded dramatically to reach all students that would benefit from them. The top 15 percent of each Bronx middle school's 5th and 6th grades should be given automatic offers into DREAM-Specialized High School Institute programming.

7. The DOE must move to using admissions methods that do not rely solely on the SHSAT for the eight schools that rely on it.

Access to high-quality high-level public high school education should not be based entirely on the results of a single test. Additionally, the top five percent of each Bronx and Brooklyn middle school graduating class should be offered an automatic seat at a newly created, borough specific NYCSSHS. This will serve as an explicit incentive to children and drive performance.

8. G&T education should be inclusive.

G&T should allow for instances of students with Individualized Education Programs (IEPs).

9. The DOE should pay for a student's bus transportation to programs in other boroughs.

Currently, parents who do not have citywide G&T options in their own borough are forced to pay for costly bus service to send their children to schools in other boroughs. If adequate programs do not exist in a student's community, it is the school system, not the student's family, who should pick up the cost of busing the student to a program in another borough.

MAJOR THEMES: ACCESS AND TESTING

Throughout the course of the Task Force's work, trends emerged that can be broken down into two major themes: access and testing.

The overall problem of access – to transportation, quality of programming, and information about G&T programs – was summed up perfectly by a Bronx parent's testimony at the March 20, 2017 hearing in The Bronx:

I think we need to...dedicate that building to a G&T school, K-8 in the Bronx...As I said, I have two girls. The older one tested for G&T and she was accepted into NEST+m. The problem was, there was no busing across boroughs. My daughter was 6 or 7 at the time and my wife and I were both working so there was no way that we could bring her to school and back to Manhattan. And we didn't have the funds to pay for a private bus so we had to pass on that opportunity. My daughter eventually went to MS 180 in Co-op City and they had an honors program, but it isn't G&T...One of the problems we are seeing is that because there is no school, there is no interest to get that information out and so I have worked in a situation where I have seen G&T books, thousands of books, just lying in waste there. They are not getting to the parents and so it kind of defeats the purpose...We have no schools for them. – Bronx parent at a task force hearing

ACCESS TO INFORMATION ABOUT G&T

Although gifted programs have consistently placed their students in the NYCSHS, testimony at two public hearings held in spring 2017 clearly showed that parents were not being made aware of the programs and/or the testing procedures. Parents testified that DOE was not making them aware of G&T programs and testing and that parents had to investigate these opportunities for themselves. These parents recounted their experiences focusing on the challenges of information dissemination about testing. One parent stated:

I know schools that didn't even give out booklets for G&T testing...I only found out about the G&T program through a friend.

This results in many districts, like in the south Bronx and central Brooklyn, having a scarcity of students sitting for the test.

Insufficient information about the programs in certain areas is a clear problem that needs to be addressed by DOE. Moreover, it must do more to improve the flow of information regarding the availability of G&T testing and opportunities to parents.

ACCESS TO PROGRAMMING

In order to keep students engaged, they must be challenged throughout their academic career. Lessons in a general education classroom cannot consistently push the most advanced students to achieve at their maximum potential. For this reason, gifted students should be given the opportunity to be challenged by classroom instruction in classes solely dedicated to advanced learners.^{ix}

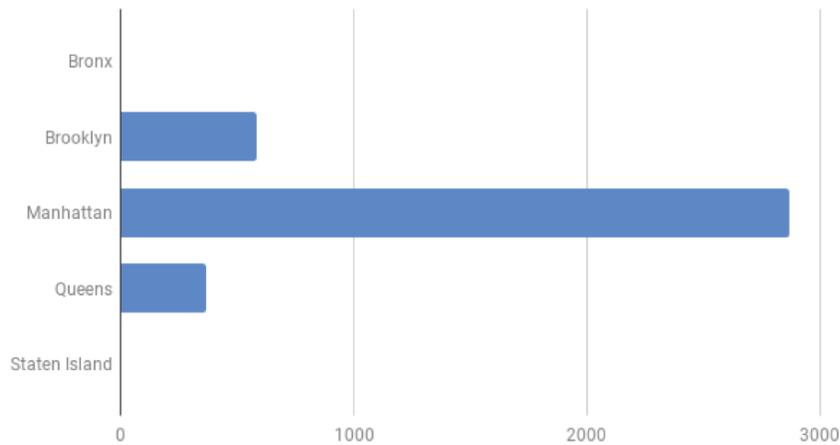
While the DOE is trending towards G&T entry at the third grade level beginning in September 2017, we have seen no convincing evidence that this later entry point is more optimal than providing G&T programming in lower grades. In fact, there is evidence that earlier exposure to G&T instruction is more beneficial for young learners.

This position was supported by comments and questions posed by the Task Force:

- Why not provide ample opportunities for G&T education in the grades when students are building initial reading skills and other important skills?
- If school performance records and attendance records are the factors at issue in determining success in these programs as the DOE has said in defense of the third grade policy, then why deprive all gifted students of a chance at early advanced coursework?
- Wouldn't behavioral and other support for gifted students and families help with attendance and performance of students whose testing indicates they could do the work of the G&T program?
- Couldn't additional services lessen the gap between ability and achievement at a young age?
- Why does the DOE rely solely in some programs on teacher identification for G&T education when such identification has proven biases?

It is also evident that The Bronx and north Brooklyn need citywide G&T schools. These successful schools create continuity for students in an accelerated learning environment by allowing them to continue in the same program with many of the same peers for grades K-8.

Seats by borough of Citywide Gifted and Talented – Where schools are located



Source: DOE enrollment data

The absence of citywide G&T programs in The Bronx and in north Brooklyn is an ongoing problem that leads to negative outcomes in terms of school and program diversity as well as access to accelerated coursework. While the Bloomberg Administration was tentatively planning the siting of a citywide G&T school in The Bronx, this commitment has not yet been made a reality.^x Parents at our Task Force hearings expressed a desire for more geographically accessible G&T options.

The pipeline feeding G&T students from one challenging educational experience to the next is broken due to a lack of options at the middle school level; this was brought up in numerous testimonies at the task force hearings.

We must fix that pipeline. Mayor Bill de Blasio has garnered much praise for his efforts on pre-K education; however, these programs remain a part of this disconnected system. In order to take full advantage of the investment in pre-K and 3-K programs, a pipeline from elementary and middle school levels is needed for students to access high quality high school educations on their way to excellent educational opportunities at the college and graduate levels. Elementary and middle school education are key pieces of the puzzle of educational opportunity at the high school level for all students, regardless of race and ethnicity.

A CASE STUDY BY THE TASK FORCE: DISTRICT 11 WHAT HAPPENED TO A FORMERLY SUCCESSFUL G&T PROGRAM IN THE BRONX?^{xi}

The Bronx currently lacks a middle school G&T program. The following is a case study of MS 181 in District 11 (D11), which used to house the one Bronx G&T middle school. As a result of anecdotal research compiled by the Task Force, a disturbing downward trend was identified in the number of students able to access the NYCSHS from the school after it was converted by the DOE from a G&T program into a “screened” Honors program.

Over the last decade, on average the demographics of the D11 students in G&T programming across grades K-8, has aligned closely with composition of the school population as a whole:

- Asian 4-8 percent
- Black 60-68 percent
- Latino 25-27 percent
- White 2-4 percent

Historically in D11, the K-8 G&T pipeline has shown little evidence of disparities in equity or access for black, Latino, and other minority populations that are currently underrepresented minorities (URM) in the NYCSHS. There are no shortages of intellectually talented URM students in The Bronx, and they’ve typically comprised the majority (consistently over 90 percent) of G&T seats in D11.

From the mid 1990’s, MS 181 was the preeminent G&T middle school program in the north Bronx. As a district program, it received the brightest students from D11, a majority from the only other G&T elementary program, PS 153; until PS 121 K-5 G&T seats were added. MS 181 served as a beacon for accelerated learners, as the only public school option for Bronx students who did not make it into citywide middle school G&T programs. It was also an essential component of a robust pipeline that offered highly capable Bronx children a proven pathway into elite NYC public and private high schools. In 2014, the last cohort of G&T students graduated from MS 181 – many destined for NYCSHS and top private/parochial institutions, all recruited on merit-based scholarships.

KEY ASPECTS OF THE G&T PROGRAM IN D11:

- From the 1990's, the G&T testing process has always included psychological evaluation, and D11 G&T admissions staff ensured that each applicant received a personalized assessment, including:
 - IQ testing to ascertain the breadth and depth of the child's potential
 - Assessment of the child's social and emotional maturity, and
 - Gauging their ability to deal with the rigor and stress associated with the accelerated pace of the G&T classroom.
- Psychological testing for G&T admission ended in the early 2000s. Veteran educators and leaders in D11 share a firm belief that a single test grade is not a valid indicator of a child's "fit" for any screened programs. Multiple measures are needed to create functional accelerated tracks.
- While key changes like a centralized admissions process for G&T K-5 programs took place in 2008-9, in D11 the middle school placements from PS 153 to feeder MS 181 without re-testing, remained intact until 2010. Students from other D11 programs and districts had to test into a G&T middle school program.
- By the 2012-2013 academic year the DOE altered the G&T testing paradigm for grades K/1 and soon after in 2014 the middle school G&T entrance exam was eliminated; this DOE policy effectively downgraded the MS 181 program to a screened honors program.
- Concurrently the middle school choice lottery was introduced, and DOE centralized the assignment of students to "screened" programs based on New York State (NYS) tests and grades; the MS 181 principal lost the discretion to populate students "of like abilities" into the allotted seats. Loss of transparency, placement of students based purely on numbers, and a loss of flow from local K-5 G&T classes forced key changes in educational programming at MS 181. The DOE introduced an enormously heterogeneous cohort from many schools which required a substantive reduction in the academic rigor of honors classes.
- Consequently, the numbers of MS 181 students placing into NYCSHS has also dropped significantly since the DOE change in the school.
- Today, the MS 181 screened program still offers n=50 seats to students from all over D11; of over 600 applicants about 8-10 percent are offered admission through the Office of Student Enrollment. The new rule for Admissions in 2017 is that NYS scores can only count for < 50 percent.

In D11, it appears that DOE's policy changes and centralization has effectively dismantled a highly successful legacy G&T pipeline, one that reliably served the needs of underserved children of D11 for decades.

PERSPECTIVE FROM PRINCIPALS – A HYBRID APPROACH FOR FURTHER STUDY

Principals from MS 181 and from another nearby school were supportive of a hybrid program, rather than the concept of a "G&T only" school. Often, students can show exceptional ability in a single or limited range of disciplines, without the overall academic performance to earn a seat in G&T programs. MS 181 Principal Christopher Warnock has long-term experience and success with channeling students from general and special education into accelerated math and other subjects when they demonstrate the ability to perform at that level (and vice versa when otherwise high performing accelerated learners need remedial support in a subject). Transitional students gain in terms of psycho-social and intellectual development from diverse peers as well as from the experiential learning in this unique environment. Similarly, G&T children recognize that exceptional ability occurs at all levels, even on the other end of the special education spectrum. It shapes their self-awareness and understanding of multiple intelligences.

What happens to PS 153 G&T students when they graduate? The majority of students continue in local, community schools. Many go into general education programs, or get placed by DOE into screened programs at two main local schools MS 180 and MS 181.

It is important to recognize that the average class size often decreases, from an average of about 28-32 students, because many students transition from G&T to elite private schools. This may comprise from 10-25 percent of the class; many of these students receive scholarships and/or financial aid to stay in these private schools. That may in part contribute to the low numbers of URM students that channel into specialized high schools from The Bronx.

ACCESS TO TRANSPORTATION

Certain areas that do not have adequate G&T resources are further underserving students because current busing policies do not allow for opportunities for intra-city commuting to programs outside students' home communities. Current busing rules make the lack of citywide G&T programs in The Bronx and north Brooklyn an egregiously unfair situation.

Many parents testified that transportation issues were key to their decision about whether to apply to or enroll their child in G&T programs. One parent testified that one of his daughters qualified for citywide G&T and was offered a spot at NEST+m on the Lower East Side, but because of transportation challenges they decided to not pursue this educational opportunity:

My daughter was 6 or 7 at the time and my wife and I were both working so there was no way that we could bring her to school and back to Manhattan. And we didn't have the funds to pay for a private bus so we had to pass on that opportunity.

The families of students who are selected to attend a citywide G&T school in another borough must always provide their own transportation. This is a particularly acute problem in the Bronx since all citywide schools are out of borough. **For example, there are currently over 250 students commuting from The Bronx to four citywide schools in Manhattan and Queens.** NEST+m, located on the Lower East Side, has 80 Bronx students alone, further indicating that there would be tremendous interest in a Bronx citywide G&T school. The DOE provides a MetroCard for the child, but not for the adult to accompany their children to school. Currently, 807 students across all five boroughs attending citywide G&T schools use private bus services that cost \$3,000-\$4,000 a year. This cost adds a significant financial burden to families who are often struggling to make ends meet.

Private Bus Routes to Citywide G&T Schools 2016/17 and
Number of K-8 Students Commuting from Bronx to Citywide G&T Schools 2016/17

| School | Number of Private Bus Routes | Number of Students Using Private Bus Service | Cost of Full Time Private Bus Per Student | Matrons? | Notes |
|----------|------------------------------|--|---|---|--|
| Anderson | 2 | 7 | \$3,000 - \$4,500 | No | |
| BSI | 2 | 80 | \$3,000 | Yes | |
| NEST+m | 13 | 490 | \$3,000 | Yes | NEST+m offers financial aid to students who are free-lunch eligible - they offer up to 1/3 the total cost of the bus or \$1,000, whichever is lower. |
| TAG | 4 | 150 | \$3,000 | No | |
| Q300 | 4 | 80 | \$3,000 - \$4,500 | Elementary school age routes have matrons | Price difference depends on whether there is a matron and on how many riders are on the bus. |

Total # Citywide G&T Students in 5 Boroughs Paying for Private Busing in 2016/17 = 807

Total # of Students Commuting from Bronx to Citywide G&T Schools in 2016/17 = 256
(120 to TAG, 81 to NEST+m, 50 to Anderson, 5 to Q300 - not all of these students use private bus)

Data Source: PTA Executive Boards of all five Citywide G&T schools

As a result of the above referenced policies, hundreds of students are required to commute for more than an hour each way to reach their schools. The impact of long commutes does not only end at a lighter pocketbook or wallet, but also the socio-emotional state of the students. Beth Spence, a researcher on this topic, has found that “long bus rides have a negative effect on family life, on the ability of students to perform well in school, and on their ability to fully participate in the school experience.”^{xii} She also points out that the opportunity cost or value of student time while commuting is ignored by education policymakers, and argues that commute length should be examined when making decisions about education quality.

Michael Fox has also studied the impact of long commute times and found that:

...students living farther away from schools must selectively drop activities from their schedules to compensate for the long bus rides. This is detrimental to their lifestyles as some may exclude...recreation, social, or homework activities.^{xiii}

Fox refers to the time spent on the bus/commuting as “empty time”^{xiv} which keeps students from filling their days with extracurricular enrichment or relaxation and even sleep. Many Bronx and Brooklyn children must start their journey as early as 6:30 AM in order to get to their schools throughout NYC or in other parts of their borough.

Testimony from the public hearings also provided anecdotal evidence of the impact of commuting on children. For example, one parent worried about the unsupervised time spent on the bus:

I had concerns about putting my baby on the school bus when you see so many things in the news about what happens on school buses, kids getting lost, kids getting left, or the violence that I have heard can happen when you have kids on a bus that are K-5 or K-8.

Another parent noted that long bus rides make it impossible for his child to take advantage of afterschool activities or sports because the bus has to leave before those activities are finished. The parent coordinator at PS 153 said:

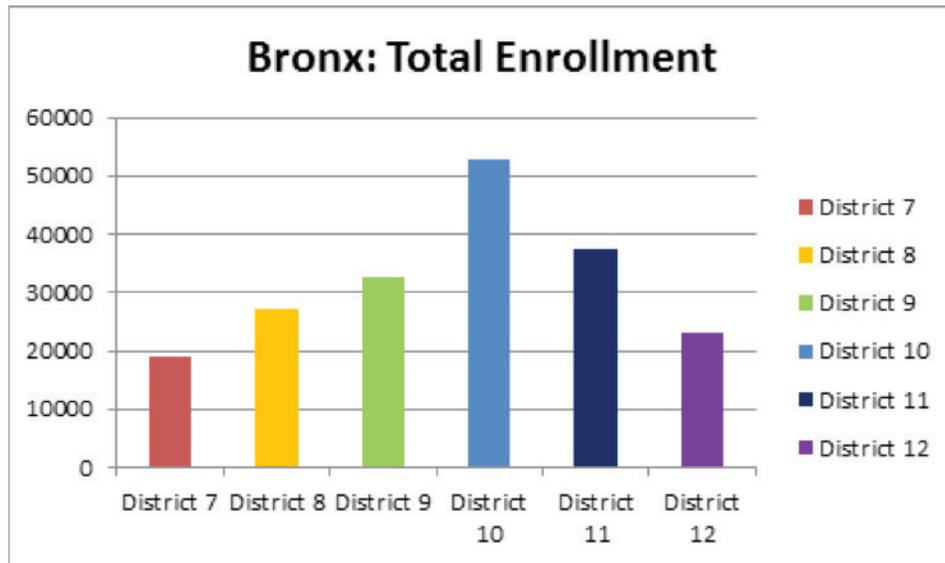
I feel like cattle are being herded instead of our children for the future. I am watching kids come off three to a seat and then we are wondering why we have issues with no matrons and no guidance.

While offering citywide G&T programs in underserved areas such as The Bronx, which lacks a citywide G&T program, is the priority, improved free transportation must be provided to connect families to the G&T programs they deserve in the ongoing absence of these programs.

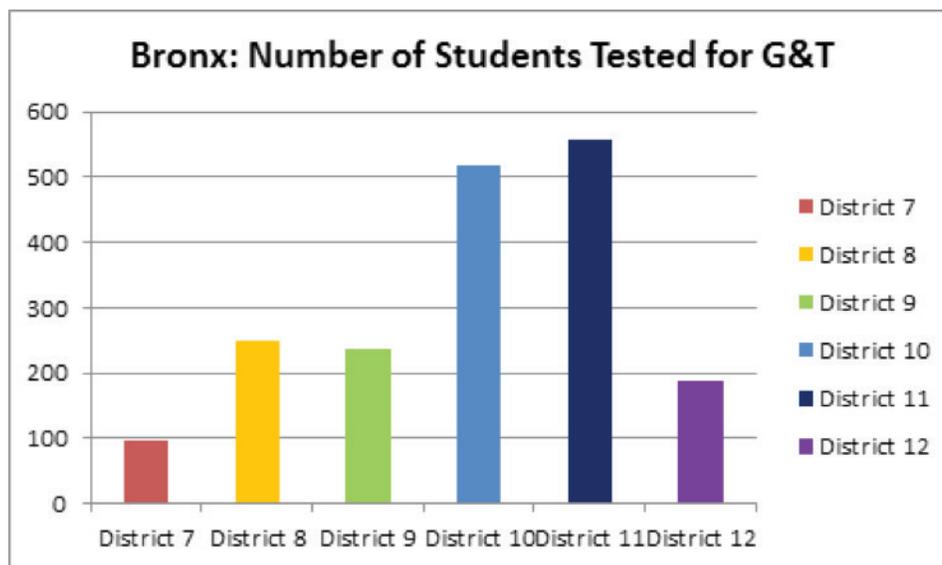
ACCESS TO TESTING AND TESTING RESOURCES

Currently, the city's G&T programs are significant feeders to the NYCSHS. Ensuring a more diverse student population in gifted programs could help address the diversity challenges at the NYCSHS.

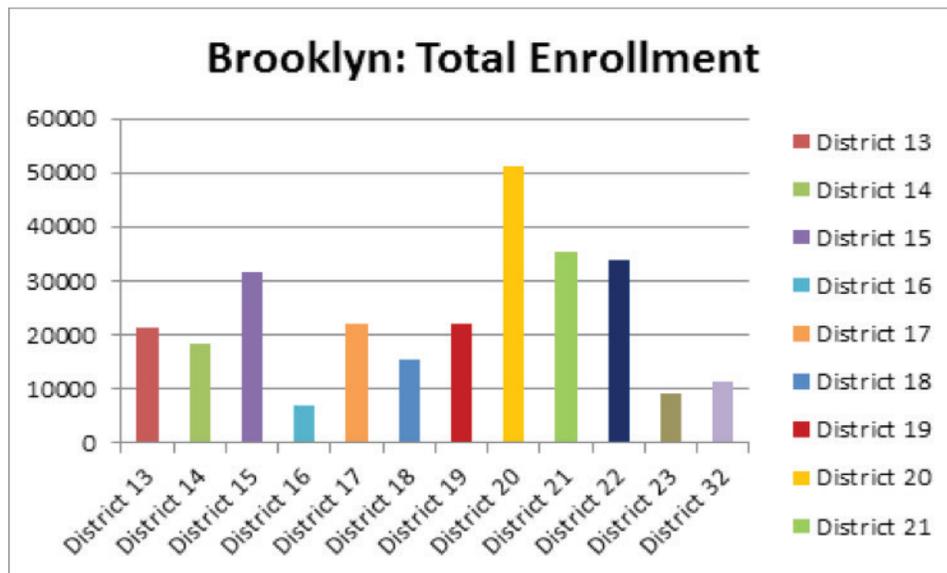
Studies have shown that teacher identification for G&T programs may have potential for racial bias. Reliance on teacher identification for who should test into programming is therefore not an optimal approach. Universal testing with an "opt-out" option for parents who do not want their children assessed would therefore provide a wider and fairer net for students taking the test and would qualify more students for G&T programs. The research suggests that universal G&T testing is fairer and helps diminish racial bias.^{xvi}



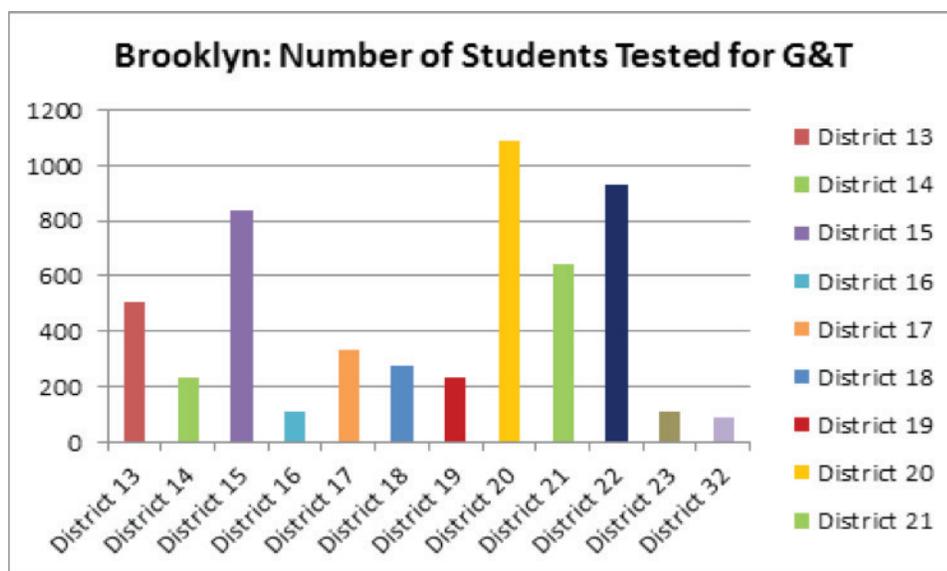
Source: DOE enrollment data



Source: DOE enrollment data



Source: DOE enrollment data



Source: DOE enrollment data

Under the Bloomberg Administration, plans were floated to test all students for G&T programming but this recommendation was never realized.^{xvii}

Using the SHSAT as the sole criteria for acceptance into the NYCSHS has also led to inequities of access because of the high cost and geographic dispersion of test prep services. Focused and dedicated test prep is essential because the SHSAT has historically required skills outside of the school curriculum. This situation has left underserved students, who often do not have the means to pay for test prep, or time to commute long distances, at a disadvantage compared to their peers.

In 2016, the DOE announced a moderate expansion to test prep programs using a combination of additional City and State funds. While the recent expansion of this program is welcome, the DREAM-Specialized High Schools Institute only incrementally addresses the problem and needs to scale up quicker to reach all students who need it. Moreover, the DOE should be more transparent in regards to the numbers of students who qualify academically for free test prep and those that actually enroll.

For example, in D7 and D12, there were only 20 and 26 8th graders, respectively, in the 2016-2017 class of the DREAM program. Further study must investigate the number of students on the waitlists for these programs and how many qualified students are simply not applying because of lack of publicity about the program or for other reasons. Identifying these metrics will ensure that more students would benefit from the program and whether a fresh look at the criteria for identifying eligibility beyond simply “free lunch” status is needed.

| School District | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | |
|-----------------|-------------------------|---------------------------------|-------------------------|---------------------------------|-------------------------|---------------------------------|-------------------------|---------------------------------|
| | Total DREAM 8th Graders | SHS Offers to DREAM 8th Graders | Total DREAM 8th Graders | SHS Offers to DREAM 8th Graders | Total DREAM 8th Graders | SHS Offers to DREAM 8th Graders | Total DREAM 8th Graders | SHS Offers to DREAM 8th Graders |
| 7 | s | s | s | s | 20 | s | 15 | s |
| 8 | 32 | s | 26 | s | 52 | 13 | 54 | 19 |
| 9 | 25 | s | 20 | s | 64 | s | 73 | 10 |
| 10 | 28 | 12 | 39 | 10 | 56 | 10 | 98 | 26 |
| 11 | 25 | s | 42 | 12 | 55 | 14 | 113 | 34 |
| 12 | 15 | s | 11 | s | 26 | s | 19 | s |

Source: DOE statistics (s < 10)

ACCESS TO IEP INCLUSION

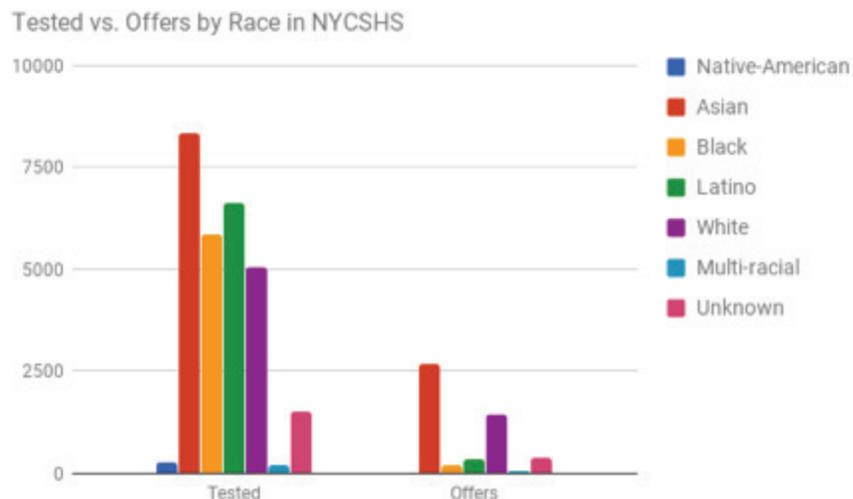
Students with disabilities represent 19.4 percent of NYC students,^{xviii} yet some of these students also qualify for G&T programming. Too often, students with Individualized Educational Plans (IEPs) are forced to choose between gifted programming and the specialized services they need. Advocates for Children of New York shared stories with the Task Force about students excluded from gifted programs due to their disabilities or the existence of an IEP. Testimony provided by parents at our hearings also highlighted examples of parents being told that the G&T program could not accommodate the IEP.

Our G&T programs must truly be accessible by all students who meet the criteria. Students with IEPs and disabilities should not be excluded from gifted education simply because of that designation.

TESTING REFORMS FOR NYC SHS

Segregation and near-segregation in education is clearly not fair, a sentiment that no one should dispute in 2017. Famously, the United States Supreme Court ruled in *Brown v. Board of Education* that segregation violates the constitutional rights of students. This Task Force believes that “quasi-segregation” and deprivation of opportunities to some of the City’s very best high schools and G&T programs does not evince equality either.

As mentioned above, according to data released in March 2017, the demographic make-up of the NYC SHS has yet to change to reflect the broader demographics of NYC. Only 3.8 and 6.5 percent of admissions offers to the eight NYC SHS went to black and Latino students this year, respectively.^{xix} In terms of actual numbers, that means that more than 6,600 Latino students in NYC applied for the NYC SHS but only 330 earned admission. Nearly 5,800 black middle school students in NYC applied to eight of the NYC SHS but only 194 were admitted. The admissions numbers for these two groups are well below the approximately 18 percent of total test takers that gained admission to one of the eight schools.^{xx} These numbers highlight that despite the vision of public education being premised on equity of access, we are not achieving this vision in New York City in 2017.



Source: DOE data

The DOE has taken a first step by eliminating the logical reasoning and scrambled paragraphs sections on this coming year's SHSAT (Fall 2017).^{xxi} The DOE's rationale for these changes is that they are striving to more closely align the test with what students are learning in class.^{xxii} While this is an important step, the Task Force does not see these efforts as far-reaching or efficacious enough. Not only must the elementary and middle school pipeline be fixed, the admissions methods must be adjusted as well. We must use multiple methods and find creative solutions to promote equity.

This initiative requires changes that must be implemented at both the City and State level. The Hecht-Calandra Act was passed by the State Legislature in 1971 to help preserve the selective status of the NYCSHS, but at the time only the three schools were in existence. The other five only use the test as standard practice, not as required by the Act. Hence, three of the NYCSHS – Brooklyn Tech, Bronx Science, and Stuyvesant—are required by State law^{xxiii} to use the SHSAT as the sole determinant of admission to the schools. The remaining five specialized schools – Brooklyn Latin, High School for Math, Science, and Engineering at City College, High School of American Studies at Lehman College, Queens High School for the Sciences at York College, and Staten Island Technical High School – are not listed in the State law and could therefore change the admissions criteria with a DOE rule change.

Unfortunately, the magnitude of inequities of access and diversity in NYCSHS will not simply be addressed by rewording a nearly 50-year-old law. A more aggressive approach that shifts the very paradigm of admissions to these schools is needed, and we must hold both the City and State accountable for the gross under-representation of certain minorities at the NYCSHS.

The inequity in high school admissions in New York City also manifests acutely in the rest of the City's high school system. A recent *New York Times* article demonstrated that the current school choice system is not creating equity for students of low socio-economic status, particularly for students and families in The Bronx.^{xxiv} Additionally, the lack of excellent screened schools in The Bronx is part of the backdrop for this issue. Screened schools serve a far larger number of students than the NYCSHS and none of the top 50 screened schools are located in The Bronx.^{xxv} For instance, a Bronx student is given lower priority than a Manhattan student for the top Manhattan schools because of the DOE's policy of giving priority to students closer to home.^{xxvi} Segregation, already present in NYC schools, is intensified by this approach.

RECOMMENDATIONS

1. All students in public pre-K programs must be tested for G&T programs.

One solution suggested by both The Bronx and Brooklyn borough presidents, in a March 2016 New York Daily News op-ed^{xxvii} and by testimony at the public hearings, is universal early screening for G&T programs. Early screening of all pre-K students has several advantages. First, it means that we are much less likely to miss a gifted student simply because their family did not know about the testing opportunity or the program because their pre-K teacher failed to tell them about the test, a truly unacceptable result. Under this proposal, parents would be welcome to opt out if they did not want their child tested. Second, this would help students who are at risk of not being sufficiently challenged in an under-performing school to be identified early and get into a program that can meet their needs. Later testing runs the risk that a student is behind simply because the school they attend cannot meet those needs. The DOE should identify gifted students earlier with on-ramps to the program at multiple ages rather than have students try to catch up later. This would have the additional benefit of allowing the DOE to identify those high potential students not flourishing in G&T from an early age and give them the support necessary within G&T education to allow them to flourish.

2. Middle school G&T programs must be expanded, so that the pipeline to high school is never broken. Citywide K-8 G&T programs should be located where they are lacking.

As a parent I feel deeply hurt that I have to put him in this environment that I know is not socially connecting for him and I have to schlep him to Manhattan every single day and so he loses the other parts of his life which is playing basketball or making friends in the neighborhood - so he lives this very fractured life. I would encourage us to have G&Ts in communities so that children can access this type of education in their home communities. (Parent at the Task Force's Brooklyn hearing)

The availability of G&T education is insufficient in NYC at both the elementary and middle school levels. Alumni of the NYCSHS recalled the highly rigorous "special progress" (SP) middle school program, what was once a pipeline to the NYCSHS.

Many of the alumni who testified at the hearings talked about programs they participated in during middle school that helped to prepare them for entry into NYCSHS. Some of these were G&T programs and others were part of SP classes at their middle school. Establishing more middle school G&T programs with accelerated learning can help improve performance on the SHSAT as well as performance in high school and beyond.

3. All students who need it should have access to free or reduced cost test prep for the SHSAT.

Better elementary and middle school education alone is insufficient to address the problem of underrepresented minorities at the NYCSHS. The Task Force believes sole reliance on this test is misguided; nevertheless, we recommend an interim step while this issue is rectified: free and/or low cost test prep for all those who are in financial need of it.

The DOE's DREAM Program must be expanded to capture additional students, and additional resources from New York State and NYC are needed to make this a reality.

Additionally, the Task Force recommends that priorities for seat allocation should be given to those that demonstrate significant financial need though a more objective metric than Title I free lunch, as, for instance, not all those who qualify apply for free lunch. Finally, the Task Force urges the DOE to consider that the top 15 percent of each middle school in The Bronx and central Brooklyn 5th and 6th grades be given automatic offers into a DREAM-Specialized High School Institute programming.^{xxviii}

4. Other admissions methods such as portfolio based admissions should be given serious consideration by the DOE and the State.

The NYC SHS have long been venerated as a path to social mobility for New Yorkers regardless of their socio-economic or ethnic background. This is no longer the case. All groups of New Yorkers are not being served by this bridge to many excellent colleges, universities, and careers.

Pipelines and the attendant problems of socio-economic inequality take time to fix, but we believe that we should make immediate changes that can help fix the problem of inequity now. We recommend the following alternative admissions methods:

- Multiple pathways for automatic admission to a NYC SHS should be implemented, including, but not limited to:
 - The top five percent of each Bronx and Brooklyn middle school graduating class should be offered an automatic seat at a newly created, borough-specific NYC SHS. This will serve as an explicit incentive to children and drive performance.
 - Opportunities should be allowed for math and science portfolios to serve as a means of admission to the NYC SHS.
 - We recommend the DOE establish procedures and standards for the admission to the specialized high schools of the city, including the grade point averages of applicants, personal statements of interest submitted by applicants and such other factors as the City shall determine to be necessary.

As an additional alternative to applications based solely on the SHSAT, the Community Service Society's proposal to switch the test for admission for the NYC SHS to the state test is worthy of consideration. That proposal also includes an opportunity for top middle school performers to receive admission provided their state tests are above a specified cutoff.^{xxix}

These alternate admissions schemes would go a long way towards changing the racial and ethnic makeup of the schools to be more equitable and are worth DOE's consideration.

5. All communities must have equal access to G&T programs in kindergarten, regardless of their zip code.

Not only is there inequity in NYC SHS admissions, there is inequity in where G&T programs are placed as well. Bronx and Brooklyn districts are missing G&T options at the kindergarten level, and for the reasons stated above, G&T options should be available at an earlier age. For instance, in The Bronx, D7 and D12 as well as Brooklyn's D16 and D23 G&T options have historically not been available to residents at all. In some instances, the DOE is adding third and fourth grade classes, but has still not committed to kindergarten, first, and second grade programs in all districts. We demand this commitment to programs from the earliest ages equally throughout the city.

6. Students who qualify for a G&T program must be given a seat in their community.

One of the more startling stories told by a parent at the Bronx hearing was from a mother whose son was assigned to a G&T program that did not exist. Upon receiving the assignment, she went to the school to discuss the program and nobody seemed to know what she was referring. The parent was led to believe that the program hadn't been operating because there were not enough students enrolled each year. Her son went without a G&T program that year. This is an entirely avoidable problem.

At first, this problem seems contradictory to the earlier claim that there are not enough G&T seats, but the more likely scenario is that there are not enough local students who were admitted to the program, in part because not enough local students took the G&T entry test. The base assumption that there are not enough G&T students to fill community programs is patently false. Ideally, with the adoption of universal G&T testing more students will be identified to fill seats. Until this happens, the Task Force recommends that programs be filled with students who came close to the cutoff score, or students identified via other means (teachers, grades, state tests – depending on the grade level) to ensure that qualified students get the chance they deserve.

Additionally striking is the data that 35 percent of qualifying test takers for G&T at the kindergarten level were not offered a seat this year for Fall 2017.^{xxx} This is unacceptable. Qualified students should be given the opportunities they deserve. Every year, more students test into the G&T programs than there are seats available.

7. DOE should provide free busing across boroughs at the elementary level to provide better access to G&T programs.

Busing is provided to students at G&T district programs according to the same eligibility rules as general education students. They are bused only within their district of residence and are not bused further than a five-mile route from any school in the district. Busing is provided to students at citywide G&T schools within the student's borough of residence, but not further than a five-mile route. Busing for charter and non-public students is provided within the student's borough, but not further than a five-mile route.^{xxxi} Exceptions to these guidelines include students in temporary housing and students mandated for specialized transportation due to their IEP.

It is clear that more G&T programs are needed, including citywide programs in The Bronx and north Brooklyn. If the best educational opportunities for gifted children are citywide programs, and those students are getting into the specialized high schools, then free busing needs to be available to make those programs accessible to all.

8. G&T education should include IEP students.

The DOE should not exclude students with an IEP from G&T programs, and students in G&T programs should have full access to any specialized services they need. The two program needs are not mutually exclusive. A parent should not have to choose between a G&T program and access to appropriate resources for their child or children.

9. Public knowledge of G&T programs should be increased by passing Intro 1347.

One recurring issue the Task Force heard at hearings was the existence of an information gap between parents who were “in the know” about G&T programs and those who were not. Both Borough President Adams and Borough President Diaz took immediate action on this issue by providing testimony to the City Council in support of Intro 1347, which would require DOE to include materials about the G&T exam and programs in Pre-K for All information packets. At the time of this writing, the legislation has not been adopted; the Task Force urges the City Council to pass, and Mayor de Blasio to sign, the bill into law.

EXCERPTS FROM BOROUGH PRESIDENTS' TESTIMONY ON INTRO 1347:

Testimony of Borough President Adams:

The City's gifted and talented programs are often the gateway to New York City's specialized high schools, which, in turn, are gateways to Ivy League colleges for New York City students. We cannot allow lack of awareness to be the reason why a student is not tested and is ultimately left behind on the pathway to the Ivy League...There is a comprehensive solution to this problem, and passing this legislation is a step toward that solution.

Testimony of Borough President Diaz:

...We need to increase the numbers of students taking the test in socioeconomically disadvantaged areas, and the first critical step is through better communication about the programs and testing. We should ensure appropriate materials are widely disseminated, and in multiple languages....The low numbers for Black and Latino students in gifted programs ... may be explained in part due to the communication issue that parents have articulated to the task force...No parent should be deprived of information about gifted and talented programs.

ENDNOTES

- ⁱ New York City Department of Education, Equity and Excellence for All: Diversity in New York City Public Schools (June 2017), available at: schools.nyc.gov/NR/rdonlyres/D0799D8E-D4CD-45EF-A0D5-8F1DB246C2BA/0/diversity_final.pdf.
- ⁱⁱ New York City Department of Education, 2017 Specialized High School Offers (pdf file).
- ⁱⁱⁱ Christina Veiga, Among New York City's Deeply Segregated Gifted Programs, One Brooklyn School Aims for Greater Diversity (Nov. 18, 2016), Chalkbeat.org, available at: chalkbeat.org/posts/ny/2016/11/18/among-new-york-citys-deeply-segregated-gifted-programs-one-brooklyn-school-aims-for-greater-diversity.
- ^{iv} Ibid.
- ^v Pamela Wheaton, 8th-Graders Get High School Admissions Results (Mar. 4, 2016), InsideSchools.org, available at: insideschools.org/news-&-views/8th-graders-get-high-school-admissions-results.
- ^{vi} New York City Department of Education, *supra*, n. ii.
- ^{vii} Ibid.
- ^{viii} Citywide G&T programs are programs that accept students from all boroughs and typically go from kindergarten through eighth grade (with the exception of one program that goes through high school). Students must score a 97 or above on the placement test to gain admission.
- ^{ix} See National Association for Gifted Children, Position Statement: Early Childhood (Nov. 2006), available at: [nagc.org/sites/default/files/Position%20Statement/Early%20Childhood%20Position%20Statement.pdf](https://nagc.org/sites/default/files/Position%20Statement%20Early%20Childhood%20Position%20Statement.pdf).
- ^x Elissa Gootman, Gifted Schools, Beyond Manhattan (Oct. 23, 2008), New York Times, available at: cityroom.blogs.nytimes.com/2008/10/23/gifted-classes-beyond-manhattan/?rref=collection/byline/elissa-gootman&action=click&contentCollection=undefined®ion=stream&module=stream_unit&version=latest&contentPlacement=203&pgtype=collection&r=1.
- ^{xi} Source: Research Interviews Conducted with G&T Personnel in D11:
- G&T Testing & Admissions Coordinator, Director for Special Ed in D11, veteran gifted teacher and administrator, had oversight of District 11x153 G&T students and pipeline program from 1994 to 2002. As per the citywide Anderson protocol, coordinated the written test and psychological evaluations for all G&T student applicants in the district/borough.
- MS181 Principal, C. Warnock – lead the district G&T middle school program until 2012-2013 academic year; with introduction of the School Choice initiative, principals lost the discretion to populate G&T and/or screened classes to a centralized DOE process based on state tests and grades; [Data provided – 2016 and 2017 Rubrics for NYC Honors Program Admission]
- Parent Coordinator – long-term PC at MS181 (now at MS180) with administrator of enrichment programs, 8th grade Regents and SHSAT prep programs ~20 years.
- PS Principal – currently supervises the legacy district G&T program for grades K-5; a G&T Parent Advisory Board supports the community of accelerated learners in her school.
- ^{xii} Beth Spence, Long School Bus Rides: Their Effect on School Budgets, Family Life, and Student Achievement (2000) Rural Education Issue Digest, Retrieved from eric.ed.gov/ERICWebPortal/detail?accno=ED448955.
- ^{xiii} Michael Fox, Rural School Transportation as a Daily Constraint in Students' Lives (1996), *Rural Educator* 17(2):22, as cited in Spence, *supra*, n. xii.
- ^{xiv} Ibid.
- ^{xv} New York University, Steinhardt School of Culture, Education, and Human Development, Race Influences Teachers' Referrals to Special and Gifted Education, Finds Steinhardt Study (Oct. 18, 2016), available at: steinhardt.nyu.edu/site/ata glance/2016/10/race-influences-special-ed-referrals.html.
- ^{xvi} See Susan Dynarski, Why Talented Black and Hispanic Students Can Go Undiscovered (Apr. 8, 2016), New York Times, available at: nytimes.com/2016/04/10/upshot/why-talented-black-and-hispanic-students-can-go-undiscovered.html?_r=0; see also Max Nisen, Tackling Inequality in Gifted-and-Talented Programs (Sept. 15, 2015), *The Atlantic*, available at: theatlantic.com/education/archive/2015/09/inequality-gifted-programs-schools-testing/405013.
- ^{xvii} Elissa Gootman and Robert Gebeloff, Gifted Programs in the City Are Less Diverse (June 19, 2008), New York Times, available at: nytimes.com/2008/06/19/nyregion/19gifted.html.
- ^{xviii} New York City Department of Education, Demographic Snapshot 2012-13 to 2016-17, available at: schools.nyc.gov/Accountability/data/default.htm.
- ^{xix} Monica Disare, Only 10 Percent of Offers at New York City's Specialized High Schools Went to Black and Hispanic Students (Mar. 8, 2017) Chalkbeat.org, available at: chalkbeat.org/posts/ny/2017/03/08/only-10-percent-of-offers-at-new-york-citys-specialized-high-schools-went-to-black-and-hispanic-students/.
- ^{xx} Eliza Shapiro, Racial Segregation Persists in City's Most Competitive High Schools (Mar. 8, 2017) Politico, available at: politico.com/states/new-york/city-hall/story/2017/03/racial-segregation-persists-in-citys-top-high-schools-110210.
- ^{xxi} New York City Department of Education, Specialized High Schools Admissions Test – FAQ on Redesigned Test, available at: schools.nyc.gov/NR/rdonlyres/701100A4-918F-4F2B-B592-860996626CA6/0/SHSAT_FAQ_SAMPLE_ITEMS_FINAL11317.pdf.
- ^{xxii} Ibid.
- ^{xxiii} New York Consolidated Laws, Education Law - EDN § 2590-h, available at: codes.findlaw.com/ny/education-law/edn-sect-2590-h.html.
- ^{xxiv} Elizabeth A. Harris and Ford Fessenden, The Broken Promises of Choice in New York City Schools (May 5, 2017), New York Times, available at: nytimes.com/2017/05/05/nyregion/school-choice-new-york-city-high-school-admissions.html?_r=0.
- ^{xxv} David Cruz, Lack of Elite Screened High Schools, A Tough Call for Bronx Parents (May 10, 2017) Norwood News, available at: norwoodnews.org/id=23341&story=lack-elite-screened-high-schools-tough-call-bronx-parents.
- ^{xxvi} Ibid.
- ^{xxvii} Ruben Diaz Jr. and Eric L. Adams, Put Kids on a Path to Stuyvesant, and Bronx Science, and Brooklyn Tech Early: Test All Pre-K Students for Gifted and Talented Programs (Mar. 13, 2016), New York Daily News, available at: nydailynews.com/opinion/diaz-adams-put-kids-path-stuyvesant-early-article-1.2561799.
- ^{xxviii} The Bronx Borough President Ruben Diaz Jr. has previously put forth plans for changing the admissions process in the Specialized High Schools to promote equity. See The Office of Bronx Borough President Ruben Diaz Jr., An Action Plan for Fixing the Specialized High School Admissions Process (May 2012), available at: bronxboropres.nyc.gov/pdf/bxbrp-action-plan-shsat.pdf.
- ^{xxix} Lazar Treschan, The Specialized High School Admissions Debate: Moving From Rhetoric to a Research –Based Solution (Oct. 2015) Community Service Society of New York, available at: lghttp.58547.nexcesscdn.net/803F44A/images/nycss/images/uploads/pubs/SHS_proposal_Oct2015.pdf.
- ^{xxx} Amy Zimmer, 35 Percent of Eligible Kindergarteners Shut Out of City's Gifted Programs (June 1, 2017), DNAInfo, available at: dnainfo.com/new-york/20170601/boerum-hill/gifted-talented-programs-nyc-admissions.
- ^{xxxi} See New York City Department of Education, Office of Pupil Transportation, Information for Parents and Families, available at: optnyc.org/resources/Information-forParentsandFamiliesGETransportation.pdf; see also New York City Department of Education, Office of Pupil Transportation, General Education Transportation, available at: optnyc.org/ServicesAndEligibility/getransportation.htm.

Lazar Treschan
Director of Youth Policy
Community Service Society of New York

Testimony to the Committees on Education and Civil & Human Rights
of the Council of the City of New York
May 1, 2019

Issues:

- Preconsidered Int - By the Speaker (Council Member Johnson) and Council Members Treyger, Cornegy, Borelli and Powers – A Local Law in relation to creating a specialized high school taskforce
- Preconsidered Int - By Council Member Treyger – A Local Law amend the administrative code of the city of New York, in relation to reporting on the demographics of school staff in New York city public schools
- Preconsidered Int - By Council Members Lander, Treyger and Torres – A Local Law to amend the administrative code of the city of New York, in relation to expanding reports on demographic data in New York city public schools
- Preconsidered Int - By Council Members Rivera, The Speaker (Council Member Johnson) and Rosenthal – A Local Law in relation to creating district diversity working groups
- Preconsidered Int - By The Public Advocate (Mr. Williams) and Council Members Torres, Lander, Richards and Cornegy – A Local Law to amend the administrative code of the city of New York, in relation to the establishment of a school diversity advisory group
- Proposed Res 417-A - By Council Members Holden, Cornegy, Brannan, Koo, Gibson and Ulrich - Resolution calling upon the New York City Department of Education to create more district Gifted and Talented programs and classes, including intermediate school programs, and create pathways for admission that ensure equitable access for students throughout the City
- Proposed Res 196-A - By Council Member Barron - Resolution calling upon the New York State Legislature to pass and the Governor to sign A.10427A/S.8503A, to change the admissions criteria for New York City's Specialized High Schools
- Proposed Int No 949-A - By Council Members Torres, Rosenthal, Rivera, Espinal, Moya, Rose, Cornegy and Lancman – A Local Law to amend the New York city charter and the administrative code of the city of New York, in relation to creating a school diversity monitor within the human rights commission

Recommendations:

- Continue to press the NYC DOE to integrate schools and classrooms at all levels through increased reporting, accountability, and action
- Eliminate G&T programming and all other mechanisms of tracking and segregation in NYC public schools
- Call on the NY State Legislature to eliminate the SHSAT and adopt the 7/25 percent plan for admission to the Specialized High Schools

Thank you for the opportunity to submit testimony about segregation in New York City schools. My name is Lazar Treschan and I am the Director of Youth Policy for the Community Service Society of New York (CSS), an organization that conducts research and advocacy to advance public policy for low-income New Yorkers. We are members of the Mayor's School Diversity Advisory Group and put forth the original version of the percentage plan that was adopted by the Mayor in his call to reform admissions to the Specialized High Schools. I will start by framing my comments with research on school segregation broadly, then turn to some of the specific issues under consideration today.

We are glad to see the Council considering issues of diversity in our schools. In a major study released several years ago, UCLA Professor and leading civil rights educator Gary Orfield documents the obscene levels of segregation in our schools. Orfield calls New York City the "epicenter of educational segregation for the nation" and notes that recent reforms focusing on school choice and charter schools have only replicated and even intensified neighborhood segregation, stratifying students by race and class. This is true despite the clearly documented benefits of diverse school environments, which include higher academic achievement, future earnings, and even health outcomes, not to mention the social gains from exposure to learning and working alongside different groups.

How did we get here? The racial hierarchies sadly so present in our society at large have made their way into our schools, due in large part to intentional policy. This includes efforts aimed at preventing white flight", which end up catering to the worst racist and classist tendencies of many families, who want to attend public schools but do not want to have to sit next to "those kids." That type of thinking has got us an expansion of charter schools Gifted & Talented programs in the last 15 years, supported by the same real estate interests that want rich

families to buy homes in previously poor neighborhoods, while ensuring those buyers that their children will not have to sit next to “those kids” in their classrooms. Charter schools allow gentrifying families to speculate and win big in real estate without having to attend the local public school. G&T is similar, allowing the richest parents in gentrifying communities to create private classrooms in public schools. It is well known that there is no research behind our G&T approach, testing children at age 4, and giving them the same curriculum as everyone else. Its just a tool to perpetuate racial hierarchies and inequalities. But the messages that the children get in those schools, where G&T students are disproportionately white, and Gen Ed students are disproportionately of color, is that one group is the “smart kids” and the other are the “dumb kids.” But no one admits that the supposed “smart kids” just spent tons of money on test prep—hey, it’s cheaper than attending private school!

Our screened middle and high schools are similar, and the Specialized High Schools are the worst example of this intentional educational apartheid. Each year nearly 30,000 thousand eight graders spend two and a half hours on a multiple choice exam known as the Specialized High Schools Admissions Test (SHSAT); their scores will be the sole determinant of admission to the eight of the best public high schools in New York City. The use of a single, unvalidated test for the Specialized High Schools, which at first glance may appear to be objective, actually [ignores true merit](#). Students’ hard-earned grades, state test scores (about which schools have completely focused their efforts), awards and honors throughout years of middle school are irrelevant in the admissions process, as none of these factors are considered.

Simply put: the SHSAT is not what public education is about. The exam bears little relation to middle school achievement and is not connected to any state standards. Why is this a problem? Because it appears that working hard in middle school, and performing well on both

in-school grades, and statewide exams, does little to predict whether you can get into a Specialized High School. It's not that the lack of diversity at these schools is unfair—it's that the lack of fairness is creating a lack of diversity.

Performance on the SHSAT is determined by the resources of families who can get their kids to pass tests that are outside the school system. Essentially, what we are telling our students—work hard, get good grades, and perform well on state exams and you will get an equal chance to succeed—is simply a myth. We are perpetrating a fantasy. The SHSAT exists as an end-around for the families that have the resources to enable their students to do extra work to pass it. And that is simply unfair.

The SHSAT-only admissions policy fuels an increasing inequality, as black and Latino students who take the test in large numbers continue to lose ground in admission. This year only about 4% of black applicants and less than 7% of Latino applicants were granted admission to any of the Specialized High Schools. As a result, the schools do not reflect the broad, rich diversity of the New York—where three-quarters of public school students are black or Latino. Stuyvesant offered admission to only seven black students out of an incoming class of nearly 1,000. It is impossible that there could be so few bright, intelligent black eighth graders in the city. The single-test admissions policy is also unfair to many hard-working and deserving white and Asian-American students. In fact, many leading Asian-American organizations have vocally supported the call for change.

The NYC Department of Education is an outlier, as the only school district in the country that uses a test as a sole criterion for admission to its best high schools. While all standardized tests can be gamed and studied, the SHSAT is especially unfair because it is not aligned with the curriculum students are expected to learn in middle school. As a result, students who can afford

expensive private prep classes enjoy a major advantage. What's more, the city has now admitted that it has no proof that the SHSAT measures anything close to merit, nor has it ever explained or tried to study what the test does measure at all. Yet, parents are told each year that whoever gets the highest scores on this exam must be the smartest. To the contrary, as one expert has found, the test scores of thousands of students who are denied admission to these elite schools are statistically indistinguishable from those who are granted admission.

It is the very arbitrariness of this policy and its discriminatory results, cloaked in a false shroud of "merit", that has parents so riled up and has led to a federal civil rights investigation into the matter. The time has come to change this backwards admissions policy, to end the myth about merit, and to challenge the notion that the Specialized High Schools would somehow be less elite if they employed assessment mechanisms that most other top high schools in the country use.

The mayor has already signaled that he wants to make a change. If the city must use a single test, it should use one of the existing, validated, state exams that all students in middle school already take, and for which every student receives preparation for in their school. The plan put forth by the Mayor, where the top 7% of students from each school would gain admissions, if they are in the top 25% citywide (based on our [proposal](#) of several years prior) is a good one, because it recognizes context and is based on research that shows that the top predictor of future performance is your class rank.

He should start by announcing reforms to the admissions policy for the five newest Specialized High Schools forced to follow the test-only admissions policy by fiat of the Bloomberg administration. Mayoral control of schools means that with the stroke of a pen he

could lift the test-only designation at these schools and implement his 7//25 percentage plan immediately.

The SHSAT-only admissions policy is an arbitrary device that denies many gifted students access to an exemplary educational experience. New York City must do better because its students deserve better.

As for the rest of our schools, we should eliminate G&T in all schools and remove middle school screens. New York City is long past the time when we had to worry about affluent and middle class families leaving the city; data shows us that just the opposite is happening, with more higher-income and white families entering the public schools system each year as our city and neighborhoods struggle with gentrification. But rather than allowing these families take advantage of tracking and screens so that they can enter low-income communities without having to sit next to “those kids”, we should make sure that our public schools really are public, and that everyone gets the same education within their walls.

Thank you for the opportunity to submit testimony.

Lazar Treschan
Director of Youth Policy
Community Service Society of New York
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In 2015, CSS published the first quantitative analysis of SHSAT results and simulated them against a new [proposal](#) for a percentage admissions plan, later adopted by the Mayor.

In 2013 CSS and the NAACP Legal Defense and Education Fund co-authored a recently published report, [The Meaning of Merit: Alternatives for Determining Admission to New York City’s Specialized High Schools](#).

RE: Joint Hearing of the Committees on Education and Civil and Human Rights on “Segregation in NYC Schools” on May 1, 2019

Dear Members of the New York City Council Committees on Education and Civil and Human Rights:

I would like to submit my testimony regarding Bill T2019-4276 “A Local Law in Relation to Creating a Specialized High School Taskforce.” As a parent of two, I am very much concerned about both the quality of the education that my children receive in our public schools and the overall effect of public educational institutions on social and economic opportunities for the people of New York City. I applaud any honest effort at tackling the complex problem represented by the wide disparity in the educational outcomes for the students of the city’s public school system. Its complexity finds its roots in a variety of pre-existing forms of inequality, including most prominently --but not exclusively-- economic inequality. Addressing this inequality calls for sustained interventions during the early years of the children’s education. It is then that the public school system should be called upon to ensure that the educational outcomes of the pupils not be overwhelmingly influenced by differences in the households’ and neighborhoods’ economic conditions and in their ability to excite pupils about the lifetime value of an excellent education.

I consider it very unfortunate that Mayor Bill de Blasio’s approach to increasing the representation of under-represented communities of African-American and Hispanic children in the Specialized High Schools has focused on the elimination of the SHSAT admission test. Charging that the admission test is responsible for the limited representation of African-American and Hispanic students is politically expedient, but fails to address the underlying problems. One can see this clearly by comparing the demographics of the student population gaining admission to the Specialized High Schools with the results in the New York State proficiency tests by race and ethnic group. The latter too speak to profound disparities in learning outcomes, and those should be the concern of any reform initiative. I urge you to see to it that the Taskforce whose creation is proposed will not become a vehicle for providing institutional legitimacy to the flawed policy approach currently pursued by Mayor de Blasio’s administration.

As formalized in the State Assembly Bill S1415, such approach would have an insignificant impact on closing the achievement gap that has long plagued New York’s public school system. Instead, it would threaten to undermine the effectiveness of schools that have become recognized nationally not only as a rare example of excellence in public education, but also as an important engine of socio-economic mobility for thousands of low income families. Further, Bill S1415 would replace an admittedly imperfect but transparent process of admission based on the SHSAT, with an ambiguous and incompletely defined process based partly on State test results (different from SHSAT, but just as imperfect), partly on grades assigned by teachers, and largely on the whims of the Mayor and Chancellor. They will have the power to decide crucial details for how students’ composite scores will be determined, and how seats at different schools will be allocated.

The use of the school grades is supposed to counter the impact on admission offers of the one-day test, and give weight to a more comprehensive measure of educational achievement. What seems to have been completely ignored is the fact that the process will make teachers the arbiters of a potentially toxic competition among students and their families, who will be vying for the fixed number of admission offers reserved for each school. The provision that students’ composite scores will have to be in the top 25% citywide will create a clear incentive to inflate school grades to ensure that every school’s own students will not miss the cut-off. It is the impression of every parent I know that teachers’ grades are

sometimes influenced by subjective factors that should arguably play no role in determining admission offers for the specialized high schools. Moreover, the notion that teachers' grading patterns and policies will not be influenced by the change in the SHS admission policies is disingenuous. Once grades will become the most important factor in the admission process, one could plausibly expect grade inflation and other adaptations of teachers' practices that will make grades a noisier measure of educational attainment or potential. Whatever screening function the composite scores are expected to perform, that function is likely to deteriorate relative to the current process.

What I find even more troubling is the imprecision or incompleteness with which the Bill outlines the process of admitting students to the SHS, effectively granting the New York City Mayor and the Chancellor considerable discretion over the implementation of the changes. Beside the obvious point that these actors' policy decisions are (or appear to be) driven by short-term political interests rather than a strategic vision of the long term strength of the public education system, my concerns are heightened by the poor record of analysis and disclosure characterizing the city government's recent efforts at improving school outcomes.

Concerns with closing the achievement gap are not new of course, and several initiatives (SHSI, DREAM, and DISCOVERY) have been implemented over the last decade aimed at improving educational outcomes for underachieving racial and ethnic groups and for boroughs and districts whose participation to various 'elite' programs is well below their level of participation to the school system at large. While it is understood that the results of these initiatives have been modest, surely the public is entitled to adequate disclosure of detailed data about their implementation so that the reasons for their modest impact can be analyzed and understood. However, I have not been able to see any consistent effort at gathering, analyzing, and disclosing data relative to such programs.

I submit that this kind of study would support better policy. Perhaps we would learn that interventions contemplated by programs for students in sixth, seventh, and eighth grade are generally insufficient to close achievement gaps that build up over the course of earlier school years. Perhaps we would learn that efforts at improving the educational outcomes of underachieving racial and ethnic groups should begin at the K-5 levels, supporting gifted and talented programs in districts where at present only a few students qualify. Perhaps we would learn that the creation of middle schools catering to the needs of high-achieving students in boroughs and districts that are poorly served. These suggestions have been made before, for example in 2012 by then Bronx Borough President Ruben Diaz Jr (<http://bronxboropres.nyc.gov/wp-content/uploads/2017/12/bxpb-action-plan-shsat.pdf>). To my knowledge, no such initiatives have been undertaken. Nor have the results of the most prominent policy interventions (DREAM and DISCOVERY programs) been adequately discussed and analyzed. It really seems as if the Mayor and other Proponents of Bill S1415 --faced with the challenge to make better policy decisions based on the evidence of past programs' outcomes—have decided to craft a plan that addresses the achievement gap by designing an admission process that conceals it.

I am supportive of expansions and revisions of the DREAM and DISCOVERY programs on an incremental basis, and would welcome policy experiments that reserve a small fraction of the seats at the SHS to top students across the city's middle schools. But projecting that if a 5% reserved quota is good, a 50% or 100% quota is also good or better, is intellectually dishonest. The Mayor's plan does not contemplate the possibility that the proposed changes may fail to produce the desired outcomes, a more racially diverse student population at eight high schools without affecting the quality of the educational programs offered by those schools. As DOE's representatives admit readily that several aspects of the reform impact are uncertain and therefore ignored in their projections, there seems to be strong

reasons to reject the approach proposed by the Bill and push instead for scaled-down experiments with modified admission criteria at a subset of the specialized high schools, or even better at a newly named specialized high school.

Thanks very much for your time and attention.

Sincerely,

Roberto Mazzoleni
12 Lincoln Place #3
Brooklyn, NY 11217

Segregation in NYC Schools

Dear city leaders:

As a member of the D15 Diversity Plan Working Group, I'm writing to express opposition to Robert Holden's Proposed Res. No. 417-A to create more Gifted and Talented programs.

The City's elementary G&T program is based on a standardized test of 4-year-olds, a method which has been shown to have little value in assessing IQ — and does nothing to assess talent.

In District 15, all three elementary G&T programs are severely racially segregated; a visitor could easily identify a "ged ed" class from a "G&T" class by the color of its students. Such conditions reflect and reinforce racial hierarchies; we've had black students who qualify but prefer gen ed because of exclusionary attitudes among G&T families.

It is often the case that G&T classes get smaller class sizes and the school's best teachers — this does not square with the purported efforts to boost equity.

Why not, instead, expand the Schoolwide Enrichment Model, Universal Design for Learning practices, and find ways to insure we have top-notch, innovative principals in under-served areas.

As for middle school G&T: I spent the last year working with stakeholders from across our district to evaluate the District 15 middle-school process. Having thoroughly studied our district's various admissions screens, we came to the conclusion that a system based on separate schools for the "top" students is inherently flawed and serves to feed racism in all its guises.

I am thrilled to see some of the proposed legislation, such as Mark Treyger's T2019-4277, Ritchie J. Torres's Int 0949-2018, Jumaane Williams' T2019-4281, and Brad Lander's T2019-4278 — efforts that will help put in place a framework for moving school integration work forward.

Let's not take a giant step back with Councilmember Holden's Resolution.

Sincerely,

Carrie McLaren

D15 Coalition for Equitable Schools

Hi All,

My name is Sidra, and I am an alumna of Queens High School for the Sciences. I graduated as Salutatorian of the Class of 2012 and am in favor of removing the SHSAT as the sole admissions criteria for specialized high schools. Since I am unable to attend today's hearing, I am submitting a written testimony on my position (see below).

499. That was my score on the Specialized High Schools Admission Test (SHSAT). As one of only four students from my class at P.S./M.S. 200—a predominantly black and Latinx public school located near the Pomonok housing projects—to be offered a seat at one of New York City's elite public high schools, I should've been proud of my achievement. Instead, I was embarrassed by my score.

Today at 10 AM, the Committees on Education and Civil & Human Rights are holding a joint hearing on Segregation in NYC Schools, and one of the issues they will discuss is changing the specialized high schools admissions process. Having graduated from the Queens High School for the Sciences (QHSS) in 2012, I am in favor of getting rid of the SHSAT.

The SHSAT is a tool of structural racism and classism. While nearly 70% of NYC public school students are black or Latinx, only 10% of them receive admissions offers to these institutions. The test favors students whose families have the financial, social, and political resources to ensure that their children are well-prepared to take the 100 multiple-choice question exam. This reality was brought into stark relief during my freshman year at QHSS when I learned that many of my classmates had attended gifted middle schools and spent summers taking practice tests in test prep academies. I come from a working-class immigrant background: my father is a taxi driver, and my Pakistani-American parents had no idea how to navigate the public school system. It had not occurred to any of us that proactive steps needed to be taken to secure my spot at a specialized high school, and this is the case for many families across the city.

The SHSAT is not the best predictor of student achievement in high school and should not be used as the sole admissions criterion. There is a growing body of research that suggests that the test is not the meritocratic screening process it is made out to be. Findings include (1) there is functionally no difference in students who just make the cutoff and those who do not; (2) middle school grades and state exam scores are better criteria for selecting top-performing students. Those in the pro-SHSAT camp who swear they're only concerned with merit and fairness would do well to reconsider their position.

I barely passed the cutoff to attend QHSS and was immediately made aware of how I lacked in the resources, experiences, and stability my peers had. My father was physically abusive towards my mother and emotionally abusive towards everyone in the household, making volatility and trauma the constants of my childhood. Even so, I graduated as the Salutatorian of my class and earned a full ride to New York University because I had a zeal for learning and saw school as my salvation. The current admissions process is doing a disservice to countless students across the city who have

the intelligence, assiduity, and grit to succeed in a specialized high school. All they need is a shot to prove it, and replacing the SHSAT will allow them to take that shot.

Please let me know if you have any questions. Thank you kindly for your time and consideration.

Best wishes,

Sidra

Sidra Ahmad

Bachelor of Arts *Magna Cum Laude* with Honors in International Relations

Minors in Middle Eastern Studies, Public Policy & Management

College of Arts and Science

New York University Class of 2016

Public Testimony at
the Hearing on: Oversight: “Segregation in NYC Schools”
Helen Yu, mother of a 6th graders from Queens

This is a conversation I had with my 6-grade son a couple of weeks ago. He attends a gifted and talented class at MS74.

Me: We will have to move out of New York city if the mayor’s proposal on specialized high school test is passed.

My son: Is that the only solution?

Me: You have read the mayor’s entire proposal, do you think you are the top 7% in your class?

My son: Well, there are so many smart and hard-working kids in my class, you know. (The admission rate to my son’s class is 1:12 last year. One admitted out of 12 applicants. He got into the G&T class at MS74 because of his near-perfect statewide exam scores in both math and ELA from 4th grade).

He paused a second then asked: **Why is the mayor so hostile to Asian American kids?**

Is moving out of New York city the only solution? Why is the mayor so hostile to Asian American kids?

My son’s questions keep me thinking why and how to face the reality. I work in Queens, but it is not that hard for me to move to Long Island or a bit north out of NYC, and I would not have to pay city tax any more if I move out of NYC. Most importantly, as a mother, I would do anything to give my son a quality education, just like what my parents have done for me. Moving out of NYC is not a big deal for me, I don’t mind spending three more hours of daily commuting time if I can get my son a better education.

As a NYC resident for the past 18 years, I have been working at least 80 hours a week all year round, and all these years. I love my jobs, I love to show my son the importance of being hardworking, and I love the diversity of our city. But, as a NYC resident for 18 years, why do I have to move out of New York city simply because our mayor’s proposal on a high school entrance exam?

In order to help my son to understand why the mayor and the chancellor are so hostile to Asian kids, I have to tell him to go to the D.O.E. website and download the state-wide test results. After reading the two big excel files, he said “wow, what a difference!”, then he also added, **“mommy, I still don’t understand what I did wrong, what Asian American kids did wrong.”**

What have Asian American children done wrong that causes a huge gap at the very beginning of Hispanic/Black children’s education journeys? Why Mr. de Blasio and Mr. Carranza have to scapegoat Asian American children? How could the mayor and the chancellor of D.O.E. ignore the problems with the pipeline, but spent so much energy on scapegoating one single test? We know that the gaps between white/Asian and Hispanic/Black are there before the third grade. I would like to urge the politicians to

read this post “Why Politicians on the Left Can’t Fix What Ails Public Schools in New York City” (Link: <https://www.dailysignal.com/2019/03/21/why-politicians-on-the-left-cant-fix-what-ails-public-schools-in-new-york-city/?fbclid=IwAR0obufVuTh-1wMfXsl7A6P3nZf60BYdscays9pvCBBqYaThnyJW9Q9V2I4>).

I would like to move out of NYC because I can not believe that New York city, the most diverse city in the world in term of demographic statistics, is ruled by a racist who is trying so hard to push more than 50% of highly diligent, highly intelligent Asian-American students from middle or low socio-economic families out of their only hope of getting quality education.

Michael D. Barone, political analyst and famous historian pointed out "**Trying to get the racial and ethnic balance in every occupational and educational group reflective of the total population is a fool's errand.** Racial quotas and preferences have fostered a culture of dishonesty in higher education. Time to junk them and just be fair."

I urge Mr. de Blasio and Chancellor Carranza to **stop the “fool’s errand”**, and find an honest way to fix the problem in our failing schools, stop dividing our communities by pitting one group against another group, and stop their racial discrimination against the Asian American New Yorkers.



SAFEST

South Asian Fund for Education, Scholarship & Training

May 01,2019

My name is Mazed A. Uddin from South Asian Fund For Education, Scholarship and Training (SAFEST) Executive Directors. SAFEST is a nonprofit community-based organization in New York City. SAFEST is organized to provide services according to immigrants' need. Our mission is to educate and integrate deprived newcomers (mostly South Asian immigrants) into the civic and economic life of New York City.

Today I am here not only to represent SAFEST but also as a mother of five children graduated from New York City public school system. SAFEST is fighting for diversity and equal opportunity for everyone. But we stand against NYC Mayors proposal because it is flawed. SHSAT test is objective, unbiased and validated, it does not segregate or discriminate.

The testing of students for admission in elite schools offers much more transparency than other admission criteria. And the general public and political leaders should not raise information based on prejudice, unfairness, inaccuracy, or anything else that interferes with transparency. As a quick example, parents help their children with school projects when they can, but those parents cannot be in the testing room to help their children to gain admission.

We are all concerned about the progress of all children. We believe that the administrators and politicians have been part of the problem all these years. They could have substantially the number of admissions by doubling or tripling them to avoid today's confrontations and divisions. The teachers in the elite schools will probably know within weeks if success or failure is imminent. So instead of keeping the status quo or dividing one group against another in the city of New York, we should advance the cause of all and progress harmoniously.

One option could be to start an experimental group from highest performing students in middle school who did not make the cut. High performing students who do not pass the test for the elite schools should be allowed the opportunity to retake the test just as candidates for college (SAT) and high school equivalency are allowed. This could be accomplished within weeks of not making the cut. Test papers should be graded quickly to assure this.

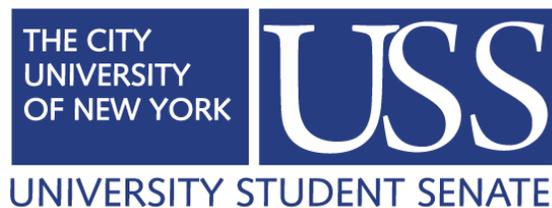
The other option is to open annexes across the city where students who did not make the cut could attend and receive the same kind of instruction that the students receive in the original buildings. The suggestion of creating annexes was made known to people in government years ago however the general public that was never informed about the idea. This proves that we cannot completely trust elected officials as they have permitted the public to go against each other. Now we must calm everyone down and put the best ideas on the table for all New Yorkers to make an informed decision.

Another wonderful option is to have online courses and online remediation where it is needed to keep everyone on track. This way students all over the city could benefit from their own online remediation programs so they can reach their greatest potential and achieve academic success in four years.

Moreover, it has been reported that charter school students are put on a separate track toward success and that track leads them into private high schools. We should track who those students are to determine if they are African-American, Hispanic, Asian, etc. We should know the numbers because in this hostile atmosphere it is important to know the truth and to take those numbers into account in reaching a final determination of what has to be done. Any change will adversely impact mostly low income Asian and South Asian American

Families directly. NYC is an expensive city, many South Asian parents are doing double job to survive daily life and also under minimum wage community. But we put children education first, if New York public schools offer the top education, we wouldn't need to pay private tutoring centers to better our kids education. Now we are urging to all honorable "Fix the broken pipeline to the Specialized schools".

Lastly, we are immigrants and America built by immigrants. It would really be helpful if Mayor Bill de Blasio would hold a press conference and read these suggestions for implementation to the public and post the information on the website of the City of New York. That statement should also appear on the website of the Department of Education and distributed to schools all over our city. Transparency matters. Fairness matters.



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**NYC Council Committee on Higher Education Hearing: Oversight - Title IX - Gender
Discrimination**

Testimony of Smitha Varghese, CUNY Queens College

Good afternoon, my name is Smitha Varghese. I am a senior at Queens College and I am the Legislative Director for the University Student Senate (USS). USS represents the more than half million student constituency that makes up CUNY, advocating for their rights as students while maintaining accessibility and affordability in higher education to all. I would like to thank Councilmember Barron as well as the higher education committee for providing the public the opportunity to testify on the Education secretary's proposed changes to Title IX.

To be frank and concise, we are not in support of majority of Secretary DeVos' proposed changes. The secretary is single-handedly rolling back years of civil rights protections for students across the nation by limiting what allegations would be considered sexual harassment, making it harder for victims to seek justice while giving more rights to the accused; this is unacceptable.

For starters, the proposed changes stress the creation of legal concepts within the school disciplinary setting; one concept in particular would require schools to hold live hearings before making judgements on someone's responsibility for sexual misconduct. CUNY currently uses an "investigator-only" model where if a student filed a complaint with the Title IX office, CUNY would investigate the complaint to determine whether the accused violated CUNY's Policy on Sexual Misconduct. Based on the results of the investigation, CUNY would (or would not) "proceed to bring internal disciplinary charges against the accused, which could result in sanctions such as expulsion from campus or termination of employment"¹. This current model is ideal since it helps keep the process informal and subsequently mitigates further trauma for the victim. We believe that investigations are adequate enough for both parties and disagree with the secretary's proposed changes that would mandate formal hearings moving forward.

Secretary DeVos' proposed changes would also prohibit universities from being responsible for addressing sexual harassment, even when school employees knew about the harassment. Unless the Title IX coordinator on campus had "actual knowledge" of the harassment, the school would not be required to address the violation. This would restrict what the university could do and tie its hands so that only a small amount of university employees could respond to assault cases. For example, if a student were to tell their RA or professor that he or she was raped, the school would have no obligation to help them since the student reported sexual abuse to RA's and professors instead of employees with the "authority to

¹ CUNY FAQ on getting help with Title IX, see: <https://www1.cuny.edu/sites/title-ix/getting-help/>

institute corrective measures."² The University Student Senate is strongly opposed to these changes and request to keep the original Title IX guidance that would allow almost any university employee to respond to sexual harassment.

The new changes would also have universities ignore any harassment that occurs outside of a school activity. In other words, if a CUNY student were to be sexually assaulted off-campus by another student or member of the university, or, experienced online harassment, CUNY would have to look the other way. If these changes get codified, that means students or university members who assault off-campus will never face justice and the victims will likely be forced to see their harasser or rapist on campus every day. While USS represents college students, these changes will also negatively impact elementary and secondary school students. That being said, we feel the need to stand up for these students and point out that these proposed changes would allow cyberbullying and online sexual harassment to occur unchecked. In 2010-11, thirty percent of all students in grades 7-12 experienced sexual harassment online.³ These changes will do more harm than good for teenagers and will continue to perpetuate vicious online tendencies that the younger generation is more susceptible to experiencing.

We are also opposed to the definition change of sexual harassment, which, if instated, will ignore any sexual assault unless it becomes severe, harmful, and denies a student educational opportunities. At CUNY, this would mean that even if a student followed all the new rule changes in that they reported the assault to the "right person", and the harassment occurred on campus within a school activity, CUNY would still have to ignore that student's accusation if the harassment wasn't actively harming that student's education. This change in language requires students to only seek out help at the last possible circumstance, when the assault is already affecting their schoolwork. This is unacceptable. We urge the city council to fight to keep the current Title IX guidance which defines "sexual harassment" as "unwelcome conduct of sexual nature", allowing schools to intervene before the assault escalates to the point where that student's education is at risk.

Due process would also be impacted by these proposed changes, allowing the university to delay taking action if there was to be an ongoing criminal investigation. However, the changes also state that schools can delay resolutions for "good cause". This means students at CUNY who experience sexual harassment might be forced to wait months, or more than a year to seek justice if there is an ongoing criminal investigation. We are opposed to these changes that would prolong an investigation that would subsequently put the victim through more unnecessary trauma. The University Student Senate urged the city council to fight back the secretary's changes and keep the current Title IX guidance that recommends universities to finish investigations within sixty days while prohibiting schools from delaying Title IX investigations even if there is an ongoing criminal investigation occurring.

The University Student Senate is also vehemently opposed to the changes that would mandate presumption of no harassment. That is, schools would be required to presume that no harassment occurred. In so doing, the victim's accusations would not be taken seriously and the rape myth that

² Title IX amendments, §§ 106.44(a), 106.30: <https://www2.ed.gov/about/offices/list/ocr/docs/title-ix-nprm.pdf>

³ The American Association of University Women; Crossing the Line: Sexual Harassment at School, see: <https://www.aauw.org/research/crossing-the-line/>

women and girls "lie" about sexual assault would further be perpetuated. We strongly urge the current Title IX rules that require universities to treat both parties "equitably" without making any presumptions about either student's credibility to continue on as our guide for dealing with sexual assault.

We are also opposed to the cross-examination provision that would expose victims to hostile questioning by their assaulters "advisor of choice". As mentioned earlier, CUNY handles Title IX cases through an investigatory model; we so no need to implement a court-like hearing where survivors will be grilled by attorneys, angry parents, or friends of the named assailant.

Lastly, according to the proposed changes, schools may use "any informal resolution process, such as mediation" to resolve a complaint of sexual harassment, as long as the school obtains the students' "voluntary, written consent." Schools may "preclude the parties from resuming a formal complaint" after they begin the informal process.⁴ In other words, the new language would allow universities to pressure survivors into mediation with their assailants. While mediation may be a good strategy to resolve a conflict between peers in school settings, it is not appropriate for resolving sexual assault. Mediation implies that both parties must eventually take accountability for their actions and come to a compromise. However, in the case of sexual assault, the victim cannot take accountability for the actions of the assailant, nor should they be pressured into working things out with the person who sexually assaulted them. If these proposed changes get codified, universities would be allowed to pressure students at CUNY to "consent" to mediation as well as other informal processes with their assailant. This is unacceptable. We urge the council to fight to keep the current Title IX language as is so that schools will be prohibited from using mediation to resolve sexual violence.

⁴ Title IX changes: § 106.45(b)(6), see: <https://www2.ed.gov/about/offices/list/ocr/docs/title-ix-nprm.pdf>



COMMUNITY EDUCATION COUNCIL DISTRICT 3

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Deidre Garrett Scott Vacant, ELL, Member Vacant, Student Member District 3 Community Superintendent

Dear Speaker Johnson and City Council Education Committee Members,

The Community Education Council for District 3 (CEC3) has made diversity and equity one of our primary goals as a council. CEC3 represents the Upper West Side and parts of Harlem. Like the city as a whole, our district is very diverse but many of our schools are not. We have taken the initiative as a council, through a historic re-zoning in 2016 and new middle school admissions policies this year, to integrate and diversify our schools. Our High School Admissions Committee has been tackling equity and diversity issues in high schools and the complexity of the admissions process. CEC3 passed the attached resolution as a result of this work. We thank the City Council for diving into school integration and equity issues. Issues as challenging as school integration, and true equity, require that visionary holistic leadership be reflected at every level and include authentic community engagement.

New York City's city-wide high school admissions process is a confusing patchwork of policies, developed over several administrations and fraught with inequities. CEC3's Resolution on High School Equity and Excellence highlights the issues that make this process so stressful for families and so contentious when changes, such as the mayor's proposal, are attempted.

1. Segregation and Equity: While the best way to integrate Specialized High Schools has been hotly debated, high schools across the system suffer from harmful segregation and inequities. Except for the Specialized High School proposal, efforts to address these issues have so far been driven by individual schools and districts. Those that are willing to do this work are not always the schools that need it the most. Changing District Priority admissions to high schools, a glaring inequity in access to college prep high schools, has been deliberately avoided by our city leadership. Without a comprehensive plan from city leaders, and without data projections as to how changes in one part of the system impact other areas, each change is greeted with suspicion and uncertainty.
2. Scarcity Mindset: Out of 489 high schools in NYC, only 5% offer at least 4 of these STEM focused AP classes (AP Biology, AP Chemistry, AP Physics, AP Calculus AB and AP Calculus BC) and only 15% offer at least 7 AP classes in *any* topic. This fosters extreme competition for seats at a relatively small set of schools. Admissions changes of any sort bring on the panic of "losing out".
3. Complexity: The high school admissions process has several different methods (SHSAT, Auditions, Screened schools with varying measures etc.), and a myriad of priorities, pilots and policies that can change with very little notice to the community. This complexity is, in and of itself, an inequity as it requires months of diligence to navigate while most middle schools only have a part-time guidance counselor to assist families.

4. Comprehensive Planning: Integration and diversification efforts by the city have not included proposals to improve programming and leadership at under-performing elementary and middle schools, or a discussion of the future of low-performing high schools that are not adequately preparing students for college and careers. Efforts to expand and replicate successful school models need to be a large part of equity efforts as they will combat the “scarcity” in the system. The leadership of our schools who have proven records of preparing students for college and lifting up struggling students will undoubtedly provide some of the most useful ideas for change.

As the council works on these complex issues, we hope that a comprehensive approach and community engagement will continue to lead your efforts.

Community Education Council, District 3



COMMUNITY EDUCATION COUNCIL DISTRICT 3

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Vol. 19 (P) No. 3

Resolution on High School Equity and Excellence

Approved at the April 17, 2019 CEC3 Business and Calendar Meeting by a Roll Call Vote of the CEC3 members present at the time of the vote (10 in favor / 0 opposed / 0 abstain)

WHEREAS, there are 489 NYC Department of Education ('DOE') high schools, including 9 Specialized High Schools, across the five boroughs; and

WHEREAS, only 5% of these high schools (26 of 489)¹ offer at least 4 of these STEM-focused AP classes (AP Biology, AP Chemistry, AP Physics, AP Calculus AB and AP Calculus BC) and only 15% of high schools (73 of 489) offer at least 7 AP classes in any topic; and

WHEREAS, New York City has one of the most diverse populations, but its school system is one of the most segregated², denying students the opportunity to benefit from myriad academic and social gains associated with diverse educational environments and restricting equitable access to accelerated programming; and

WHEREAS, changes to high school admissions intended to increase equity have not included proposals to improve academic programming at under-performing elementary and middle schools to prepare students for advanced curricula; and

WHEREAS, high school admissions are inordinately complex; subject to four different admissions methods³ layered with district, neighborhood, middle school or language priorities; and

WHEREAS, District 3 ('D3') students have a geographical disadvantage in this complex process, being in the only Manhattan district without admissions priority to any high schools in their district,

¹ Of these 26 schools, 6 are Specialized high schools. Data tables with HS stats at www.cec3.org/high-school-admissions-committee

² "New York Schools Most Segregated in Nation", UCLA Civil Rights Project, March 26, 2014, www.civilrightsproject.ucla.edu

³ Open (Unscreened Admissions), Education Option (50% random, 50% ranked with 16% low ELA, 68% middle, 16% high ELA), Screened (various screens including tests, essays, GPA, auditions, interviews), and SHSAT (Specialized HS Adm. Test)

and being restricted from many of the high-performing schools outside of D3, due to admissions priorities granted to other districts; and

WHEREAS, D3 students currently take the SHSAT and receive offers to Specialized High Schools (SHS) at a higher rate than other Manhattan districts.⁴; and

WHEREAS, the mayor's proposed changes to SHS admissions will reduce nearly 300 D3 SHS offers to fewer than 100 over 3 years, further intensifying competition for high-demand high schools⁵ with extensive AP STEAM or early college programming; and

WHEREAS, there is no transparent plan, process or timeline for changes to admissions, or for sharing data projections with communities or Education Councils, even though many of these changes will disproportionately impact particular districts and are often made mid-cycle; and

WHEREAS, the proposed changes to SHS admissions were not reviewed by the School Diversity Advisory Group, were shared with CECs for feedback only after the legislation was introduced; and

WHEREAS, there is no comprehensive plan for integration and equity improvements across the entire system and no (shared) plans to increase the number of schools with AP STEAM or early college programs for students at all academic levels, in spite of the intense competition for such schools; and

WHEREAS, changes to admissions meant to increase access and diversity have NOT included eliminating the admissions priority given to District 2 for 7 schools with extensive AP offerings; purposefully preserving this inequity⁶ in spite of Chancellor Carranza's September 26th, 2018 statement⁷ that he doesn't believe we should cling to a system that puts up these barriers; and

THEREFORE, BE IT RESOLVED, that the DOE must continue to focus on expanding access to high-quality high school programming for all students and make increasing equity and integration across the entire system a priority by reevaluating admissions barriers through a transparent, data-based process which includes community engagement; and

⁴ Data available at cec3.org/high-school-admissions-committee

⁵ "Couldn't get into Yale? Ten New York City high schools are more selective", New York Times, March 10, 2017

⁶ Of the 19 non-SHS with the highest SAT scores, only 7 do not have admissions restrictions for D3 applicants

⁷ September 26, 2018 CEC3 Town Hall with Chancellor Carranza, audio available at www.cec3.org

BE IT FURTHER RESOLVED, that the DOE must eliminate all district priorities, which are contrary to its stated objectives of equity and access, and conduct a thorough evaluation of all borough priorities to ensure that they serve the goals of equity and transparency; and

BE IT FURTHER RESOLVED, that the DOE should provide detailed multi-year data projections to show how enrollment patterns and programming will change at other high schools if the mayor's Specialized High School proposal becomes state law;

BE IT FURTHER RESOLVED, the DOE should directly engage district communities to develop and enact integration and equity initiatives across the entire city, as SHSAT seats represent only 5% of total seats. The mayor's proposal highlights that there are thousands more students ready for advanced curricula; focusing on replication of successful models will make high quality college prep seats available across the system ; and

BE IT FURTHER RESOLVED, that the DOE must work to simplify High School Admissions including: the intersection with state laws, reducing the number of separate screening submissions, avoiding changes mid-cycle, and instituting a feedback loop with PAs and Education Councils for major changes; and

BE IT FURTHER RESOLVED, that the DOE must re-evaluate schools that are not meeting the demands of students, in order to increase the number of schools offering rigorous college-prep programs with comprehensive STEAM curricula, as well as extracurricular activities, to ensure a balance of high quality options; and

BE IT FURTHER RESOLVED, that the DOE should add 5000 (1250 9th grade) seats with access to a comprehensive STEAM⁸ curricula, including opening a high school in geographic proximity to, or within, District 3, and expanding seats at current schools with comprehensive STEAM programs in place, in order to fill the demand for STEAM curricula, ease the intense competition for seats with those qualifications and to prepare students of diverse academics needs and backgrounds for the future.

⁸ STEAM is used versus STEM, recognizing the need for comprehensive science curricula that prepares students for the ever-increasing technological aspect of modern careers, without losing sight of the importance of the arts and humanities.

Dear Council Members,

As a Brooklyn parent, I would like to add my voice to the growing chorus of New Yorkers who are both deeply concerned by segregation in our public schools and strongly opposed to the Mayor's proposed changes to Specialized High Schools' admissions.

The issue of school segregation is profoundly troubling, and I welcome efforts to increase diversity across our selective public schools, and that's precisely why I believe the Mayor's proposal is flawed.

The cultural and socio-economic diversity of New York is what attracted me when I moved here at age 18, and when I became a parent, I stayed in the city so my children's lives would be enriched by friendships across racial and socio-economic lines.

The NYC Council's decision to call hearings on these issues is timely and welcome.

Real change will require initiatives that increase the capacity of K-8 schools to accommodate and nurture children of all backgrounds who are committed to education as their ladder to success.

Instead of experimenting with changes to the admissions criteria for eight of the dozens of screened schools in the city, I hope the NYC Council and any future taskforce members will study the reasons certain middle schools are so successful in placing their students in SHS. Schools with strong math and science curricula could serve as models for districts serving under-represented minorities. And children who love math and science must be nurtured from an early age via gifted & talented programs in every district.

Considering the power of the DOE to eliminate academic, behavioral and geographic screens from the admissions criteria of all but a few schools, eliminating the SHSAT as an admission test for three high schools will not provide all New Yorkers with effective and diverse educational options.

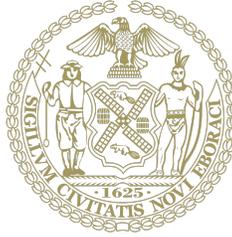
Curious and committed students can be found in every neighborhood, but the current system is not designed to support them, and the DOE and Chancellor Carranza must engage in the truly meaningful work of improving K-8 education in high-needs communities.

Thanks for your consideration.

Sincerely,

Shila Patel

Brooklyn, NY 11217



**OFFICE OF THE PUBLIC ADVOCATE
FOR THE CITY OF NEW YORK
JUMAANE D. WILLIAMS**

May 1, 2019

As we approach the 65th anniversary of *Brown v. Board of Education* being decided, it is all the more clear and disturbing that students in New York City don't need to read about segregation in their history books, they are living it in their classrooms. Our schools have always been segregated and we've never fully realized the goals set out in *Brown v. Board of Education*. Even though legal segregation has long been unconstitutional, far too many of our schools remain separate and unequal; underfunded and devalued. We still fail to properly resource our schools, starting from the federal government on down to the city. I'm a public school baby, and I'm proud of that fact and the education I got. I'm also a specialized high school alumni. But despite that pride and because of that history, I know that our system, and our students, are in desperate need of reform.

The conversation about diversity in education has long been focused on the Specialized High School Admissions Test. This presents the false impression, the false narrative, that segregation begins and ends in our specialized high schools- nothing could be further from the truth. This segregation is pervasive throughout our entire system, including at the elite multiple-criteria schools which already exist. We need to discuss these schools, yes, but not without the context of the rest of the system- where segregated middle and elementary schools cement a system that impedes advancement and substandard schools citywide drive the cutthroat process of high school admissions which only deepens division. Educational segregation goes beyond eight schools, or one test, and we need to recognize that the failures of our system on race also speak to economic, geographic, and cultural division and disenfranchisement. It also highlights a lack of funding in some areas, for some students. We need to ensure, it is the mandate of our government, that every student in New York City can get a quality education regardless of zip code or family income.

The legislation that I move forward today would codify the mayoral school diversity advisory group. This group would consist of the Mayor, Speaker, DOE educators, students, experts in culturally responsible education, parents of students from all five boroughs, and representatives of community based organizations. That group would be charged with conducting public hearings, considering public testimony, and reporting annually on integration efforts in our city and how to move forward. Among the

metrics considered would be setting racial & socio-economic diversity goals and how best to track progress, how DOE can support diversification, professional development of DOE employees, how the DOE can better change funding formulas to better address inequality, accessibility/integration of students with disabilities, pedagogy and curriculum, school climate, restorative justice and practices, and parent/teacher empowerment. The Department of Education would then report on their implementation or failure to implement those recommendations.

This legislation is just one of many steps we can take- some of which are the purview of and will be discussed in today's hearing, and others which will not. I implore my colleagues in government, city and state, to hear from and truly listen to all voices- from administrators and teachers to parents and students. I further ask that parents and other individuals who consider themselves progressive to be mindful of their reactions to the realities of segregation, and to have a willingness not just to recognize the problems, but to acknowledge some of the necessary steps toward correcting them. This issue is not about special interests, but students' interests- and confronting the inherent segregation in our system is vital to our students' future.

Joint Hearing of the Committees on Education and Civil and Human Rights
New York City Council
May 1, 2019

Testimony from Jonathan Greenberg for Jackson Heights People for Public Schools

My name is Jonathan Greenberg. I am a parent of a fourth-grader at P.S. 212 in Jackson Heights, and a member of Jackson Heights People for Public Schools and the NYC Alliance for School Integration and Desegregation.

I offer testimony today on behalf of Jackson Heights People for Public Schools (JHPPS) and in support of the NYC Alliance for School Integration and Desegregation (ASID). JHPPS joins ASID in calling for the Department of Education to:

1. **Appoint** a Chief Integration Officer and develop an Office of Integration
2. **Eliminate** middle school screens
3. **Eliminate** gifted and talented programs in favor of school-wide enrichment
4. **Conduct** a Citywide Equity Assessment of districts and zones, choice and finance policies, curriculum, staffing, and discipline.
5. **Expand** the current demographic reporting required of the DOE to include applicant data to all screened programs disaggregated by race, ethnicity and socio-economic status.

Our remaining testimony concerns Res. No. 417-A, proposed by Council Members Holden, Cornegy, Brannan, Koo, Gibson and Ulrich: *Resolution calling upon the New York City Department of Education to create more district Gifted and Talented programs and classes, including intermediate school programs, and create pathways for admission that ensure equitable access for students throughout the City.*

New York City has one of the most segregated school systems in the country. The system is deeply segregated by race and socioeconomic status. Gifted and Talented programs and other screened programs compound geographic segregation, creating two groups of students: one group of students is much wealthier, much whiter, with fewer students with disabilities and very few English Language Learners. The other group is statistically poorer, with an overrepresentation of students with disabilities

and English Language Learners. We hope that the expanded demographic data provided by bill T2019-4278 will make the disparity between screened and general education programs system-wide even clearer. But even now, available data and our on-the-ground experience make the segregating effects of screened programs obvious.¹

The history of tracking and gifted education in the U.S. is itself troublesome: Jeannie Oakes and Alan Steskepf have drawn connections between the introduction of tracking in the U.S in the early 20th century with social Darwinism and the Eugenics movement;² more recently, Gifted and Talented programs in New York City have been touted as explicit mechanisms for attracting white families into the public schools.³

Not only do screened programs contribute toward segregation, but in separating out groups of students, they create a system where children are stigmatized for not being “gifted.” Because G&T classes frequently differ demographically from gen ed classes, they often serve as a kind of racialized tracking, conspicuously separating kids by race and class. Moreover, children are labeled as gifted because of a single test usually taken at age 4 that is biased toward children from wealthier, middle-class families and those who have prepared for the test. In this way, rather than a measure of academic potential, the test is a reflection of privilege.⁴ While New York City’s G&T programs are particularly inequitable, gifted programs nationwide serve as ways to separate students by race and class. School programs should serve the full range of students from their neighborhoods or districts. The enrichment activities in gifted programs should be afforded to all students based on students’ strengths and interests.

JHPPS is troubled by the suggestion, by members of the City Council and others around the city, that the solution to segregation in the Specialized High Schools is expanding screened programs in elementary and middle schools. Even if expanding G&T programs and screened middle schools resulted in more Black and Hispanic students being admitted to a few Specialized High Schools, it would do little to integrate our segregated system.

¹ NYC Department of Education, 2017 Diversity Report K-8 - Special Programs, <https://data.cityofnewyork.us/Education/2017-Diversity-Report-K-8-Special-Programs/7scx-rfrp>

² Amanda E. Lewis and John B. Diamond, *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools* (New York: Oxford University Press, 2015), p. 174.

³ Karolyn Tyson, *Integration Interrupted: Tracking, Black Students, and Acting White after Brown* (New York: Oxford University Press, 2011), p. 13.

⁴ Allison Roda, *Inequality in Gifted and Talented Programs: Parental Choices About Status, School Opportunity, and Second-Generation Segregation* (New York: Palgrave Macmillan, 2015).

Rather, we stand with ASID in their call to “phase out Gifted and Talented programs and instead adopt approaches that recognize individual differences and allow all students to reach their full potential without turning to across-the-board between-class groupings.”⁵

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⁵ NYC Alliance for School Integration and Desegregation Policy Group. “Dare to Reimagine Integration for New York City’s Public Schools,” June 2018.

<https://static1.squarespace.com/static/5afd4002f7939252a8566b77/t/5b12afe1575d1fa70d2320ca/1527951378397/%23theagendaFINALFINAL.pdf>.

These comments are my own views and do not represent CEC3's views or opinions.

Today we are here with the Civil and Human Rights Committee and Education Committee to talk about the SHSAT and SHSs. But what we are really here to discuss is the disparity in academic performance between race...between Black and LatinX students vs White and Asian students. However the reality is the disparity in academic performance is not the result of the Specialized High Schools or the SHSAT, but the SHS and SHSAT are being used as the scapegoat for the reasons for the disparity in academic performance.

I don't disagree that changes to the SHS admissions process needs to be addressed, the 1 test admissions process may not be the best method, but it is far better than the proposed top 7% from each middle school.

The SHS acceptance rates are result of what is happening at the elementary and middle school levels, AND, possibly even more important, what is happening outside of school, and at home. What is happening in schools is a reflection of what is happening outside of school.

Neither the SHSAT nor the SHSs themselves are attacks or violations of anyone's Civil or Human Rights. If we are looking for attacks or violations of our students' Civil or Human Rights, we should look at the proposal to admit the top 7% of students from each middle school.

It has mentioned time and time again that the current SHS admissions process racist, for those who believe this, I say to you that you cannot address racism with a policy that deliberately discriminates against others, which is what the current 7% proposal does.

It has been stated numerous times that our schools need to be more inclusive and diverse. I don't think anyone disagrees with that. However, during the last year, I have heard so much anti-white commentary that its concerning, and until recently there has been no acknowledgement or praise for those who earned admission to a SHS, but rather that too many Asians are taking up too many SHS seats and that needs to change. Inclusion and diversity means including everyone, and that means including white and Asian students, not excluding them.

The 7% proposal is a reflection of the mindset of the current decision makers, do something that looks good in the press regardless of actual improvement in academic performance.

The 7% proposal:

- 1) Does not attempt improve students' academic performance, just reallocates the SHS seats. In fact, the proposal has never been described as intending to improve academic performance. To ignore elementary and middle school students and to not attempt to improve their academic performance should be considered a violation of their Civil and Human Rights.

These comments are my own views and do not represent CEC3's views or opinions.

- 2) Does not increase the size of the pool of students academically ready for the SHSAT or SHS.
- 3) Does not increase the # of black and Latinx students in G&T programs, so adding more G&T programs won't make a difference in increasing academic learning for those students. **Potential Solution:** More pre-k or 3-k should hopefully make a material difference on improving overall academic performance and getting kids able to read earlier which is important. What we don't know yet is does 3-k and Pre-k increase the ability to do well on the G&T test. But much of this is also driven by what happens outside of school or before a child starts school.
- 4) Deliberately discriminates against white students, Asian students, low income students at schools with low % of Title 1 students. What about their Civil and Human Rights? Why is it acceptable to create a policy that openly and deliberately discriminates against white and Asian students, and low income students at schools with low % of Title 1 students?
- 5) Is a lazy attempt at a solution, $\sim 5,000$ SHS seats / $\sim 78,000$ 8th graders = 6.4%, round up to 7% knowing that not all will accept. How much thought actually went into developing this proposal? We know not much discussion with families or parent leaders went into this.
- 6) It is simply blatant discrimination hidden behind the argument for diversity.

Where do the 1000's of students who would have qualified but were kept out of SHS go b/c their seat went to a 7% student who would not have come close to qualifying for a SHS seat? Where do they go for the multiple AP classes and other accelerated classes to meet their needs? There are not many similar options. A % of the 7% won't be taking those AP classes at SHS. A student cannot just be reading, or doing math or science at/or slightly above grade level and be in a SHS. Students earning a seat at a SHS are far exceeding grade level in reading, math and science.

Elementary and Middle School

We all know all elementary and middle schools are not equal. An "A" at one school is not equivalent to an "A" at another, WE ALL KNOW THAT. If all elementary, middle and high schools were all performing at an acceptable level or higher, we would not be having this level of conversation or concern about diversity.

The Mayor and Chancellor can try to say the current test discriminates against black and Latinx students, but we all know it is the education and support in and outside of school that students receive in the years prior to taking the test that is the reason for the outcome. It's called cause and effect.

These comments are my own views and do not represent CEC3's views or opinions.

I have heard nothing that attempts to address the underlying issue of academic need at the elementary and MS grades, solution starts at elementary school:

- Tutoring after school to reinforce what was taught that day or in the morning before school the next day. This prepares kids for the next day's materials, middle school and by default, the SHAT as well
- Early bird programs, students are already there for breakfast, why not offer some academic learning simultaneously?
- Very few students can just show up in middle school and suddenly become high academic performing students, not even the Asian ones. It starts in elementary school.
- Why aren't we first talking about the basics? Learning to read vs reading to learn. The later the transition to reading to learn, the more behind the student will be.
- Offer or require after school academic programs vs just recreational programs.

What are students at high poverty, high minority, high achieving schools getting and doing that other high poverty high minority low achieving schools can replicate.

- Has any study been done on this? I am sure its not too difficult or time consuming to do.
- What do schools need to start or stop doing?
- What do parents need to start or stop doing?
- It's a joint effort, not just the responsibility of the DOE.
- A parent's responsibility for their child's education isn't just to drop them off at school in the morning and pick them up at the end of the day. Of course there are very legitimate exceptions and extenuating circumstances that must always be taken into account.

Why are we spending so little time, attention and effort discussing what needs to be done at the elementary and middle school level? That is where the real solutions are that will benefit the most kids.

FYI – the Dream program excludes D3 schools, yet many D3 schools are high minority, high poverty schools.

Data

High poverty schools receive up to \$2-3k of additional funding per student than high performing schools, even when you include PTA fundraising. Lower performing schools have other sources of funding - Renewal program, Title I, II & III funding. So money alone is not the issue or the solution.

The school demographic formula used to identify black, Hispanic, white and Asian is skewed to increase the Hispanic count and decrease others. Mixed/biracial Hispanic are counted as Hispanic, why? Why not as black or white? If counted as white, that would change the percentages significantly and work against the current narrative.

Future

Law suits will and should rightfully continue by those who lost their seats. This will also be an unnecessary distraction, valuable resources will have to be diverted to addressing those

Lucas Liu, CEC3 lliu@cec3.org 917-826-9251

These comments are my own views and do not represent CEC3's views or opinions.

lawsuits.

It has been said that fair does not necessarily mean equal and equal does not necessarily mean fair. So who gets treated fairly or not, who gets treated equally or not? Apparently its ok for White and Asians be treated unfairly and not get treated equally, we get the short end of the stick from the Mayor and the Chancellor.

The next Mayor will not keep this Chancellor, the next Mayor is already going to have to work on how to bring everyone back together, and that can't be accomplished with this Chancellor. So to all those interested in being the next Mayor, ask yourself if you want to inherit this avoidable mess in 3 yrs, or work with all stakeholders now in coming up with a true sustainable solution that addresses the underlying issue?

The solution is at the elementary and MS level and lift all students, vs the current 7% proposal that will only potentially benefit < .003% of NYC's students every year.

Testimony Before the City Councils Committees on Education
May 1, 2019

Good afternoon, Speaker (Corey) Johnson, Chair (Mark) Tryeger and Councilmembers (Ben) Kallos, (Mark) Levine, (Ydanis) Rodriguez, (Andy) King, (Rafael) Salamanca Jr., (Barry) Grodenchik, (Daniel) Dromm, (Eric A.) Ulrich, (Stephen T.) Levin, (Robert E.) Cornegy, Jr., (Brad) Lander, (Alicka) Ampry-Samuel, (Inez) Barron, (Justin) Brannan, (Deborah) Rose and (Joseph C.) Borelli.

My name is Jeannine Kiely and I Chair of Schools and Education Committee for Manhattan, Community Board 2.

This January, CB 2 passed a resolution in Support of Revised Proposals to Increase Diversity at Specialized High Schools and Other Public Schools and the Disclosure of Data Relating to All Proposed Changes to Specialized High School Admissions, 37-0 with two abstentions.

CB 2 is deeply concerned about the inadequacy and inequality of education in public schools throughout New York City and supports the following:

1. Community Board 2 recommends that the Mayor make revisions to the current Proposal to change the admission process for Specialized High Schools because we are unable to support the proposal as it is currently written, but we are eager to see a revised proposal to increase diversity and achievement among the students of New York City;
2. CB 2 objects to the revised Discovery Program requirement that eligible applicants must attend a school with an Economic Need Index of at least 60% because this will reduce the number of low-income students eligible to participate;
3. Before New York State and New York City change Specialized High School admissions, CB 2 requests public access to all DOE data that are relevant to understanding the proposed changes to Specialized High School admissions; and seeks a comprehensive Review and Report of the impact of the Mayor's Proposal on middle school and non-specialized high school students and families in our community, District 2 and across the city, including potential unintended consequences, both positive and negative; and,
4. CB 2 also urges the Department of Education to pursue additional initiatives to increase diversity in New York City public schools, such as:
 - a. Starting early and expanding city and state education funding for high poverty schools to provide more resources for 3K, pre-kindergarten, elementary and middle schools, including funding smaller class sizes and expanded special education programs;
 - b. Offering the Gifted and Talented (G&T) test to all pre-K students, expanding G&T programs that start in third grade and reevaluating the 2006 decision to base admissions on a single test that has resulted in the percentage of minority children in these programs to plummet;
 - c. Improving instruction in middle schools, and increasing opportunity for students of color, of low income and of immigrant parents;
 - d. Providing effective outreach for students applying to high school beyond distributing a 400- page high school directory and requiring attendance at high school fairs, including language- accessible and culturally appropriate outreach to help ensure that families are

not only informed about high school options, but that they also feel secure about the options that best meet the needs of their children, given that there are more than 700 public high school programs in New York City and 70 public high schools in District 2; and,

- e. Building a new District 2-wide elementary or middle school at the Bleecker School site in Greenwich Village with admissions based on diversity, economic need, English Language Learner, students with disabilities or other criteria.

Thank you.

Jeannine Kiely
Chair, Schools and Education Committee
Manhattan, Community Board 2
jeanninekiely@gmail.com
917-297-4475

Attachment
CB 2 Resolution, January 2019

Carter Booth, *Chair*
Susan Kent, *First Vice Chair*
Daniel Miller, *Second Vice Chair*
Bob Gormley, *District Manager*



Antony Wong, *Treasurer*
Keen Berger, *Secretary*
Erik Coler, *Assistant Secretary*

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January 30, 2019

Hon. Andrew Cuomo
Governor of New York State
The Executive Chamber
Albany, NY 12224

Richard Carranza, Chancellor
Department of Education
Tweed Courthouse
52 Chambers Street
New York, NY 10007

Dear Governor Cuomo and Chancellor Carranza:

At its Full Board meeting January 24, 2019, Community Board #2, adopted the following resolution:

Resolution In Support of Revised Proposals to Increase Diversity at Specialized High Schools and Other Public Schools and the Disclosure of Data Relating to All Proposed Changes to Specialized High School Admissions

Whereas:

1. New York State has the most racially segregated public schools in the nation based on a report by the UCLA Civil Rights Projectⁱ;
2. CB 2 is deeply concerned about the inadequacy and inequality of education in public schools throughout New York City;
3. New York City's Specialized High Schools (SHS), as well as many screened public middle schools and high schools, lack the racial, socioeconomic and gender diversity of New York City;ⁱⁱ
4. The New York State Hecht-Calandra Act of 1971 requires that SHS admissions are based on ranked-order results from a single admissions test, but also permits an alternative route to admission through the Discovery Program for students who are a) disadvantaged, b) score below the cut-off score, c) are recommended by their local school and d) attend and pass a summer preparatory program;
5. The Mayor's administration has proposed changes to the SHS admissions processⁱⁱⁱ by:
 - a. Expanding the Discovery Program to 20% of seats at each SHS by fall 2020 and requiring that disadvantaged students also attend a high-poverty school with an Economic Need Index of at least 60%,^{iv}
 - b. Passing New York State legislation to i) replace the Specialized High School Admission Test (SHSAT) with a set of criteria that will include, but is not limited to students' rankings on their 7th Grade New York State Math and ELA exam scores, their rankings within their individual

schools on their 7th Grade English, Math, Social Studies and Science course grades, and their being ranked “in the top 25% of the city;” and ii) make offers to the top 7% of students from each public middle school;

6. The Department of Education did not meaningfully engage families and students who would be affected as well as parent leaders, educators, researchers and other stakeholders in developing any proposals for changing the system;
7. The DOE has not publicly identified nor provided data or details about how it will implement the expansion of the Discovery Program; the past performance of SHS students who were admitted through the Discovery Program; nor, how it will change the criteria for making SHS offers, in particular, comparing course grades from every NYC middle school, limiting offers to students ranked “in the top 25% of the city” and making offers to new or non-public school students;
8. The Mayor’s Proposal to change SHS admissions will reduce the number of CB 2 high school students who attend SHSs and create greater demand for non-specialized high schools in District 2, because approximately 19% of District 2 middle school students attend SHSs and a drop to 7% would reduce seats for District 2 students by 177, excluding offers made to non-public school students and the DOE has not announced any plans to increase capacity at either SHSs or District 2 high schools;
9. More than 300 parents, educators and education activists attended a CEC District 2 and CB 2, 4, 6 and 8 public meeting on December 3, 2018 where the DOE presented the Mayor’s Proposal, and the overwhelming majority of these attendees opposed many of the changes to SHS admissions, as currently proposed.

Therefore, be it resolved that:

1. Community Board 2 recommends that the Mayor make revisions to the current Proposal to change the admission process for Specialized High Schools because we are unable to support the proposal as it is currently written, but we are eager to see a revised proposal to increase diversity and achievement among the students of New York City;
2. CB 2 objects to the revised Discovery Program requirement that eligible applicants must attend a school with an Economic Need Index of at least 60% because this will reduce the number of low- income students eligible to participate;
3. Before New York State and New York City change Specialized High School admissions, CB 2 requests public access to all DOE data that are relevant to understanding the proposed changes to Specialized High School admissions; and seeks a comprehensive Review and Report of the impact of the Mayor’s Proposal on middle school and non-specialized high school students and families in our community, District 2 and across the city, including potential unintended consequences, both positive and negative; and,
4. CB 2 also urges the Department of Education to pursue additional initiatives to increase diversity in New York City public schools, such as:
 - a. Starting early and expanding city and state education funding for high poverty schools to provide more resources for 3K, pre-kindergarten, elementary and middle schools, including funding smaller class sizes and expanded special education programs;
 - b. Offering the Gifted and Talented (G&T) test to all pre-K students, expanding G&T programs that start in third grade and reevaluating the 2006 decision to base admissions on a single test that has resulted in the percentage of minority children in these programs to plummet;^v
 - c. Improving instruction in middle schools, and increasing opportunity for students of color, of low income and of immigrant parents;
 - d. Providing effective outreach for students applying to high school beyond distributing a 400-page high school directory and requiring attendance at high school fairs, including language-accessible and culturally appropriate outreach to help ensure that families are not only informed

- about high school options, but that they also feel secure about the options that best meet the needs of their children, given that there are more than 700 public high school programs in New York City and 70 public high schools in District 2; and,
- e. Building a new District 2-wide elementary or middle school at the Bleecker School site in Greenwich Village with admissions based on diversity, economic need, English Language Learner, students with disabilities or other criteria.

**VOTE: Passed, with 37 Board Members in favor.
2 Board Members in abstention. (R. Kessler, R. Sanz)**

Please advise us of any decision or action taken in response to this resolution.

Sincerely,



Carter Booth, Chair
Community Board #2, Manhattan



Jeannine Kiely, Chair
Schools and Education Committee
Community Board #2, Manhattan

TB/EM

- c: Hon. Jerrold Nadler, Congressman
Hon. Carolyn Maloney, Congresswoman
Hon. Nydia Velázquez, Congresswoman
Hon. Andrea Steward-Cousins, Senate Majority Leader
Hon. Carl E. Heastie, Assembly Speaker
Hon. Brian Kavanagh, NYS Senator
Hon. Brad Hoylman, NYS Senator
Hon. Deborah J. Glick, NYS Assembly Member
Hon. Yuh-Line Niou, NYS Assembly Member
Hon. Scott M. Stringer, NYC Comptroller
Hon. Gale Brewer, Manhattan Borough President
Hon. Corey Johnson, Council Speaker
Hon. Margaret Chin, Council Member
Hon. Carlina Rivera, Council Member
Josh Wallack, Deputy Chancellor, NYC DOE
Donalda Chumney, Superintendent, District 2, NYC DOE
Jennifer Greenblatt, District 2 Family Advocate
Robin Broshi, President, Community Education Council District 2
Matthew Chook, Co-President, District 2 Presidents' Council
Leonard Silverman, Co-President, District 2 Presidents' Council

Notes

ⁱ “New York State’s Extreme School Segregation: Inequality, Inaction and a Damaged Future” UCLA Civil Rights Project, March 26, 2014, available at <https://www.civilrightsproject.ucla.edu/research/k-12->

ⁱⁱ Specialized High Schools vs. NYC Schools: Enrollment vs. Offers

Demographic Data: CB 2 vs. NYC Schools

| CB 2 SCHOOL ENROLLMENT | TOTAL (1) ENROLLMT | SEX (2) | | RACE (2) | | | | | SUPPORT (2) | | | EC. NEED INDEX |
|-------------------------------------|-----------------------|---------|-----|----------|-----|-----|-------|-----|-------------|-------|-------|-------------------|
| | | % F | % M | % A | % B | % H | % MUL | % W | % SWD | % ELL | % POV | |
| PS 3 | 753 | 49% | 51% | 9% | 6% | 14% | 5% | 67% | 18% | 3% | 21% | 19.0% |
| PS 41 | 694 | 54% | 46% | 8% | 1% | 10% | 12% | 69% | 15% | 2% | 9% | 7.3% |
| PS 130 | 913 | 48% | 52% | 87% | 1% | 5% | 4% | 3% | 14% | 16% | 47% | 59.9% |
| PS 340 * 30% (3) | 83 | 53% | 47% | 23% | 4% | 13% | 12% | 64% | 16% | 1% | 10% | 13.8% |
| Total | 2,443 | 50% | 50% | 38% | 3% | 9% | 7% | 44% | 16% | 7% | 27% | -- |
| vs. CB 2 2010 Census (all ages) (5) | 90,016 | 52% | 49% | 14% | 2% | 6% | 3% | 75% | -- | -- | -- | -- |
| vs. CB 2 2010 Census (Under 18) (5) | 7,936 | -- | -- | 15% | 1% | 8% | 8% | 67% | -- | -- | -- | -- |
| 75 Morton (4) | 562 | 49% | 51% | 8% | 9% | 24% | 5% | 54% | 22% | 3% | 30% | 29% |

| PUBLIC SCHOOL ENROLLMENT (6) | TOTAL (1) ENROLLMT | SEX (2) | | RACE (2) | | | | | SUPPORT (2) | | | EC NEED INDEX |
|---------------------------------------|-----------------------|---------|-----|----------|-----|-----|-------|-----|-------------|-------|-------|------------------|
| | | % F | % M | % A | % B | % H | % MUL | % W | % SWD | % ELL | % POV | |
| D2 Middle Schools (6-8, K-8 and 6-12) | 12,621 | 50% | 50% | 25% | 10% | 21% | 6% | 38% | 19% | 6% | 41% | 53.6% |
| District 2 | 63,497 | 52% | 48% | 22% | 15% | 33% | 5% | 26% | 17% | 8% | 54% | 53.6% |
| Manhattan | 177,752 | 51% | 49% | 12% | 23% | 45% | 3% | 17% | 20% | 11% | 67% | 66.4% |
| Citywide | 1,135,334 | 49% | 51% | 16% | 26% | 41% | 3% | 15% | 20% | 14% | 74% | 70.7% |
| Eight Specialized High Schools | 15,540 | 42% | 58% | 62% | 4% | 6% | 4% | 24% | 1% | 0% | 49% | -- |
| vs. NYC 2010 Census (all ages) | 8,175,133 | -- | -- | 13% | 26% | 24% | 5% | 33% | -- | -- | -- | -- |

| MAYOR'S PROPOSAL: OFFERS (7) | TOTAL OFFERS | SEX (2) | | RACE (2) | | | | | SUPPORT (2) | | EC NEED INDEX |
|--------------------------------|-----------------|---------|-----|----------|-----|-----|-------|-----|-------------|-------|------------------|
| | | % F | % M | % A | % B | % H | % MUL | % W | % PRIVATE | % POV | |
| Citywide | -- | -- | -- | 16% | 28% | 40% | 3% | 13% | n/a | n/a | -- |
| Current SHS Offers | -- | -- | -- | 50% | 3% | 6% | 4% | 24% | 13% | 46% | -- |
| Proposed: SHS Offers to Top 7% | -- | -- | -- | 30% | 19% | 27% | 2% | 15% | 7% | 67% | -- |

Sources:

(1) NYC DOE Final Class Size Report for cohort and class size by grade for 2017-2018, found at: <https://infohub.nyced.org/reports-and-policies/government/intergovernmental-affairs/class-size-reports>.

(2) Demographic Snapshot for enrollment by grade, sex, race and support for 2017-2018 found at: <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview>.

(3) Approximately 30% of PS 340 enrollment is from CB 2, based on 2010 census tract data.

(4) 75 Morton data from Register, November 27, 2018. % Poverty for 75 Morton from Demographic Snapshot for 2017-2018.

(5) U.S. Census Bureau, 2010 Census, https://www1.nyc.gov/assets/planning/download/pdf/community/community-portal/socio_demo/mn02_socio_demo.pdf

(6) District 2, Manhattan and Citywide data is for all grades, including high schools.

(7) Mayor's Proposal, https://dxbxg0cumj033.cloudfront.net/57812_20181111_specialized%20high%20schools%20proposal%20-%20public%20deck%20v14%20-%20brooklyn.pdf.

ⁱⁱⁱ Specialized High Schools that would be impacted by the Mayor’s Proposal include Bronx High School of Science, Brooklyn Latin School, Brooklyn Technical High School, High School for Mathematics, Science, and Engineering at City College, High School of American Studies at Lehman College, Staten Island Technical High School, Queens High School for the Sciences at York College and Stuyvesant High School.

^{iv} The Discovery Program for entering 9th grade students would expand from approximately 200 and 250 seats in 2017 and 2018 respectively to approximately 800 seats by 2020. 2017 and 2018 figures from opendata.cityofnewyork.us. For details on the 2019 Discovery Program, visit www.schools.nyc.gov/enrollment/enrollment-help/meeting-student-needs/diversity-in-admissions.

^v Leonie Haimson and Diane Ravitch. “The Education of Michael Bloomberg.” *The Nation*. April 17, 2013. <https://www.thenation.com/article/education-michael-bloomberg/>.



**Testimony of Jenny Veloz,
On behalf of the Fair Play Coalition,
Before NYC Council Education Joint Committee Hearing
Dated May 1, 2019**

Good afternoon, my name is Jenny Veloz, and I am here representing the Fair Play Coalition, a coalition of students, teachers, coaches, principals, parents, activists, and advocates standing together for all high school students in New York City public schools to have equitable access to the Public School Athletic League, and to all athletic fields and courts controlled by the DOE.

Thank you to the Council members in attendance now for giving us the opportunity to speak on the critical issue of diversity in public schools and how it affects access to after school sports. As we have discussed in prior hearings, and as many of you know, sports and athletics are a pivotal component to the development of children. The opportunity to compete on a sports team instills discipline and confidence in students, knowing that they are doing their best and excelling at something they love to do. Studies have shown for years how important competitive team sports are to a teenager's physical and mental development and health, and future successes. However, largely due to the severe segregation of our City's public high schools, Black and Latino public high school students have far less access to playing on after school sports teams than do students of other races.

Last year, more than 80 public high schools offered zero sports teams to students, and Black and Latino students were twice as likely to attend one of these schools. Currently, there are approximately 20,800 students who attend a school with no PSAL teams—83.5% of these students are Black and Latino. The Chancellor has made public statements that that equity is an important issue not just for the DOE, but also for this administration. However, the lack of sports teams in so many predominantly Black and Latino schools speaks volumes to the lack accountability on the DOE's part to ensure that all schools receive not only equitable resources, but equal access to sports.

FAIR | PLAY

The demographic makeup of New York City public schools and the lack of sports equity is a glaring example of why the expansion of demographic reports is so important. Our coalition has been asking for more transparency from DOE as to the demographic breakdown of its allocation of funds for after school sports for a long time. Why does the average Black and Latino public high school student have access to at least ten fewer sports teams? How is that reflected in funding? These are important questions that the DOE needs to address. We are asking that the DOE expand its demographic reporting to include how sports teams are distributed throughout the public high school system.

This demographic reporting is precisely what a bill pending in this Council was drafted to address: Intro 242A and Reso1010A are important reporting bills that will ensure transparency \regarding the distribution of sports in public high schools. We are grateful that the Education Committee gave the bill a hearing late last year, and it now has the majority of the Council signed on as cosponsors. Public high school students from all boroughs met with more than ten Council members in December to advocate for these bills and stress the importance in creating an equitable system, especially in the realm of sports. The students and our coalition looks forward to seeing these bills be voted into law by the Council before the end of the school year.

Thank you for your continued support on this issue, and again for holding today's hearing on the critical subject of school segregation and all of the detrimental and lasting repercussions of our segregated education system.

Testimony re: Specialized High School Admissions**Submitted to****New York City Council****Education Committee and Committee on Human and Human Rights****Submitted by Jose Calderon
President Hispanic Federation****May 1, 2019**

Good afternoon, my name is Jose Calderon, President of the Hispanic Federation (HF). Chairmen Treyger and Eugene, as well as committee members, thank you for the opportunity to testify on behalf of the Hispanic Federation and our network of 100 Latino community-based organizations. The Hispanic Federation is a nationwide Latino membership organization founded to advance and empower the Latino community socially, politically, economically and academically. The Federation does that by supporting and strengthening Latino nonprofits, carrying out public policy research and advocacy and offering our New York residents an array of community programs in the areas of education, immigration, health, economic empowerment, disaster-relief and civic engagement.

Out of the many issues we work on, one is particularly transcendent: education. We embrace the fact that education is the key to our community's social progress.

As New Yorkers, we take great pride in saying that our city is the capital of the world — a beacon of diversity and inclusion. And yet our city's school system is the most segregated school system in the country, with students of color increasingly isolated on the basis of race and class. For far too long, New York City has been a tale of two cities. The endemic segregation at our city's elite high schools is particularly striking. Black and Latino students represent only 10% of the student body at these specialized high schools, although they represent nearly 70% of the city's overall student population.

The problem is that for decades, the segregation has been perpetuated by an outdated state law that was put in place to keep Black and Puerto Rican students out of these elite schools. It was created in fear of a study requested by the then Chancellor Scribner, to investigate charges that these schools were culturally-biased. Even when the law was put into place in 1971, there was overwhelming public opposition and debate by minority members of the state legislature. The origins of this policy are enough to cause concern over the intensions of the program and continuation of its use.

Utilizing a single test score as admissions criteria is outdated and ineffective. There is not one institution outside of this city and in higher education that bases admissions on the outcomes of one exam. Access to institutions, especially those of higher education, do not just utilize test scores. They look at the student, considering grades, coursework, and other factors that demonstrate the ability of the student to succeed in college and the diversity of experience and perspective that they offer.

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Now is the time for the state to act and abandon outdated and suppressing laws that limit opportunities of a quality education to the city's Black and Latino populations. As a solution, state assessments and school rank can be utilized for access. Similar practices have been utilized to increase diversity and have been proven effective, including that of the University of Texas at Austin. Relying on the single test is unacceptable and we must reform the admissions process immediately.

It is imperative that the single test admissions criteria to New York City's specialized high schools be abolished, opening the doors of opportunity to more Black and Latino students, allowing these schools to truly represent the city's colorful population. To suggest that the academic quality of these schools will diminish as a result of having a wider range of students, is implicit bias. Students can achieve when they are given equal opportunity and have access to a quality education from the start.

It is now time to correct the years of intentionally misguided exclusion. The state must act now to eliminate the Specialized High School Admissions Test (SHSAT) and reform the admissions criteria to ensure that more students have access to these schools. Further, the city must also act now to ensure that there is proper oversight of diversity initiatives that help ensure that every child, regardless of their zip code, receive a quality education.

Please Keep SHSAT

Dear Council Members and All,

I am a father of two public school kids. I am a proponent of SHSAT as well as our state exams. Both tests have been proved to be well predicting which students are likely to be successful in high schools. SHSAT is color blind. It is a fair test for all the students regardless of races and financial status. A lot of kids successful in SHSAT are from families of new immigrants and/or low income families.

The unbalanced admission to special high schools by race does exist. But this is not caused by SHSAT. It is caused by the failure of our City public education system. In fact, our state exams are showing the same trend as SHSAT. Whoever successful in SHSAT are successful in state exams. In the other hands, I see kids of grade 7 still learning division and percentage in their math curriculum, which is well behind the level of grade 7.

The problems in our public education system are caused mostly by the budget cut in our City education system. Certain parents are paying for their extra after school and weekend classes to make up the budget cut and maintain our high level of education in NYC.

There are quite a lot that our Mayor De Blasio and New York City Schools Chancellor Carranza can do in improving our education system. More teachers, smaller classes, gifted programs, free SHSAT classes are to be considered. But SHSAT is not the one to be scrapped. SHSAT is to be promoted, especially in the schools of African and Hispanic communities. All the middle school students deserve their chance in well preparing and taking SHSAT. They deserve equal opportunity in our elite high schools. SHSAT is a challenge. It is to prepare for their higher level of academic career and highly competitive job market.

SHSAT is not the one to be scrapped. Just like state exams, SHSAT is the one to keep as a tester for our NYC education system. It is the education system that our City Government to reform. Mayor De Blasio and Chancellor Carranza have a lot to do in the whole education system. Please also understand that keep SHSAT is the most important to me and my family. It is highly related to our whole education system and our future. It is also highly related to the competitiveness of our New York City. It has tremendous influence on us when we decide whom our money, support and vote will go to in the coming elections. We expect all of you to stand with me and my family.

Best regards,

John Chen

New York City Council Hearing on Segregation in NYC Schools

May 1, 2019

*Written Testimony
Submitted by Syeda Tasnim*

The story I'm sharing here is my own. It is both deeply personal and one that raises critical questions around certain shared experiences, pressures, and troubles within our public schools, which for a beautifully diverse New York City, remain shockingly segregated.

My name is Syeda Tasnim and I am here today against all odds. In 1986, I was born in a village in Bangladesh, a country then only 15-years old. In 1989, after we immigrated to the United States, my parents, seven siblings, and I moved from one apartment to another in the Bronx, from Kingsbridge to Briggs avenues, in neighborhoods rich with diverse, working-class black, brown, Asian, and eastern European New Yorkers. Finally, we managed to settle on a 3.5-bedroom apartment on Bedford Park Boulevard overlooking the Grand Concourse, a fifteen minute walk from two major high schools: Bronx High School of Science and DeWitt Clinton High School.

These two schools in many ways represented two sides of the same coin: on one, they symbolized all that is and can be possible if as a community, we believed in our students – the future of our city – and provided them with proper and adequate support. On the other, they represented the destructive flaws of an education system that has mirrored and perpetuated the unequal access to resources and opportunity based on class and race. These flaws include the policing of black and brown students that have existed disproportionately in one school versus the other.

Bronx Science was on the walk home from my alma mater, Dewitt Clinton High School. It was known to be better-resourced, better-reputed, and promised better opportunities. In middle school, the admissions exam for Bronx Science felt like an impossible task - far-removed from what I had been learning in school. I loved history, creative writing, critical thinking, and eventually math where each question was a problem to solve instead of a race against time to compete with other students. My family, for whom the public school system and admissions process was still relatively new, thankfully did not add exorbitant pressure on me to pass these exams; even if they had, they could not afford any extra tutoring services. Still, opportunity was rare, and I took the exams twice.

Walking past Bronx Science almost every day, I remember how faraway, removed, and unreachable it felt, not unlike the admissions exam itself. My own school felt like a different world even though it more accurately represented my neighborhood. I also remember the starkly different levels of policing between the two schools and often wondered why.

The year after I graduated, metal detectors were installed at DWC. Years later, the school was considered “failing.” I wondered why again. What would it look like if there were investments in teachers, after-school programs, resources, and a commitment to a shared vision of believing in our students’ potential? What would it look like if the onus on quality education were on the institution of educators rather than the test-taking performance of students? What if this onus was based on clear qualitative and quantitative metrics that called for accountability?

Leading up to 2019, school segregation has sharpened with the onslaught of weight placed on specialized exams. While levels of access and privilege undeniably exist and have increased in some Asian/South Asian communities in New York, the intensified pressure spreads to even working-class communities. A culture has long been cultivated where success and opportunity are measured and projected by standardized metrics. When education and opportunity rely so heavily on test taking, then inevitably, an entire market on private tutoring services flourish and as a society, we lose sight of the value in holistic learning. Effectively other students of color, particularly black students, are excluded from the same opportunities as their peers and the odds are further stacked against them.

Today, I hope that the decision-makers at the table respectfully consider the voices and experiences from alum and current students all over the city, especially those from schools not specialized, and elect to pass bills that re-direct the target of educating this city’s youth in ways that (1) ensure de-segregation, (2) encourage diversity of all forms, (3) invest in counseling services rather than the policing of schools, and (4) create and implement effective institutional accountability systems and processes.

Thank you for your consideration.

City Council Hearing – Joint Hearing on Segregation of NYC Schools – 5/1/2019

Dear Council Members Treyger and Eugene and other members of the Education and Human Rights Committee,

I thank you for holding this hearing, as this has been a very important issue for me. Sadly, I am unable to attend but am sending my suggestions of how the city can diversify both the Specialized High Schools and the Gifted and Talented (G & T) Schools/programs, which are naturally feeders for the Specialized High School. I speak as a former science teacher at Stuyvesant High School whose son attends the most diverse of the city-wide G & T programs and will be attending a specialized high school. My son is bi-racial, Asian and black, and represents the [30.7% of students](#) in his racial category who received an offer.

This biggest problem I see with this debate is the public's misunderstanding of gifted education, which includes the Specialized High Schools. Giftedness is a neurodivergence, and gifted education is a type of special education. Yet, too many upwardly mobile parents see it as a ticket to the top schools and universities when it should not be viewed that way. It should be one of many options for students who are the right fit. The for-profit test prep industry has made the situation worse by drilling four-year-olds with flash cards and getting eleven and twelve-year-olds to study every day for hours for what was supposed to be an aptitude exam, i.e. they are reading and doing math at an early 8th grade level.

Here are my solutions for how we can increase diversity and achieve equity:

1. Universal Screening for all 4-year-olds. This could be part of the Turning 5 evaluation. The OLSAT and NNAT can be administered at all the Pre-K and Head Start classrooms, while children of other education programs can arrange to take the exam. It will not counter the ridiculous lengths some parents take to inorganically prep their child, but it may start the conversation for many parents who may have not even considered gifted programs as an option. Parenting gifted children also has its own challenges, which is something they can learn about.
2. Better training of teachers. The research shows that [black teachers](#) are best at identifying black children who are gifted. Implicit biases and systemic racism within our school system cause more gifted black and Latinx children to not be identified. For many of these children, they can even be classified as children with "behavioral problems", when they are just very bored. This can start as early as Pre-K and Head Start, which will now be part of the Dept. of Education.
3. State Senator Jamal Bailey has introduced a bill, [S7984](#), that requires schools to screen all children for gifted and talented programs before the 3rd grade. Students not in G & T programs should be screened again at 2nd grade, since seven to eight-years-old is the more accurate age to determine giftedness in a child, where additional gifted programs can be created at the local school districts for these children, which addresses the lack of gifted programs in many districts. Senator Bailey has also introduced S8212, which requires all students to take a "pre-SHSAT" exam that identifies students who have the potential to score well on the SHSAT and work with them in areas, either in math or reading, that may inhibit their ability to do well on the actual exam. This may be a more accurate selection criterion. Programs like DREAM rely on state exam results and grades. There are students who scored strong 4's in both Math and ELA that will not do well on the SHSAT. There are students struggling to get a 3 on either or both subjects who have the potential to do well if they just caught up with their peers.

4. Redesign of gifted education programs. A [recent study](#) found that many gifted programs do not have well-defined criteria for justifying their program as gifted, as other special education programs do. Faculty members in these schools also need to be trained to work with a more culturally diverse population.
5. Issuing an RFP for the few test prep programs who do understand the purpose of the SHSAT exam and the importance of equity and representation, which can work with the students identified from Senator Bailey's proposed bill. We cannot ban for-profit test program programs, but we can reward the ones whose curricula are sound and do not exist to give students a "competitive edge". Possible regulation from Department of Consumer Affairs for those who make false claims to their potential customers would also be helpful.
6. The validity of the SHSAT in its current form needs to be assessed. If the exam was redesigned to increase diversity, it failed miserably. I still do not understand why logic problems were eliminated. The fact that the exam was written by Pearson is also problematic, given errors made by Pearson for the state exam. I also do not believe that the SHSAT should be the sole criterion for admissions. Students should also have at least an 80 average and score at least a 3 in both the math and ELA at the end of 7th grade to qualify to take the exam. There are parents who tell their children not to focus on the regular school work and just study for the SHSAT. This does a disservice to their children since it eliminates other high school options that their children might do well in. Theoretically, a student should be able to score at least a 3 on both math and ELA if they also do well on the SHSAT. The exam could also be administered on a school day at the school as an additional option.
7. Identifying and providing more support for children considered [Twice Exceptional](#). According to the Inside Schools website, the percentage of students with I.E.P.s or a disability in the SHSAT schools range from 0% at Stuyvesant High School and Queens High School for the Sciences at York College to 5% at High School for Math, Science and Engineering with most at 1% or <1%. I was shocked by these numbers because I remember teaching many students at Stuyvesant who had I.E.P.s. The city-wide G & T programs are not that much better ranging from 5% at TAG to 8% at N.E.S.T + M. Theoretically, the SHSAT, OLSAT and NNAT should be able to capture a certain percentage of students with I.E.P.s, given that many gifted children also have other diagnoses. My son lost at least two of his classmates within the first three years at his school because both parents gave up on fighting for the I.E.P services they were entitled to.

All these measures may cost much more than the mayor and chancellor's plan, but it is a much more accurate plan that still follows the mission of gifted education while also creating a more equitable selection process that seeks talent in every part of the city. This is not just about achieving equity, although that is also very important; this about identifying the future leaders and great minds. Society and humanity lose out if we are unable to identify children who may accomplish great things in the future if they are given the support they need.

-Flora Ichiou Huang

Additional References:

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Elysian Trust Website. www.elysiantrust.org
Davis, Dr. Joy Lawson. *Bright, Talented and Black*. Great Potential Press. 2010

SHSAT hearing

Hello,

I was given your contact by our mutual friend Tasfia.

I am the Youth Organizer at DRUM- Desis Rising Up and Moving. We are a community-based organization building with South Asians and Indo-Caribbean community.

We were at the SHSAT hearing at the city council on May 1st but were unable to testify due to timing. Tasfia suggested I sent you the written testimony, which I have attached to this email.

Thank you,

Syed Mir Matin Tami



**Joint Hearing of the Committees on Education and Civil and Human Rights
on “Segregation in NYC Schools”
May 1, 2019**

**Testimony: Sonia Park, Executive Director
Diverse Charter Schools Coalition**

City Council members, thank you for the opportunity to submit testimony on this important topic on public school diversity. My name is Sonia Park, Executive Director of the Diverse Charter Schools Coalition (DCSC). While I am submitted written testimony on behalf of my organization, I want to disclose that I am also a member of the School Diversity Advisory Group (SDAG).

DCSC endorses the work of SDAG and urges the Mayor and Chancellor to take concrete steps to move forward on dismantling segregation in our schools. New York’s diverse-by-design public charter schools are ready to partner and contribute their experience as part of the solution.

I want to thank Chairs Treyger and Eugene for calling attention to the systemic issue of school segregation. We greatly appreciate the City Council starting to have these hard conversations with an eye towards action. Our Coalition believes, like the City Council, that all students benefit from diverse, inclusive schools and classrooms. But as we all know, NYC public schools do not always reflect the diversity of the City or the diversity of the communities in which they are located.

Our New York diverse-by-design charter schools have implemented strategies to tackle segregation. Working against sometimes daunting odds, these school leaders, teachers, community organizations and parents have shown that it is possible to provide public school students with supportive and effective learning environments that are also diverse.¹

Charter schools often get blamed for contributing to the segregation of public schools. But our member schools -- more than 100 [diverse-by-design public charters](#) in 20 states and DC, serving over 50,000 students – demonstrate how charters are ideally positioned to push back on the forces that have contributed to school segregation.

In our communities, diverse schools can invigorate and strengthen urban neighborhoods by breaking down the cultural walls that divide us. And diversity can be achieved through deliberate efforts via recruitment, admissions policies and school design. The impact can be powerful, providing greater opportunities for students to learn from one another and boost achievement.

¹ <https://tcf.org/content/report/diverse-charter-schools/>, Richard Kahlenberg, Halley Potter



In New York, charter schools can draw students from a wider area, overcoming the structural impediment behind the true cause of school segregation: *neighborhood segregation*. Charters can enroll students from across an entire CSD and are not bound by enrollment zones. If we take a look at Brooklyn Prospect Charter Schools and Central Queens Academy, both academically successful public charter schools, each with large admissions waiting lists, we see racial/ethnic and socio-economically disadvantaged student populations similar to the demographics of their districts. These schools use guardrails, in the form of admissions preferences, to ensure their student populations are intentionally diverse.

Brooklyn Prospect Charter Schools in CSDs 13 and 15 use a weighted lottery to give preference to students from low-income backgrounds, which helps ensure a mixture of socioeconomic status and ethnicities in its elementary, middle and high schools. Brooklyn Prospect High School enrollment reflects the diversity of the community it serves, with a student population that is 40% Hispanic, 11% African-American, 31% White, 8% Asian and 8% multi-ethnic; and 43% are economically disadvantaged.

Central Queens Academy in CSD 24 has a diverse population of 61% economically disadvantaged, 67.4% Hispanic, 3% White, 18.2% Asian American Pacific Islanders, 11.1% African-American. As part of its mission, Central Queens Academy use a weighted lottery to preference English Language Learners.

Charters have more flexibility to design their curriculum, offer family supports and take other steps to meet the educational needs of a diverse student body. Together these advantages allow charters to be more nimble, innovative and creative when it comes to creating schools with high levels of economic and racial diversity. In fact, some of New York City's most diverse schools are charter schools. Together, these diverse-by-design campuses already enroll close to half of the DOE's five-year goal for itself of 50,000 students in racially representative schools. The number of mixed-income public charter schools in New York City will grow in the coming years to serve an additional 2,400 students.

As public charter school leaders, we are dedicated to diversity because we know it works. Research continues to show that when we work to break down racial and economic barriers in our public schools, students benefit from diverse learning environments.²

² <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/>, Amy Stuart Wells, Lauren Fox, Diana Cordova-Cobo



Students who attend mixed-income schools have higher test scores, are more likely to enroll in college and are less likely than peers in schools with similar poverty levels to drop out of college. Just as importantly, they gain valuable experience thinking in terms of “we” instead of “us” and “them.” They’re better prepared to live in, work in and contribute to the diverse world in which we live.

Diverse-by-design public schools were optimistic when Mayor de Blasio and the DOE announced the initial diversity initiative plan. Though charter schools weren’t mentioned in the city’s plan we are committed to work and partner with the DOE. We want to establish a real partnership with the DOE and the City Council in the drive to establish diversity, equity and inclusion in New York City’s public schools. As such, in the bills being considered by the City Council, we advocate for the inclusion of charter school representation in the creation of proposed district diversity working groups and the school diversity advisory group.

I am hopeful that steps are now being taken that are more inclusive of charter schools and the families they serve.

Please keep
SHSAT

Lillian <bobo5991@yahoo.com>



Advocates for Children of New York

Protecting every child's right to learn

Testimony to be submitted to the New York City Council Committee on Education and Committee on Civil and Human Rights

Re: Segregation in NYC Schools

May 3, 2019

Advocates for Children of New York appreciates the opportunity to submit testimony regarding segregation in New York City schools. For more than 47 years, Advocates for Children has worked to ensure a high-quality education for New York students who face barriers to academic success, focusing on students from low-income backgrounds. We work on behalf of children who are at greatest risk for school-based discrimination or academic failure due to poverty, disability, race, ethnicity, immigrant or English Language Learner status, sexual orientation, gender identity, homelessness, or involvement in the foster care or juvenile or criminal justice systems. We are proud to serve on the City's School Diversity Advisory Group.

Public education has the potential to bring together different groups of children and promote the values of integration, diversity, inclusion, and opportunity that are so important to our city. Currently, enrollment across the school system perpetuates divisions by race and other attributes as well. The UCLA Civil Rights Project found that New York City has one of the most racially segregated public school systems in the nation. School assignment systems that create and further this segregation need urgent attention. In addition, too often, students with disabilities, 77% of whom are black or Hispanic, are in segregated settings and do not have adequate opportunities to interact with typically developing peers – even when they share a school building.

In addition to school assignment, we are alarmed by disparities in educational outcomes. For example, on the 2018 English Language Arts exam, while 67% of NYC's white and Asian students performed proficiently, only 34% of black students and 36% of Hispanic students performed proficiently. Moreover, only 15.8% of students with disabilities and 9.9% of English Language Learners performed proficiently. New York City's most recent four-year graduation rate was 85.4% for Asian students, 82.3% for white students, 68.5% for black students, and 66.2% for Hispanic students; only 50% of students with disabilities and 29% of English Language Learners graduated in four years. Students who are black and students with disabilities are suspended at higher rates than their peers. Furthermore, a recent IBO report found that black students received longer suspensions than their peers for 8 of the 10 most common infractions, with black students suspended for roughly twice the number of days as other student groups for several infractions.

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The City should ensure that students from diverse backgrounds have access to high-achieving schools and programs and should also ensure that schools are prepared to provide an excellent education to all students who enroll.

Schools need resources, training, and the development of specialized programs and supports. For example, to serve students and families from a variety of backgrounds, the City must ensure that school staff receive training in cultural competency and implicit bias. To serve students with mental health needs and decrease exclusionary discipline, the City must increase the number of school social workers, increase whole-school restorative practices, and invest in the mental health continuum, a recommendation of the Mayor's Leadership Team on School Climate and Discipline, to provide direct mental health services to students. To ensure that students with physical disabilities have the same school options as their peers, the City must increase the number of schools that are fully accessible. To better serve students living in shelters, the City must increase the number of Bridging the Gap social workers focused on providing the advocacy and counseling that many of these students need and launch an education support center at PATH so that families entering the shelter system understand their educational rights and options. To better serve students with disabilities and English Language Learners, the City must ensure that schools have specialized programs and supports and that teachers have training to meet their needs. To improve school outcomes for all students, it is important that the City re-examine school admissions and assignment policies, including policies for "over-the-counter" admissions for students seeking to enroll outside the typical application processes, and, at the same time, change what is happening inside the City's schools to ensure they are prepared to foster inclusion and serve diverse groups of students.

While we are continuing to review the bills on the hearing agenda, we would like to make two recommendations with respect to Intro 4278, the bill that would expand the reports on school demographic data in New York City public schools:

- First, we recommend adding students in foster care to sections 21-957 and 21-958, so that the City will also report on this population of students whose educational needs are often overlooked.
- Second, now that the City has made Pre-K available to all four-year-old children and is rapidly expanding 3-K, we recommend amending section 21-957 to require the DOE to report on students from 3-K through grade 8, rather than starting at kindergarten.

We appreciate the work of the City Council and look forward to working together to advance these goals.



TESTIMONY OF
JUAN CARTAGENA
PRESIDENT & GENERAL COUNSEL
LATINOJUSTICE PRLDEF
BEFORE THE NEW YORK CITY CITY COUNCIL
COMMITTEE ON EDUCATION and COMMITTEE ON CIVIL & HUMAN RIGHTS
1 MAY 2019

TO THE CITY COUNCIL MEMBERS OF THE COMMITTEE ON EDUCATION and COMMITTEE ON CIVIL & HUMAN RIGHTS

On behalf of LatinoJustice PRLDEF I testify today in favor of changing the admission standards for New York City's specialized high schools because the continued reliance on one exclusive test for admission systematically excludes thousands of smart and talented Latinx and Black students from the benefits of these excellent public schools.

LatinoJustice PRLDEF, founded right here in New York City in 1972, is a national civil rights public interest law organization that represents Latinas and Latinos throughout the country in litigation and advocacy, and works to increase their entry into the legal profession.

LatinoJustice has a long and successful track record of challenging the myth of measuring competence by way of standardized tests alone. When tests unfairly impeded the integration of Latino and African American police officers and sergeants in the New York Police Department with no business justification, we and others challenged the results in federal court and won. When we joined forces with our colleagues to expand the criteria used for admission to higher education, and support affirmative action's broader approach towards diversity, we have had success as well.

Today we stand with our colleagues in the civil rights bar to legitimately question the wisdom, fairness and equity of the continued use of the Specialized High School Admissions Test as the only criteria for admission to the City's specialized high schools. This year alone just over 10% of the admissions to the schools were given to Latinx and Black students while they compose nearly 70% of all public school students citywide; and this year is not an anomaly. When one test is exclusively used in a way to continue to deprive opportunities for all students of racially diverse backgrounds it must be questioned. And we have indeed questioned its viability and its racially disparate effects by challenging it as a violation of Title VI of the Civil Rights Act of 1964 before the U.S. Department of Education and by petitioning the federal court in *Christa McAuliffe Intermediate School PTO v. Bill de Blasio* to allow the Latino clients we represent to intervene and support the efforts of the Mayor and the Chancellor to expand opportunities at these elite public high schools.



LatinoJustice has repeatedly addressed the problem with the SHSAT in multiple places and in the media. We also recognize that litigation is lengthy and time-consuming. In the interim however, we respectfully ask the New York City Council to support two important, immediate measures:

1. We have recently been informed that the SHSAT has little documentary basis as a valid predictor of future academic success based on an independent validation study the City commissioned when it was challenged administratively before the U.S. Department of Education. I would urge the City Council to delve into these details and confirm the results of the validation study. If the SHSAT cannot be validated then that fact must be highlighted in any legislative reform the City undertakes in Albany to change the admission standards for these elite public schools;
2. The Mayor and the Chancellor have the authority to change the admission standards in five of the eight specialized high schools without state legislative reform. This would provide immediate access to increased opportunities for Latinx and Black students. The City Council should support this important, interim step.

Respectfully submitted,



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Latinojustice.org

**New York City Council Joint Committee Oversight Hearing on
Segregation in New York City Schools**

May 1, 2019

We would like to thank the New York City Council's Education and Civil and Human Rights Committees for holding this important oversight hearing on segregation in New York City schools.

We are submitting testimony to highlight the need for the city's school diversity and integration efforts to address disability inclusion, in addition to racial and class desegregation, which until now has largely been ignored. We urge our city to address the chronic physical and programmatic segregation of the 220,000+ school-age students with disabilities. We believe that true diversity and integration in our schools will not be achieved without recognizing inclusive education. Students with disabilities in our public schools are a significant minority group that cannot be ignored, since 20% of the total student population receives special education supports and services.

Over 57,000 students with disabilities during the 2017-18 school year spent more than half their school days in segregated educational settings and without general education students in their classrooms. In addition, 80% of the 220,000+ school-age students with disabilities identified as students of color, and 90% of the 25,000 students with disabilities who attended citywide specialized programs, otherwise known as District 75, identified as students of color.

INCLUDEnyc (formerly Resources for Children with Special Needs) has worked with hundreds of thousands of individuals since our founding 36 years ago, helping them navigate the complex special education service and support systems, so that young people with disabilities can be included in all aspects of New York City life.

We fully support and thank the Council for the proposed bills and resolutions, as well as pre-considered bills legally going into effect. In particular, we are grateful that they will provide more transparency and oversight; especially the introduction of bill 0949-2018. This bill will hold the New York City Department of Education accountable to an outside commission that will produce annual reports to the Mayor, DOE, and the Speaker, on the DOE's efforts in addressing segregation in our schools.

We also hope that feedback from community members and advocates on related outcomes from earlier iterations of some of the proposed bills and adopted laws will be taken into consideration before any new implementation occurs. This includes the need for more disability representation in district-wide diversity groups, the addition of District 75 in any existing diversity initiatives, and the inclusion of representation of students with disabilities in the City and School Diversity Advisory Group. The need for including representation of people with disabilities on this group is evidenced by the initial report including only one paragraph on students with disabilities, a significant minority group.

As a result of these persistent segregation issues for students with disabilities, we recommend that the Department of Education:

- Creates a citywide plan that focuses on integrating students with disabilities who attend community schools with non-disabled students in their schools
- Creates a citywide plan that focuses on integrating students with disabilities attending District 75 schools with non-disabled students in other programs in their school buildings
- Requires all district and citywide diversity groups to have adequate disability representation
- Reports on the annual meetings of individual Building Councils, including the frequency they meet, and specifying the number of times that schools within the building participate in joint activities
- Requires additional professional development for general and special education teachers, paraprofessionals, and school administrations on the value of inclusion

In addition, we recommend the City Council amend Local Law 27 so that the DOE will be required to report the number of students and percentage of time that students with IEPs in community schools and District 75 spend with general education students during 10 and 12 month school years.

Thank you for taking the time to consider these important matters. We look forward to partnering with you to improve equity and access for all students with disabilities in New York City.

Sincerely,



Barbara A. Glassman
Executive Director

Keep SHSAT

Hi,

I am a child of parent. I want to keep the SHSAT.

Thanks

Connie Chan

Keep SHSAT

Honorable City Council Members,

My name is Peng. I am a parent of District 26. My older daughter is a senior at Stuyvesant High School. My younger one is a 6 grader at MS67 at Queens. I am a physician. I was never political until last year when the mayor wanted to abolish the SHSAT test. I support diversity and I support SHSAT test as a sole criteria for specialized high schools. I defend SHSAT test not because I am an Asian American. The Mayor and DOE want to abolish the SHSAT test. Mayor De Blasio's proposal tries to cover up the city's failure to provide quality education to ALL students. It is a destructive proposal on all counts: it will definitely lower the standards of our specialized high schools, it will do nothing to improve education for the vast majority of students; it will set up many of the best students for failure because of their lack of preparation. It will destroy our elite New York City specialized high schools. Stuyvesant High School ranked 25th nationally according to recently released U.S. News & World Reports. I do not want to see our best schools get destroyed.

Thank you!

Sincerely,

Peng Zhao, MD

Gaskell Road

Little Neck, NY 11362



Class Size Matters
124 Waverly Pl., New York, NY 10011
Phone: 212-529-3539
info@classsizematters.org
www.classsizematters.org

Testimony before the Committee on Education and Jointly with the Committee on Civil and Human Rights

May 1, 2019

Thank you for the opportunity to testify before you today. My name is Leonie Haimson and I'm the executive director of Class Size Matters. I would like to testify in support of [Res 0196-2018](#) and [T2019-4317](#) and in opposition to [Res 0417-2018](#).

No other school district in the country bases admissions to any one of their schools on the basis of a single high-stakes test. Moreover, this practice has long been opposed by the American Psychologic Association, the National Council on Measurement in Education, and the American Education Research Association who write: "Any decision about a student's continued education, such as retention, tracking, or graduation, should not be based on the results of a single test, but should include other relevant and valid information."¹

As the National Academy of Sciences has explained, "*current psychometric standards... recommend that a decision that will have a major impact on a test taker should not be made solely or automatically on the basis of a single test score, and that other relevant information about the student's knowledge and skills should also be taken into account.*"²

To make things worse, the SHSAT is an invalid and biased exam. While nearly all of the discussion and debate has so far revolved around the issue of racial disparities, it has also been shown conclusively to be gender biased. Though NYC girls receive higher average test scores on the state exams in both ELA and math and better grades, they are accepted into the specialized high schools at much lower rates.

Here are this year's results by gender, revealing an admissions gender gap of eight percentage points.

| Gender | #stud tested | % students tested | #got offer | % of total offers |
|--------|--------------|-------------------|------------|-------------------|
| F | 14,116 | 51% | 2,206 | 46% |
| M | 13,405 | 49% | 2,592 | 54% |
| Total | 27,521 | 100% | 4,798 | 100% |

I discussed this gender bias in an article last year in the Gotham Gazette (also attached)³; as did Jonathan Taylor in more detail, in a subsequent piece in the Gotham Gazette.⁴

¹ <https://www.apa.org/pubs/info/brochures/testing> see also: <http://www.aera.net/About-AERA/AERA-Rules-Policies/Association-Policies/Position-Statement-on-High-Stakes-Testing>

² National Research Council. 1999. *High Stakes: Testing for Tracking, Promotion, and Graduation*. Washington, DC: The National Academies Press, p169 at: <https://doi.org/10.17226/6336>

³ <http://www.gothamgazette.com/opinion/7760-missing-pieces-of-the-discussion-around-specialized-high-schools-and-city-education>

⁴ <http://www.gothamgazette.com/opinion/7871-new-research-shows-shsat-less-valuable-predictor-than-middle-school-grades> ; Taylor's findings were also reported here: <https://hechingerreport.org/the-problem-with-high-stakes-testing-and-women-in-stem/>

Jonathan Taylor has also published his findings in a peer-reviewed journal, showing that grades are more predictive of student success at the specialized high schools than test scores; and that girls who enter Stuyvesant with the same test scores as boys do better on their course work and receive higher grades, including in the most advanced courses.⁵

If we really want more diverse, integrated schools, we should eliminate the use of a single high stakes exam for admissions and instead rely on multiple measures, including grades and more holistic factors. In addition, we should discourage separate gifted programs and tracking as much as possible – another form of segregation that occurs *within* schools that merely widens the achievement gap between racial and ethnic groups.⁶ Screening children by their purported “ability” at significantly disadvantages those who are concentrated in the lower-performing classes.⁷ Moreover, the identification of children at an early age who are ostensibly “gifted” is highly unreliable; the majority of children who score in the top percentiles in first grade do not retain this status for more than a year or two.⁸

Teachers often understandably complain that it is too difficult to individualize instruction with students of different achievement levels, and indeed it is especially difficult given the large class sizes we have in NYC. But if class sizes were lowered, this would make teachers’ jobs much easier. Even more importantly, class size reduction is one of very few reforms proven to work to narrow the achievement gap.⁹

In NYC, our class sizes have increased substantially since 2007 and are 15% to 30% percent larger on average than class sizes in the rest of the state. More than 336,165 students were crammed into classes of 30 or more this fall. In the early grades, the number of first-through-third-graders in classes of 30 or more has ballooned by nearly 3000 percent since 2007. Our schools will never be able to provide students with an equitable chance to learn with classes this large.

In Finland, when the government decided to stop tracking, the national teachers union successfully demanded systematic reductions in class size, to ensure that they could meet the needs of all students of different academic levels. Both the elimination of tracking and the concurrent lowering of class sizes contributed to the rapid improvement of Finnish schools in the 1970's, along with the elimination of most standardized tests.¹⁰

If instead, as some have suggested, our schools were to add more test prep, more gifted classes and/or more specialized high schools, we would instead be moving backward as a city. We would be replicating the same damaging practices that have undermined educational opportunity in our schools and further exacerbating stratification and segregation by race and class.

⁵ Jonathan Taylor, Fairness To Gifted Girls: Admissions To New York City’s Elite Public High Schools, *Journal of Women and Minorities in Science and Engineering*, 25(1): 75–91 (2019).

⁶ <https://www.theatlantic.com/education/archive/2019/04/gifted-and-talented-programs-separate-students-race/587614/>; see also <https://qz.com/666405/its-time-to-stop-putting-kids-in-separate-gifted-education-programs/>

⁷ <https://nepc.colorado.edu/sites/default/files/pb-options-10-tracking.pdf>

⁸ David Lohman and Katrina Korb, “Gifted Today but Not Tomorrow? Longitudinal Changes in Ability and Achievement during Elementary School,” *Journal for the Education of the Gifted*, June 1, 2006

<https://journals.sagepub.com/doi/10.4219/jeg-2006-245>

⁹ See the numerous research studies at: <https://www.classsizematters.org/research-and-links/#opportunity>

¹⁰ Samuel Abrams, *Education and the Commercial Mindset*, 2016, p. 281 and footnote 3 on p. 382. Also <https://newrepublic.com/article/82329/education-reform-finland-us>

[Missing Pieces of the Discussion Around Specialized High Schools and City Education](#)

June 22, 2018 | by [Leonie Haimson](#)

On June 2, Mayor Bill de Blasio [announced in Chalkbeat](#) that he was urging the State Legislature to change the admissions system at the city's eight specialized high schools, which relies on a single high-stakes exam called the SHSAT. Only 10 percent of students admitted to these selective high schools are black and Hispanic, while these students make up 67 percent of the overall public school population. This year, only 10 black students were offered admission to the city's most selective of these high schools, Stuyvesant, out of 902 students admitted.

The Mayor and the Chancellor [have proposed](#) that admissions instead depend on a combination of a student's school ranking in terms of grades and state test scores. In the meantime, before the state law is changed, de Blasio plans to expand the "discovery program," a special program for disadvantaged students near the cut-off score on the SHSAT, to admit them into these schools after extra academic preparation.

As City Council Education Chair Mark Treyger later [pointed out on Twitter](#), the entire effort was announced with little preparation; and "key stakeholders were also not consulted" on something "dropped 11 days before the end of the [Legislative] session." The proposal has aroused much controversy, and will not come to a final vote this year, as neither the Assembly nor the Senate was prepared to pass it so late in the session that just ended. Yet the issue will surely be reconsidered again when the Legislature reconvenes next year, and the debate continues, including over what the City can and should do on its own.

Despite the fact that much ink has been spilled and emotions aroused since de Blasio made his announcement, several aspects of this hot-button issue remain under-discussed:

1. This move is long overdue. New York City is the [only school district](#) in the entire nation where admissions to any high school depends solely on the results of a single high stakes test. This was confirmed by Chester Finn of the Hoover Institute, a conservative education advocate who co-authored a book, "[Exam Schools: Inside America's Most Selective Public High Schools](#)." Advocates have made efforts for at least 50 years to open up the admission process to these schools and make it more fair. The Hecht-Calandra Act of 1971 in New York, which specified that specialized high schools must rely solely on a single exam for entry, was passed in the first place in response to such a campaign. Bill de Blasio also promised to reform this admissions process when he [first ran for Mayor in 2013](#).
2. The reality is that relying solely on a single high-stakes test for admissions, grade retention, or any important decision in a student's educational career is unfair, unreliable, and likely to have a racially disparate impact, as pointed out by the National Academy of Sciences nearly 20 years ago in its seminal report, [High Stakes, Testing for Tracking, Promotion, and Graduation](#).
3. The SHSAT, produced by Pearson, is a highly peculiar exam that has never been independently assessed for racial bias. This was pointed out by [Joshua Feinman](#) in 2008, and confirmed more recently by the NAACP Legal Defense Fund in its 2012 [Civil Rights complaint](#) about the use of this exam. The results of this test also

appear to be [gender biased](#), as girls tend to score significantly higher on state exams and receive better grades, but score lower than boys on the SHSAT. (Girls were only admitted to [Stuyvesant](#) and [Brooklyn Tech](#) in 1969-1970.) The test is quirky in other ways and is [scored to give extra points to students who do exceptionally well on the ELA or the math section](#) – rather than those students who score well on both subjects. It also has poorly worded questions – see, for example, the first question in this [sample exam](#).

4. The mayor could alter the admissions tests at five of the eight specialized high schools immediately – without any act of the state Legislature. Only Stuyvesant, Bronx Science, and Brooklyn Tech are named in state law. The other five schools -- Staten Island Tech, the High School of American Studies, the High School for Math, Science, and Engineering at City College, Queens High School for the Sciences, and Brooklyn Latin School -- were designated as specialized high schools by Joel Klein when he was city schools chancellor, and could be undesignated as such by Chancellor Richard Carranza. All it would take is a vote of the Panel on Educational Policy at one of its monthly meetings. It is a panel made up of a supermajority of mayoral appointees. (The best explanation of how only three schools are mandated to use this exam was published in [Gotham Gazette](#). While many other news outlets have gotten this fact [wrong in the past](#), they have recently [improved](#) their [reporting](#) on this issue.)

5. Despite the huge amount of time and money many students invest in test prep for the SHSAT exam, there is [research to show](#) that attending a specialized high school has little or no impact on a students' future SAT scores, chances of enrollment in selective colleges, or college graduation rates – which in turn casts real doubt about the value of attending one of these schools.

6. Whatever happens to the admissions system at the specialized high schools, there are myriad problems with how admissions to New York City schools have been designed. Many schools utilize a complex and competitive application system overly reliant on test scores. This makes the process of admissions stressful to kids and their parents, and leads to excessive test prep. In many cases, admissions to middle schools are based heavily upon students' scores on the 4th grade state exams, and 7th grade exams for high school. The state tests and their [scoring methods](#) have [their own problems](#) in terms of [accuracy](#) and [validity](#). In addition, some New York City middle and high schools have developed their own special tests that they rely upon for admissions.

7. The competitive nature of this process worsened under Mayor Michael Bloomberg and Chancellor Klein. The number of high schools that admitted students through [academic screening](#) increased from 29 in 1997 to 112 in 2017, while the proportion of “ed-opt” high schools, designed to accept students at all different levels of achievement, dropped sharply. Even so-called [unscreened programs](#) actually do screen students, in covert ways. Moreover, the Gates-funded small schools that proliferated after 2002 initially barred students with disabilities or English language learners from their schools, prompting a [civil rights complaint in 2006](#).

Most of these small schools also required prospective students and their families to attend special “open houses” in the evening, which also tends to box out families with the fewest resources. While Bloomberg and Klein often bragged about expanding school “choice,” too often this has meant that schools make the choice, not students or families. There is something to be said for comprehensive high schools as exist in most of the country, where students automatically have a right to attend when they enter 9th grade and don't have to compete to get into.

8. The method de Blasio now proposes to use for admissions at the specialized high schools would be to give preference to students at the top of their class in terms of grades wherever they attend middle school, as long as their state test scores are also good enough. Yet this method, based upon the admissions process at the University of Texas system, will likely only work to effectively integrate the specialized high schools if [city middle schools remain largely segregated](#).

9. Even if all New York City high schools became less stratified according to race and class, one would still be left with the biggest problem of all: too many elementary and middle schools are simply not providing the quality of education necessary – especially for students of color. This was revealed by city students’ recent results on the NAEP exams, which showed scores have stagnated – with the only significant change since 2013 being a seven-point decrease in the proportion of fourth-graders proficient in math. The [achievement gap](#) among racial and ethnic groups is also larger than ever, in 4th and 8th grade reading.

10. Class size reduction is one of very few reforms proven to work to [narrow the achievement gap](#), and yet New York City class sizes remain excessive. In fact, class sizes have increased substantially since 2007, and are up to 50 percent larger than class sizes in the rest of the state. More than [290,000 New York City students](#) were crammed into classes of 30 or more this fall. In the early grades, the number of first-through-third-graders in classes of 30 or more has ballooned by an amazing 3800 percent. Yet despite promises [to reduce class size](#) when he first ran for office, de Blasio has done nothing to accomplish this.

In January, Class Size Matters, along with nine New York City parents and the Alliance for Quality Education, [brought a lawsuit](#) versus the City and the State to require the Department of Education to lower class sizes in our public schools, as the state’s highest court deemed was necessary for students to obtain their [constitutional right](#) to a sound basic education. Our lawsuit will be heard in State Supreme Court in July. Whether the city’s public school students will receive an equitable chance to learn may depend on the outcome of this lawsuit, as well as the education policies pursued by Mayor de Blasio and Chancellor Carranza going forward.

Leonie Haimson is the Executive Director of [Class Size Matters](#). On twitter [@leoniehaimson](#).

Note: this column has been corrected to accurately reflect when the schools admitted girls.

Committee on Civil and Human Rights

Committee on Education

5/1/19

To whom it may concern:

My name is Cate Graney. I am community member of District 7 in Northern Manhattan and a member of the Alliance for School Integration and Desegregation (ASID).

I am writing today to call on the Mayor and Chancellor to take immediate action on the recommendations outlined by council. And in support of the bill purposed by the Public Advocate (Mr. Williams) and Council Members Torres, Lander, Richards and Cornegy to codify the mayoral school diversity advisory group.

We have learned from the ineffective and passive plans of the past 65-years that integration needs to be made a top priority and held to the highest standard of accountability and action.

A city-wide formal diversity advisory group has the potential to provide this level of accountability and incite change. The proposed measurement of multi-year goals as well as one-year look backs have the opportunity to provide this accountability and concrete steps towards change.

However, these groups must be financially supported and provided the resources required to address the unique needs of each district across the 5-boroughs. To adequately fund and support the school diversity advisory group—the Mayor, Chancellor, and Council will be providing power to the people and community members.

A guiding principle of ASID's policy platform is collective impact, as "*We believe that integration can only be achieved through collective leadership including: letting representative stakeholders lead; Student leadership; and Parent and educator collaboration.*" In a similar manner, the school diversity advisory group must be include, and be led, underrepresented groups and all stakeholders in a community. I am writing to stress that the appointments made by the Council, Mayor, and DOE equitably represent the community.

School diversity advisory group should be modeled off the success of District 15's diversity plan. We should collaborate with our neighbors and draw from their experiences to ensure concrete outcomes to achieve real representation and integration.

Thank you.

Cate Graney

Written testimony for May 1 hearings on admissions to the Specialized High Schools

I am out of the country and unable to attend the meeting in which the Specialized High Schools will be discussed. I appreciate the opportunity to provide written testimony. My attached testimony is an article I wrote for the Gotham Gazette based primarily on my research that has recently been published in the Journal of Women and Minorities in Science and Engineering. In addition, I have attached a copy of the full journal article.

I am not an advocate for or against the Mayor's proposal. I think it is unfortunate that this issue has often been framed as presenting a binary choice, the status quo or the Mayor's proposal, when in fact there are many more possibilities. Although my research does not point to a unique policy, it does support the use of multiple admissions criteria, including middle school grades. Multiple criteria could improve diversity and eliminate the gender bias of the SHSAT without diluting the quality of the admitted class. I hope that this type of evidence will inform any decisions by policy-makers.

Jonathan Taylor, Ph. D.

Hunter College Gender Equity Project

FAIRNESS TO GIFTED GIRLS: ADMISSIONS TO NEW YORK CITY'S ELITE PUBLIC HIGH SCHOOLS

Jonathan Taylor

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The use of test scores in school admissions has been a contentious issue for decades. In New York City's elite public high schools, it has been particularly controversial because of disproportionate representation by ethnicity. Underrepresentation of girls has received less attention. This research compared the predictive validity and gender bias of the admissions criterion, the Specialized High School Admissions Test (SHSAT), with that of seventh grade GPA, a possible additional criterion. SHSAT ($r^2 = 0.20$) predicted high school grades less precisely than GPA7 ($r^2 = 0.44$) and underpredicted girls' grades in all academic domains and specific courses analyzed. Girls were overrepresented in the upper tail of STEM course grades. Simulated admissions using an index combining SHSAT and GPA7 suggest that different admissions criteria might improve the quality of the admitted cohort, increase diversity, and be gender-fair.

KEY WORDS: *test validity, gender bias, admissions, Specialized High School Admissions Test*

1. INTRODUCTION

The use of test scores in school admissions has been a contentious issue for decades. For eighth grade students in New York City, the two-and-a-half hour Specialized High School Admission Test (SHSAT) looms large because of the cascade of benefits that may result from admission to the top NYC schools. Children admitted may not only receive a superior education but are also likely to have better access to elite colleges, professional and graduate schools, and eventually to better employment. Stuyvesant High School and Bronx High School of Science are renowned for the number of finalists and winners they have produced in the Westinghouse/Intel Science Talent Search. The two schools combined have produced at least twelve Nobel prize winners and leaders in many fields, including business, politics, and the arts.

Admission to New York City's elite public high schools has been controversial because of the underrepresentation of Hispanic and African American students. Underrepresentation of girls has received less attention. These schools use the score on one test, the SHSAT, as the sole admissions criterion. The current procedure has resulted in the admission of classes that do not reflect the gender ratio of applicants. Although 51.2% of the applicants in 2014 were female, only 44.6% of those admitted were.

Proponents of the exam defend it as objective and meritocratic, while opponents contend that when used without consideration of school grades or other factors, it is not an appropriate criterion. The test is unquestionably objective. However, when merit is defined as achievement in school, the question of whether the test is meritocratic is, in part, an empirical question which can be answered with existing data. Because the goal of the test (Calandra and Hecht, 1971) is to

identify academic accomplishment, academic criteria were used in this research.

1.1 Rationale for Research

Implicit in the use of the SHSAT to select students for the specialized high schools is the assumption that the test is a good predictor of who will succeed in these schools and that it predicts equally well for all subgroups. The city and test developer have been remiss in not having validated the exam long ago. According to the American Educational Research Association standards, “evidence of the validity of a given interpretation of test scores for a specified use is a necessary condition for the justifiable use of the test” (AERA, 2014, p.11).

If the SHSAT results in severe underrepresentation of African American and Hispanic students, and of girls, the only justification, legally and ethically, the city can have for its continued use is if the overall predictive validity is high. In the only previous study of SHSAT validity, Taylor (2015) found relatively low predictive validity and underprediction of girls’ grades in the cohort that took the exam in 2008 and attended the three largest schools: Stuyvesant, Bronx Science, and Brooklyn Tech. This investigation represents an attempt to replicate that research and to address shortcomings of that study, which only included three schools and did not have data on the criterion variable, freshman grade point average (FGPA), for students who did not attend a specialized high school. Estimates were therefore artificially low due to range restriction. This study was also designed to test the hypothesis that middle school grades would be superior to SHSAT scores as a predictor of high school success.

Because of the underrepresentation of females in STEM areas, an additional focus is the representation and performance of girls in science and math courses. The possibility that any underprediction of girls’ grades is due to enrolling in less challenging courses is examined, as is the representation of girls in the upper tail of the grade distribution in STEM subjects.

1.2 Admissions to Selective Public High Schools Nationwide

New York is not the only city that has had to address the tension between selectivity and equal representation. However, the admissions process and the demographic results in New York are in stark contrast to those in many other cities. Nationwide there are 165 selective public high schools (Finn and Hockett, 2012). Admissions policies vary among these schools: almost 80% give consideration to prior academic performance; state or district achievement tests are a factor in admissions to 60%; 55% give weight to student essays; 52% to teacher recommendations; and 40% to a proprietary exam developed for the school. New York is unique in its reliance on one exam to select students.

1.3 Research Questions and Hypotheses

In 2015, Taylor (2015) found that the overall predictive validity of the SHSAT was low for the cohort admitted in 2009 to Stuyvesant High School, Bronx High School of Science, and Brooklyn Technical High School. It was expected that these findings would be replicated for the 2014 cohort and would be extended to all NYC public high schools. Furthermore, by investigating the predictive validity for all NYC students who took the SHSAT, the problem of range restriction in Taylor’s 2015 analysis was avoided.

1.4 Gender Predictions

AERA standard 3.7 states that the test user is “responsible for evaluating the possibility of differential prediction for relevant subgroups for which there is prior evidence or theory suggesting differential prediction” (AERA, 2014, p. 66). Prior evidence with respect to the validity of the SAT suggests that possibility. Mattern et al. (2008) found that the SAT-Math test (SATM) underpredicted women's FGPA, with an effect size of 0.17 standardized residuals. A literature review by Stricker et al. (1993) of earlier research also showed that SAT scores underpredict women's grades.

In a review of the literature on the relationship between SATM scores and math grades, Wainer and Steinberg (1992) found that in general, although women had lower SATM scores than men, they earned higher grades in math courses. To test the hypothesis that this difference was attributable to men enrolling in more difficult courses rather than to bias, grades and SAT scores were obtained for 47,000 men and women who attended 51 different colleges. Women who earned the same math course grade as men had lower SATM scores in general. When matched for course subject and grade earned, women's SATM scores ranged from 21 to 55 points lower than men. Similarly, in a study by Subotnik and Strauss (1998), despite lower SATM scores, women achieved grades equal to men on the advanced placement (AP) calculus exam.

Research has repeatedly shown that women do poorly relative to men on multiple choice questions, which may explain, in part, the underprediction of grades by the SAT. Tannenbaum (2012) attributed the gender gap in SAT scores to girls on average being more risk-averse, and therefore not guessing as often as boys, although guessing on the SAT was a useful strategy. He estimated that 40% of the gender gap in scores could be accounted for by risk aversion. Other researchers have reported similar patterns (Gallagher et al., 2000; Baldiga, 2014).

In an investigation of gender differences on AP exams, Mazzeo et al. (1993) found a male advantage on multiple choice questions. Women, however, outperformed men on constructed answer questions, leading the authors to hypothesize that multiple choice and constructed answer questions tap different competencies on which there are real gender differences. Bennett (1993) also hypothesized that constructed answer questions, particularly essays, require multiple abilities and may reflect a more complex understanding of material than do questions that require only the selection of a correct choice. Demars (1998, 2000) reported evidence for the item format effect, particularly in the top of 5% of scorers, which may be relevant for specialized high school admissions. Furthermore, she suggested “that the two formats are measuring something slightly different (and that ‘something’ is also related to gender)” (Demars, 2000, p. 69). Bonner (2013) did not find a gender-item format effect. However, she did find that the student approaches to multiple choice questions did not always involve a good understanding of the problem.

The SAT writing section is the only SAT subtest on which females outperform males (Mattern et al., 2008). Although females have a small advantage on the multiple choice section ($d = 0.04$), the advantage on the essay portion is more than six times as large ($d = 0.25$).

Traub and MacRury (1990, reported in Mazzeo et al., 2013) reviewed gender differences on AP exams, the California bar exam, and an English placement exam used at California state universities. On the multiple choice section of the English placement exam, there was an effect size favoring males of 0.05, while females had an advantage of 0.39 on the essay portion. On all 11 of the AP exams studied, males were superior on multiple choice sections. Females had the advantage on constructed response portions on 10 of the exams.

In 2015, Taylor (2015) found that the SHSAT underpredicted FGPA for girls, a finding consis-

tent with the SAT research discussed. It was expected that this research would replicate those results.

1.5 Middle School Grades

The availability of applicants' middle school grades makes it possible to add a research question that is important to policy-making: Does the SHSAT predict high school success as well as seventh grade GPA (GPA7) does? Does GPA7 underpredict girls' grades? GPA7 is compiled over a full year across the full range of academic domains and is based on many different methods of assessment. In contrast, the SHSAT was one 2½ hour test. With the exception of five paragraphs with scrambled sentences that students must place in the proper sequence, all SHSAT questions were multiple choice. Because GPA7 is based on a wider range of academic skills assessed in a greater variety of ways, it is hypothesized that it is a better predictor than the SHSAT and statistically less biased against girls.

2. METHODS

2.1 Participants

In the fall of the eighth grade, students who wish to apply to the specialized New York City high schools must take the SHSAT. Of the approximately 81,000 eighth graders in New York City, 27,818 students took the SHSAT in 2013 for entry to high school in 2014. Students taking the exam came from 560 public middle schools. In addition, 3411 students came from unidentified private schools. At the time of the test, prospective students listed schools in order of preference. Students were then ranked in order of their scores and admitted according to those preferences, resulting in different cutoffs for each school. In 2013, scores ranged from 40 to 701, with school cutoffs (Table 1) ranging from 479 to a high of 559.

TABLE 1: SHSAT cutoff scores and number of Discovery students

| | Cutoff | Low | High |
|----------------|---------------|------------|-------------|
| Stuyvesant | 559 | 559 | 701 |
| Bronx Science | 517 | 517 | 680 |
| Brooklyn Tech | 486 | 465 | 680 |
| SI Tech | 506 | 474 | 667 |
| Lehman | 506 | 506 | 646 |
| Queens | 511 | 478 | 645 |
| CCNY | 504 | 477 | 649 |
| Brooklyn Latin | 479 | 475 | 657 |

2.2 Data

SHSAT scores were provided by the NYC Department of Education (DoE) for all eighth grade students who took the exam in 2013. Additionally, demographic data were reported, including ethnicity, gender, and type of middle school attended. Middle and high school grades, as well as seventh

grade achievement test scores, were provided for all students who attended NYC public schools.

Gender was unknown for seven private school applicants. Ethnicity was unknown for 2736 students, all but two of whom were private school students. Ethnic and gender identification were not missing for any students who actually attended a specialized high school.

2.3 Constructed Variables

GPA: Grades received from the DoE were used to compute GPAs for seventh grade (GPA7), eighth grade (GPA8), and ninth grade (FGPA) students. For this purpose, grades in nonacademic courses such as physical education and performance arts were excluded.

FGPA Categories: To determine the relationship between SHSAT and FGPA at different levels of achievement, students at each school were assigned to six FGPA categories:

(1) below 75, (2) 75–80, (3) 80–85, (4) 85–90, (5) 90–95, and (6) 95+.

Admission Index: A hypothetical admissions index was created weighting SHSAT and GPA7 by coefficients found in the regression of FGPA. Because GPA7 was not available for students from private middle schools, this index was based only on public school students.

3. RESULTS

Of the eighth graders who sat for the SHSAT in 2013, 1383 retook the exam in 2014. Ninth graders were given a somewhat more difficult form of the exam, requiring somewhat higher level math and vocabulary (Princeton Review, 2018). The correlation between eighth and ninth grade scores ($r = 0.758$) indicated that the exam is highly reliable.

GPA7 was correlated with GPA8 as a measure of the consistency of grading. The correlation for all public school students in the city ($n = 64,606$) was 0.841, an indication that the skills and assessments were consistent over time. GPA was in fact a more reliable measure than the SHSAT, despite being the product of a variety of subjective methods of assessment done by many different teachers, in contrast to the SHSAT which consists exclusively of objective questions.

4. OVERALL VALIDITY

4.1 Linearity and Homogeneity of Variance

The plot (Fig. 1) of FGPA \times SHSAT scores suggests a nonlinear relationship with very little variance at the top of the SHSAT scale. A vertical line has been drawn at SHSAT = 479 to indicate the lowest admissions cutoff for any of the schools. Students with extremely high SHSAT scores generally also had high grades. In contrast, there was a great deal of variance in the portion of SHSAT scores around the cutoffs for admission (479–559), with FGPA's ranging from around 50 to 100, indicating that the SHSAT was a very imprecise predictor in the crucial decision range.

4.2 Regression of FGPA on SHSAT

Statistical analyses described below are based on freshman year GPA (FGPA). This parallels common validity studies in which SATs are related to college freshman GPAs. The logic behind this is that freshmen are more likely to enroll in similar courses. Additionally, not all students who entered remained in these schools through graduation. Taylor (2015) found that the mean

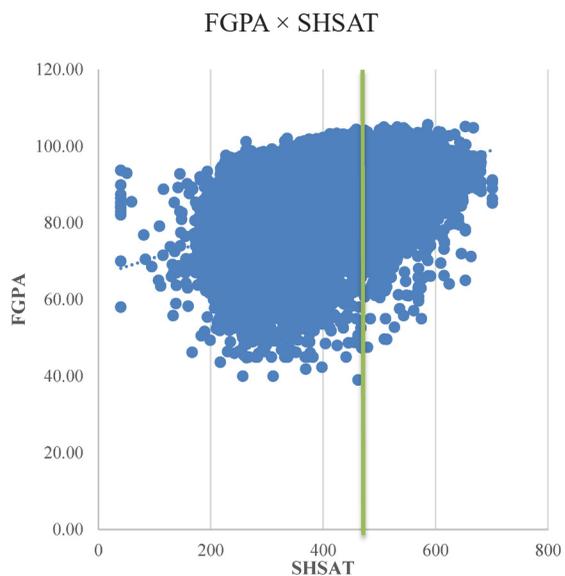


FIG. 1: FGPA \times SHSAT - All applicants admissions cutoffs range from 479 to 559. Vertical line is at lowest cutoff.

ninth grade GPA of students in the three large specialized high schools who did not remain for four years was very low, 13.4 points lower than for those who remained. Using cumulative GPA rather than FGPA would remove the lowest achieving students from the cohort.

Table 2 displays the results of the regression of FGPA on SHSAT scores for all students who took the exam, and separately within each of the specialized schools. In addition, the number of FGPA points by which girls' grades are underpredicted is shown, along with the standard error of estimate (SEE).

TABLE 2: Percent of variance in FGPA predicted by SHSAT, SEE, and gender underprediction

| | <i>N</i> | SHSAT | SEE | Underprediction |
|----------------|----------|-------|-------|-----------------|
| Applicants | 22,576 | 20.0% | 8.49% | 4.20% |
| Stuyvesant | 823 | 5.7% | 5.97% | 3.55% |
| Bronx Science | 744 | 3.2% | 5.37% | 5.06% |
| Brooklyn Tech | 1345 | 3.0% | 7.23% | 4.87% |
| SI Tech | 312 | 9.8% | 5.56% | 3.93% |
| Lehman | 94 | 2.4% | 7.19% | 4.17% |
| Queens | 105 | 4.8% | 7.23% | 7.58% |
| CCNY | 114 | 14.0% | 7.42% | 4.16% |
| Brooklyn Latin | 94 | 6.3% | 6.61% | 4.77% |

Although all regressions of FGPA \times SHSAT were highly significant ($p < 0.001$), the variance in FGPA predicted was very small within the largest schools, (e.g., 3.2% at Bronx Science, 5.7% at Stuyvesant, and 3.0% at Brooklyn Tech) and ranged from 2.4% to 14% at the smaller specialized schools. To avoid the problem of range restriction, FGPA was also regressed against SHSAT for the 22,576 students for whom both were available. In this diverse group, SHSAT scores predicted 20% of FGPA variance (Table 2).

Because admissions decisions at the specialized high schools are based on total SHSAT scores, the above regressions were done on the total score. When separate verbal and math SHSAT scores were entered together into the regression, prediction improved by a trivial amount, from 20.0% to 20.1%, and underprediction of girls’ scores increased from 4.20 to 4.27.

Dividing the sample in each school into FGPA categories was only done at the three largest schools, where the number of students in each category was meaningful. Mean SHSAT scores hardly differ among students with FGPA’s ranging from 75 to 90 (Fig. 2). For example, at Stuyvesant, those with FGPA’s below 75 had SHSAT scores only two points lower on a 701 point scale than those with FGPA’s of 85–90. At Bronx Science, SHSAT scores of students with FGPA’s below 75 were in fact higher than all but the 95+ group. In general, larger differences in SHSAT

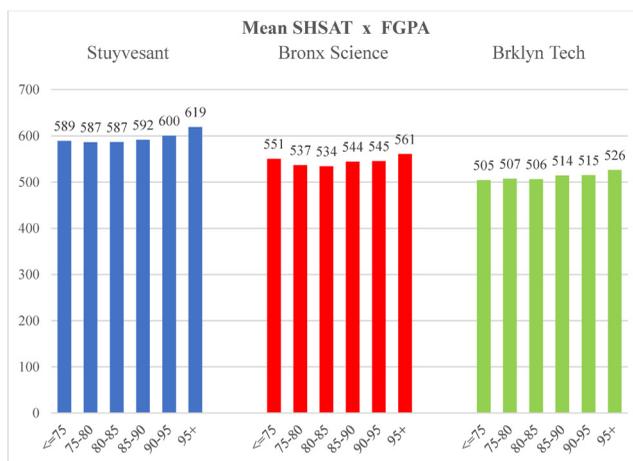


FIG. 2: Mean SHSAT \times FGPA

scores emerged for students with FGPA’s above 90, especially above 95.

The R^2 estimates are not the only evidence of the insufficient predictive value of the SHSAT. The SEE gives a more easily interpretable understanding of the precision of FGPA prediction based on SHSAT scores. This may be especially important in the range around the cutoff scores that determine admission. The high SEE (Table 2), which ranged from 5.49 to 8.37, suggest a very large 95% confidence interval of anywhere from 22 to 34 points. With such large confidence intervals, it seems clear that the exam is not a precise predictor. Even using a narrower 68% confidence interval at the school with the smallest SEE, Bronx Science, the margin of error in predicting FGPA is 5.4 points in either direction. A student predicted to have a FGPA of 85 could easily have a FGPA of 80 or 90. Furthermore, the plot discussed above shows that the greatest imprecision occurs in the lower parts of the distribution in each school, which is the decision range for admissions. When broken down into categories of FGPA, the lesser accuracy of prediction confirms the graphic displays in the plot.

4.3 Gender Predictions

Girls scored an average of 12.5 points lower than boys on the SHSAT, with most of the difference (10.1) resulting from lower scores on the math portion of the test. Standard deviations were also somewhat lower for girls, who were underrepresented in the top 3% of test scores (59.5%–40.5%).

When gender was included in the regression equations of FGPA on SHSAT, gender coefficients all had positive signs, indicating that course grades of girls are underestimated by the SHSAT (Table 2). On a 100-point scale, the underestimation ranged from 3.55 points to 7.58 points ($p < 0.0001$ for all).

Reverse regressions of SHSAT on FGPA found that girls achieved grades equal to boys who had higher SHSAT scores. At Stuyvesant, the difference was 6.6 SHSAT points; Bronx Science 5.8; Brooklyn Technical 9.0. For the entire sample of 22,576 the difference was much larger, 29.0 points.

Dempster (1988) has suggested that for a regression to be unbiased, e , often referred to as an error term in regression, but which Dempster describes as representing “unobserved characteristics,” must have equal means for both genders, assumed to be zero. However, when the generic regression equation was used to predict FGPA, the gender difference in residuals was highly significant ($p < .001$). The mean residual for males was -2.28 , whereas for females it was 1.91 , another indication of underprediction of girls’ scores.

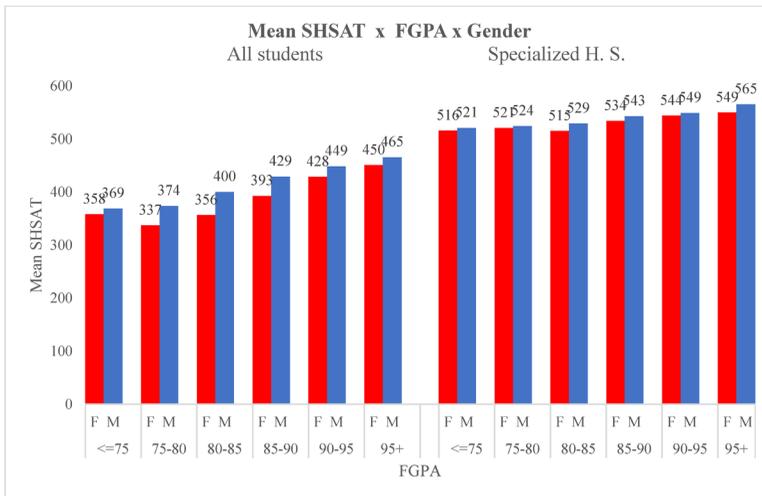


FIG. 3: Mean SHSAT × FGPA × gender

Further confirmation of these results can be found in Fig. 3, which displays results using the FGPA categories described above. All twelve gender comparisons indicate that girls earned the same grades as boys who had higher SHSAT scores. A two-way ANOVA test found significant gender effects (Table 3, all applicants: $F = 979.3$; $p < 0.001$; Table 4, specialized: $F = 389.2$; $p < 0.001$). Across the eight elite schools, girls outnumbered boys in the highest achieving group (95+) by 350:239, despite their overall underrepresentation in the schools (58% to 42%) and the upper tail of SHSAT scores. In the lowest FGPA category, below 75, boys outnumbered girls by a factor of more than six to one.

TABLE 3: FGPA \times mean SHSAT \times gender of all applicants

| | Gender | SHSAT | N | Std. Dev. |
|-----------|---------------|--------------|----------|------------------|
| ≤ 75 | F | 358 | 3981 | 82.1 |
| | M | 369 | 4809 | 86.1 |
| 75–80 | F | 337 | 1066 | 71.4 |
| | M | 374 | 1425 | 86.0 |
| 80–85 | F | 356 | 1552 | 73.0 |
| | M | 400 | 1906 | 88.7 |
| 85–90 | F | 393 | 2408 | 86.5 |
| | M | 429 | 2347 | 89.2 |
| 90–95 | F | 428 | 3299 | 84.7 |
| | M | 449 | 2145 | 87.2 |
| 95+ | F | 450 | 1924 | 74.7 |
| | M | 465 | 923 | 83.0 |
| Total | F | 391 | 14230 | 89.4 |
| | M | 403 | 13555 | 93.7 |

Gender effects ($F = 979.3$; $p < 0.001$)

TABLE 4: FGPA \times mean SHSAT \times gender specialized high schools

| | Gender | SHSAT | N | Std. Dev. |
|-----------|---------------|--------------|----------|------------------|
| ≤ 75 | F | 516 | 26 | 30.8 |
| | M | 521 | 163 | 38.2 |
| 75–80 | F | 521 | 44 | 35.1 |
| | M | 524 | 201 | 37.2 |
| 80–85 | F | 515 | 108 | 35.8 |
| | M | 529 | 364 | 38.2 |
| 85–90 | F | 534 | 343 | 41.4 |
| | M | 543 | 602 | 42.0 |
| 90–95 | F | 544 | 683 | 41.8 |
| | M | 549 | 609 | 49.1 |
| 95+ | F | 549 | 350 | 42.0 |
| | M | 565 | 239 | 48.4 |
| Total | F | 540 | 1554 | 42.1 |
| | Total | 541 | 3732 | 44.1 |

Gender Effects ($F = 389.2$; $p < 0.001$)

4.4 Gender Differences across Academic Domains

A variety of analyses were done to rule out the possibility that the underprediction in girls' grades resulted from differences in course selection. Because the underrepresentation of females in STEM majors and occupations has been a source of concern, it was of special importance to examine the relationship between SHSAT scores and grades in STEM areas and to ascertain whether girls in New York City's specialized high schools enroll as frequently as boys in challenging STEM courses.

Gender comparisons were done across different academic domains for all students who took the SHSAT and attended NYC high schools. Similar comparisons were done for those who actually attended specialized high schools. Finally, analyses were done at Stuyvesant High School, which, because it is the most selective of the schools, might possibly have the most difficult courses. Overall, girls (Table 5) earned significantly higher grades (84.4) in STEM courses than boys (81.7). The proportion of students enrolled in STEM courses who were female (50.7%) almost exactly matched the proportion of students who took the SHSAT (51.2%), which underpredicted their STEM grades by an average of 2.99 points. The results across specialized high schools were similar. Girls had higher mean STEM grades (89.6) than boys (86.7) and were represented in proportion (41.8%) to their representation of students in these elite schools (41.6%). Results across all math courses did not differ from results in science courses (Table 5).

TABLE 5: Gender comparisons and underprediction of girls' grades in STEM

| STEM | Gender | % of Sample | % of Grades | Mean | Underprediction |
|-------------|--------|-------------|-------------|------|-----------------|
| All SHSAT | F | 51.2% | 50.7% | 84.4 | 3.25 |
| | M | 48.8% | 49.3% | 81.7 | |
| Specialized | F | 41.6% | 41.8% | 89.6 | 2.99 |
| | M | 58.4% | 58.2% | 86.7 | |
| Science | | | | | |
| All SHSAT | F | 51.2% | 50.9% | 84.8 | 3.14 |
| | M | 48.8% | 49.1% | 82.2 | |
| Specialized | F | 41.6% | 41.1% | 89.1 | 2.87 |
| | M | 58.4% | 58.9% | 86.3 | |
| Math | | | | | |
| All SHSAT | F | 51.2% | 50.9% | 83.8 | 3.47 |
| | M | 48.8% | 49.1% | 81.1 | |
| Specialized | F | 41.6% | 41.0% | 89.2 | 3.29 |
| | M | 58.4% | 59.0% | 86.0 | |

Grades in specific courses, rather than across an entire domain, offer the best test of the hypotheses that girls are less capable of succeeding in STEM subjects and that the underprediction of their grades by standardized tests such as the SHSAT is due to enrollment in easier courses. At Stuyvesant High School (Table 6), girls, on average, earned better grades than boys in each

of the ten specific STEM courses analyzed, including geometry, integrated algebra, biology, and physics. In four of the ten courses, girls were represented in greater numbers than in the overall Stuyvesant ninth grade cohort. Furthermore, their grades were underpredicted by the SHSAT. All grade comparisons were highly significant ($p < 0.001$) except for those in integrated algebra 3 ($p = 0.067$), integrated algebra 4 ($p = 0.062$), honors analytic geometry (n.s.), enhanced Euclidean geometry ($p = 0.072$), and physics (n.s.).

TABLE 6: Stuyvesant High School: Gender Comparisons and Underprediction \times STEM Course

| | Gender | <i>N</i> | % of Grades | Mean | <i>p</i> | Underprediction |
|--------------------------|--------|----------|-------------|------|----------|-----------------|
| Analytic geometry | F | 299 | 44.8% | 90.4 | < 0.001 | 2.93 |
| | M | 369 | 55.2% | 87.5 | | |
| Honors analytic geometry | F | 36 | 37.1% | 94.5 | 0.296 | 0.89 |
| | M | 61 | 62.9% | 93.5 | | |
| Euclidean geometry | F | 303 | 45.0% | 88.9 | 0.024 | 1.36 |
| | M | 371 | 55.0% | 87.5 | | |
| Euclid geometry enhanced | F | 34 | 34.7% | 94.4 | 0.072 | 2.17 |
| | M | 64 | 65.3% | 92.3 | | |
| Integrated algebra 3 | F | 37 | 39.8% | 86.7 | 0.067 | 3.99 |
| | M | 56 | 60.2% | 82.8 | | |
| Integrated algebra 4 | F | 38 | 39.2% | 84.1 | 0.062 | 5.08 |
| | M | 59 | 60.8% | 79.2 | | |
| Modern biology 3 | F | 256 | 42.0% | 88.0 | < 0.001 | 2.76 |
| | M | 353 | 58.0% | 85.1 | | |
| Modern biology 4 | F | 242 | 41.4% | 90.3 | < 0.001 | 4.03 |
| | M | 342 | 58.6% | 86.2 | | |
| Physics 1 | F | 24 | 48.0% | 89.6 | 0.345 | 2.80 |
| | M | 26 | 52.0% | 87.4 | | |
| Physics 2 | F | 24 | 48.0% | 91.4 | 0.304 | 2.89 |
| | M | 26 | 52.0% | 89.0 | | |

In 2005, Lawrence Summers, then president of Harvard, suggested that the reason there were fewer women in STEM fields was due to their underrepresentation in the upper tail of the distribution of ability in STEM subjects. Because one of the goals of the specialized high school admissions process is to identify the truly exceptional, it is important to determine if the higher mean grades earned by girls in STEM classes were achieved without those extreme high achievers. It would be possible for girls to have higher mean grades but fewer exceptional grades. However, this is not the case. Girls represented only 41.6% of the cohort and only 40.5% of the top 3% of SHSAT scores, but in STEM courses they earned 50% of the grades of 95 or better and

29.7% of grades 80 or lower.

In non-STEM subjects, girls demonstrated somewhat larger superiority in grades, with greater underprediction by the SHSAT (Table 7). The mean grade in non-STEM courses for all female SHSAT-takers in NYC public high schools was 87.1, compared to 82.8 for male students. The SHSAT predicted non-STEM grades for girls that were 4.77 points lower than actually achieved. In the specialized high schools, girls (91.1) outscored boys by a similar margin (86.5), with underprediction of 4.68 points. These differences were found across the range of non-STEM subjects (humanities, languages, and social studies). However, the greatest differences and underprediction existed in language courses and the smallest in social studies.

TABLE 7: Gender comparisons and underprediction of non-STEM grades

| Non-STEM | Gender | % of Sample | % of Grades | Mean | Underprediction |
|-----------------------|--------|-------------|-------------|------|-----------------|
| All SHSAT | F | 51.2% | 51.4% | 87.1 | 4.77 |
| | M | 48.8% | 49.0% | 82.8 | |
| Specialized | F | 41.6% | 41.2% | 91.1 | 4.68 |
| | M | 58.4% | 58.8% | 86.5 | |
| Humanities | | | | | |
| All SHSAT | F | 51.2% | 50.7% | 86.6 | 5.00 |
| | M | 48.8% | 49.3% | 82.1 | |
| Specialized | F | 41.6% | 41.3% | 91.6 | 4.97 |
| | M | 58.4% | 58.7% | 86.6 | |
| Languages | | | | | |
| All SHSAT | F | 51.2% | 52.7% | 89.3 | 5.48 |
| | M | 48.8% | 47.3% | 84.5 | |
| Specialized | F | 41.6% | 41.2% | 91.8 | 5.45 |
| | M | 58.4% | 58.8% | 86.3 | |
| Social Studies | | | | | |
| All SHSAT | F | 51.2% | 51.3% | 86.0 | 3.89 |
| | M | 48.8% | 48.7% | 82.7 | |
| Specialized | F | 41.6% | 41.2% | 89.9 | 3.48 |
| | M | 58.4% | 58.8% | 86.5 | |

4.5 Seventh Grade GPA as Predictor

The proportion of variance in FGPA predicted by GPA7 (Table 8) far exceeded the proportion predicted by SHSAT scores. For example, at the three largest of the schools, Stuyvesant, Bronx

Science, and Brooklyn Tech, SHSAT scores were associated with small percentages of FGPA variance (5.7%, 3.2%, and 3.0%, respectively). In contrast, the associations with GPA7 were 6–12 times as large (35.4%, 35.2%, and 37.0%). Comparisons for all students who took the SHSAT also revealed large differences, with SHSAT predicting 20.0% of the FGPA variance for the entire group and GPA7 predicting 43.8%, while reducing underprediction of girls’ grades from 4.2 FGPA points to 1.3 points. The SEE was also smaller when GPA7 was used to predict FGPA. The combination of SHSAT and GPA7 produced a very small increment over GPA7 alone, raising the predictive validity to 44.1% (Table 8).

TABLE 8: Percent of variance in FGPA predicted by GPA7: combined, SEE, and gender underprediction

| | <i>N</i> | GPA7 | SEE | Underprediction | Combined | SEE | Underpredicted |
|----------------|----------|-------|------|-----------------|----------|------|----------------|
| Applicants | 20,018 | 43.8% | 7.27 | 1.33 | 44.1% | 7.20 | 1.59 |
| Stuyvesant | 726 | 35.4% | 4.95 | 1.64 | 37.3% | 4.88 | 1.84 |
| Bronx Science | 662 | 35.1% | 4.29 | 1.46 | 35.6% | 4.28 | 1.61 |
| Brooklyn Tech | 1207 | 37.0% | 5.88 | 2.30 | 38.8% | 5.80 | 2.51 |
| SI Tech | 280 | 26.2% | 4.90 | 2.42 | 32.5% | 4.69 | 2.89 |
| Lehman | 73 | 44.7% | 5.09 | 0.44 | 46.6% | 5.04 | 0.56 |
| Queens | 97 | 55.9% | 4.88 | 3.52 | 56.2% | 4.89 | 3.90 |
| CCNY | 91 | 40.1% | 5.99 | 3.69 | 47.1% | 5.65 | 3.68 |
| Brooklyn Latin | 145 | 40.7% | 5.21 | 1.69 | 43.1% | 5.13 | 1.64 |

In contrast with Fig. 2, which displays SHSAT means for the FGPA categories, Fig. 4 shows a clear linear relationship between grades in seventh grade and grades in ninth grade, further confirmation that middle school grades are a better predictor than SHSAT scores.

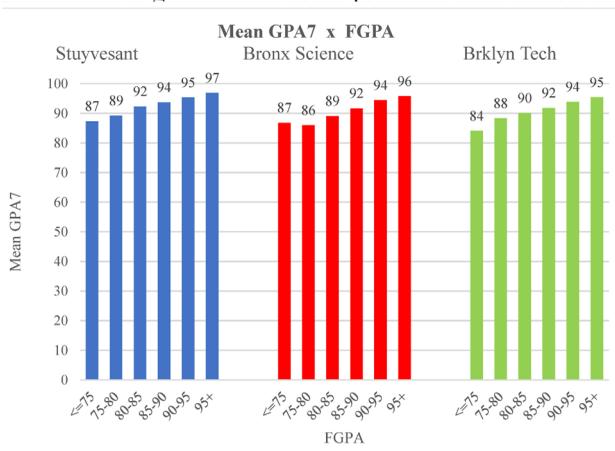


FIG. 4: Mean GPA7 × FGPA

4.6 Simulated Admissions

A hypothetical admissions index was constructed weighting SHSAT and GPA7 by coefficients from the regression of FGPA ($20.243 + 0.008 * \text{SHSAT} + 0.717 * \text{GPA7}$). The index was then used to simulate admissions to the specialized high schools. Because middle school grades were not available for the students from private school feeders, simulations only included public school students. For this purpose, public school applicants were ranked in order of their scores on the index and then “admitted” to the schools based on the choices indicated at the time of the exam. The number of students assigned to each school matched the number of public school students actually admitted and resulted in substantially different gender ratios (Table 9), with the proportion of girls admitted rising from 45% to 62%, a difference of 716 girls. At Stuyvesant, using the index, the representation of girls increased from 44% to 65%, a difference of 177 girls. If GPA7 were the sole admissions criterion, the proportion of girls would have been 68%, a difference of 202 girls.

TABLE 9: Female simulated and actual admissions

| | Simulated | Actual | <i>N</i> |
|----------------|------------------|---------------|----------|
| Lehman | 70% | 61% | 122 |
| Bronx Science | 65% | 47% | 824 |
| Brooklyn Latin | 66% | 52% | 383 |
| CCNY | 62% | 32% | 146 |
| Queens | 67% | 43% | 140 |
| SI Tech | 58% | 45% | 297 |
| Stuyvesant | 65% | 44% | 825 |
| Brooklyn Tech | 57% | 44% | 1618 |
| Total | 62% | 45% | 4355 |

Use of this index would also have resulted in substantially different ethnic proportions. At Stuyvesant, for example, an additional 10 African American, 25 Hispanic, and 61 white students would have been admitted. Asian students, though reduced in numbers from 78%, would still comprise 66% of those admitted. Similar shifts would occur in the entire cohort of students admitted to specialized high schools, with increases of 40 African American, 209 Hispanic, and 205 white students. With 49% of the hypothetically admitted class, Asian students would still constitute the largest segment and would be admitted in numbers far exceeding their proportion of applicants (32%).

Because the hypothetical criterion predicts far more of the variance in FGPA than the actual criterion, with a smaller standard error of estimate, its use should not dilute the quality of the entering class. In fact, it might even result in a stronger cohort, while simultaneously increasing diversity and gender equity.

5. DISCUSSION

Analyses of the data make clear that the SHSAT measures an ability which is stable across time, and the ability measured contributes to success in high school. However, as a sole criterion for admission it is deficient and is arbitrary around the cutoff scores. Course grades earned in the sev-

enth grade are a far better predictor than the SHSAT. It is ironic that a standardized test designed to be a uniform metric does not predict as well as past school performance. The SHSAT represents a 2½ hour sample of a limited range of skills and knowledge. In contrast, GPA7 reflects a full year of student performance across the full range of academic subjects. An exam which relies almost exclusively on one method of assessment may fail to measure abilities that are revealed by the variety of assessment methods that go into course grades. Additionally, middle school grades may capture something important that the SHSAT fails to capture: motivation.

According to Cleary (1968), a “test is biased if the criterion score predicted... is consistently too high or too low for members of the subgroup” (p. 115). In this view, the SHSAT is biased against girls. Regression equations, analysis of residuals, reverse regression equations, and groupings by GPA categories all reveal the same phenomenon: girls earn higher grades than boys with equal SHSAT scores.

6. LIMITATIONS

Because the results presented in this paper are based on an analysis of data from one cohort, more general inferences may not be justified. However, the results with respect to the SHSAT validity and gender are very close to those found previously (Taylor, 2015).

Very few student IDs were missing for the students who actually enrolled in the three specialized high schools. However, larger numbers were missing in the full sample of students who took the test. Furthermore, because those students were private school students, they were not missing at random. The inability to link those students to grades may limit the inferences that can be made for the full sample. The simulated admissions results were similarly limited to students from public school feeders. Nevertheless, because public school student applicants represented 88% of the total applicant pool and 92% of the students attending the specialized high schools, the missing data probably do not meaningfully compromise the results of this study.

It is important to note that the approach outlined is limited to examining GPA as the sole metric of success at a specialized high school. There are certainly other criteria for success, such as artistic achievement or citizenship, and those may have implications for the admissions process. However, they are beyond the scope of this research. In any case, students with talents not measured by GPA would probably not be identified by the SHSAT. In order to identify these students, a more holistic admissions process employing multiple criteria is probably required.

7. POLICY IMPLICATIONS

The purpose of this research was to provide guidance for evidence-based policy decisions with respect to the admissions process to the specialized high schools. In light of the underrepresentation of female, African American, and Hispanic students, the imprecision in prediction found for the SHSAT may make it difficult for the city to justify its continued use as the sole gatekeeper to New York's elite high schools. The fact that seventh grade GPA is a far better predictor of high school success and is relatively gender-fair suggests that it should be an important part of the admissions process. While the data support that use, they also do not point to a unique alternative. Before choosing a policy, it may be important for the DoE to better define what it means to be a successful student in a selective high school, which in turn may require careful consideration of the schools' mission. With a definition in place, it may then be possible to develop a screening process that will more successfully select students who can best enable the schools to fulfill

their missions. This may also require a redesign of the SHSAT, reducing its reliance on multiple choice questions.

All other selective high schools in the country employ multiple criteria for admissions. Elite universities could admit classes based solely on SAT scores, but most elect to consider additional factors in selecting students. They do so because they recognize that such tests provide limited information, and because they believe that the classes admitted based on multiple criteria are overall more likely to fulfill institutional missions. Yet, New York City has clung to the belief that the high quality of students admitted to the specialized high schools can only be maintained by the continued exclusive reliance on an admissions exam.

Various alternatives to the current specialized high school admission procedures have been suggested as correctives to what is seen as unfairly disproportionate representation of minorities and girls at these schools. Given the evidence that the exam more accurately predicts achievement at the very top of the SHSAT scale, the DoE might consider a policy which admitted all students above a certain high cutoff, 650 for example, and filled the remaining seats by consideration of multiple criteria. Although this research does not directly address these alternatives, it may help inform policy makers in considering those options.

With changes to the SHSAT and consideration of additional criteria, it may be possible to select a group of students who will be more representative of the community the school system serves, and the pool of students who apply, without sacrificing the quality for which New York City's specialized high schools are so justifiably famous.

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New Research Shows SHSAT Less Valuable Predictor Than Middle School Grades

Jonathan Taylor

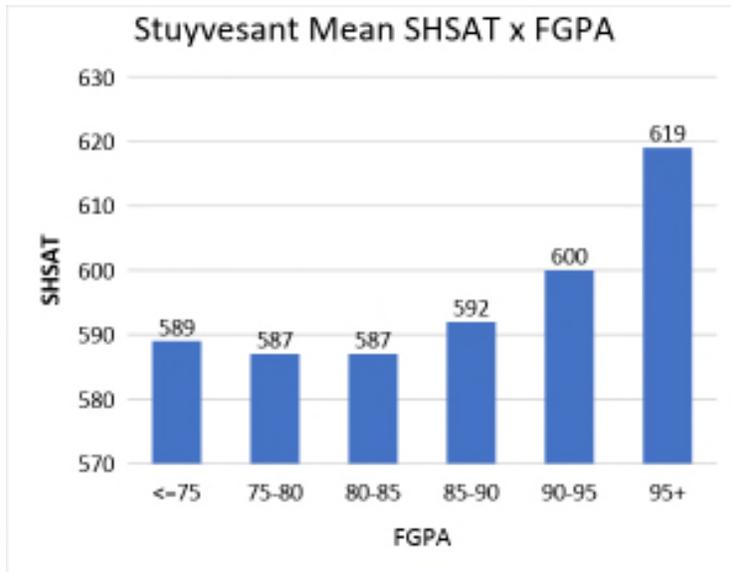
The recently-released Metis validation study of the Specialized High School Admissions Test has portrayed the SHSAT in a more favorable light than the facts warrant.

Although Metis found that SHSAT scores were correlated with high school grades, it did not investigate whether other factors might be stronger predictors. In my validation study, the most important finding was that seventh grade GPA predicts more than twice as much of the variance in high school grades (44%) when compared to the SHSAT, which predicted 20% in my study and 21% in the Metis study. This finding is critical to the current debate over the admission system at New York City's Specialized High Schools.

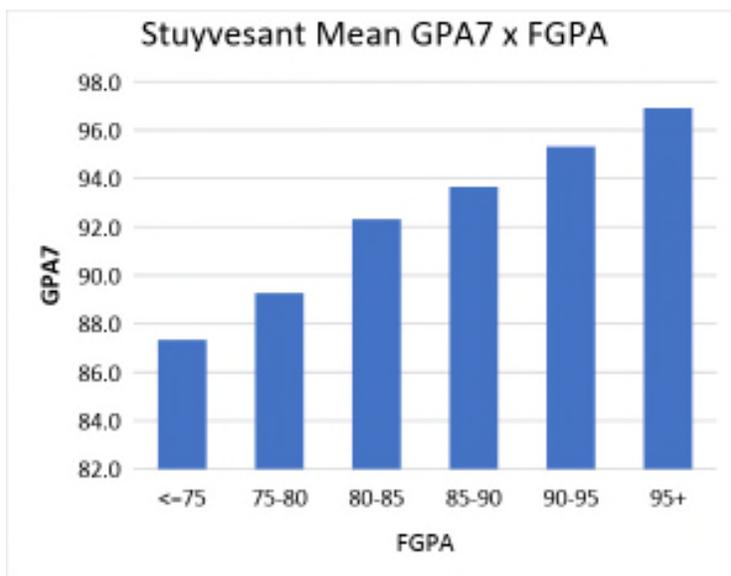
Mayor Bill de Blasio, along with many advocates and civil rights groups, have proposed doing away with the test, with a three-year phase-out period where the test is used along with grades for admissions purposes. Their opponents have argued that allowing grades as a factor would dilute the quality of the students admitted and thus the quality of these schools, an argument that is rebutted by my analysis.

This study uses data supplied by the New York City Department of Education, including the 27,818 SHSAT scores from 2013, and grades for New York City public school students in that cohort.

The chart below compares mean SHSAT scores for students at Stuyvesant High School with their Freshman Grade Point average (FGPA) in different FGPA categories. Students with FGPA's below 75 actually had higher SHSAT scores than students with FGPA's from 75 to 85, while students with FGPA's of 85 to 90 had barely higher scores. Only the students with grades above 90 had much higher scores. This suggests that the exam does not predict very well for students with scores below the very top.



The next chart, which compares the same categories of FGPA by seventh grade GPA (GPA7) of Stuyvesant students, instead of their SHSAT scores, shows a much more linear relationship. Higher FGPA's were associated with higher GPA7 in a regular progression.

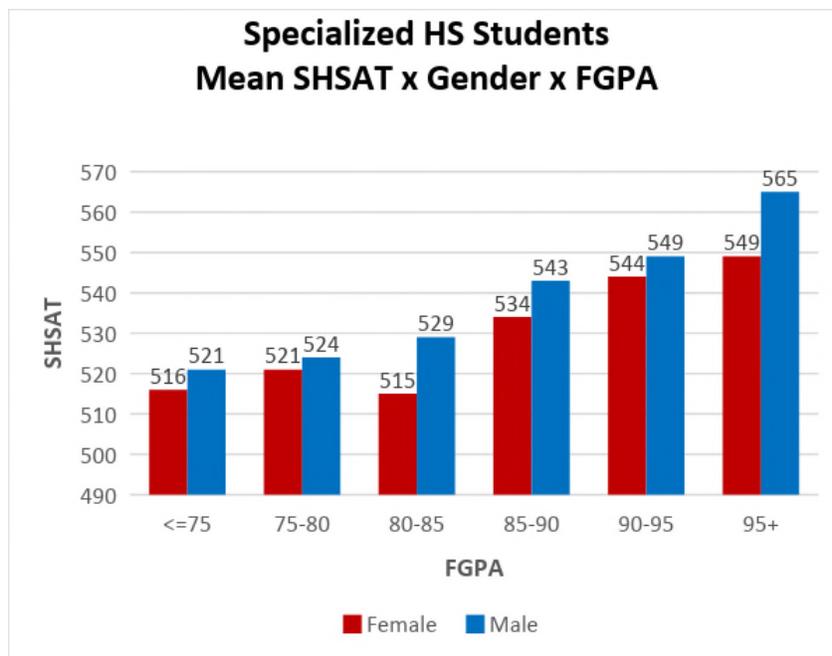


As is well known, girls are admitted to the specialized high schools at much lower rates than boys. Below is the chart with the rates by gender for those students who took the test last year, when girls represented 51% of applicants and only 44% of those admitted.

| School Name | Total Offers | Female | % Female | Male | % Male |
|---|--------------|--------|----------|------|--------|
| Stuyvesant High School | 902 | 374 | 41% | 521 | 58% |
| High School for Mathematics, Science, and Engineering at City College | 149 | 65 | 44% | 83 | 56% |
| Bronx High School of Science | 912 | 392 | 43% | 515 | 56% |
| High School of American Studies at Lehman College | 141 | 88 | 62% | 53 | 38% |
| Brooklyn Technical High School | 1904 | 815 | 43% | 1081 | 57% |
| The Brooklyn Latin School | 582 | 290 | 50% | 287 | 49% |
| Queens High School for the Sciences at York College | 151 | 72 | 48% | 79 | 52% |
| Staten Island Technical High School | 326 | 144 | 44% | 180 | 55% |

A good study of predictive validity should address the gender bias of the exam. According to American Educational Research Association standards, the test user is “responsible for evaluating the possibility of differential prediction for relevant subgroups for which there is prior evidence or theory suggesting differential prediction.” Prior evidence with respect to the validity of the SAT suggests that possibility. Yet, the Metis study failed to do this, despite the fact that girls are under-represented in the Specialized High Schools.

In my study, girls had lower SHSAT scores than boys with the same GPA. For example, at Stuyvesant High School, girls had GPAs equal to GPAs of boys whose SHSAT scores were 6 to 7 points higher. The following chart shows that girls (red bars) achieved each FGPA level with lower SHSAT scores than boys (blue bars). Among students in 95+ FGPA group, girls (549) had mean SHSAT scores 16 points lower than boys (565). This chart helps explain why fewer girls are admitted to the Specialized High Schools than boys.



The gender bias of the SHSAT parallels findings with respect to the predictive validity of the SAT. However, there is a crucial difference in how the scores are used. The SAT is only one of multiple criteria considered in college admissions, including high school grades, which enables

admissions officers to take that statistical bias into account. In New York City, where the SHSAT is the sole admissions criterion for eight schools, girls with lower SHSAT scores than boys are denied admission despite the fact that they are expected to do as well as boys admitted with higher scores. It is clear that as the sole admissions criterion to the Specialized High Schools, the SHSAT is unfair to girls.

A variety of analyses were done to rule out the possibility that the under-prediction in girls' grades resulted from differences in course selection. Because the under-representation of females in STEM majors and occupations has been a source of societal concern, it was of special importance to examine the relationship between SHSAT scores and girls' grades in STEM areas, and to ascertain whether girls in New York City's Specialized High Schools enroll as frequently and do as well as boys in challenging STEM courses.

Gender comparisons were done across different academic domains for all students who took the SHSAT in 2013 and subsequently attended New York City high schools. Similar comparisons were done for those who actually attended Specialized High Schools. Finally, analyses were done at Stuyvesant High School, which, because it is the most selective of the schools, might possibly have the most difficult courses. Overall, girls earned significantly higher grades than boys in each of these categories. At the Specialized High Schools, girls had higher mean STEM grades (89.6) than boys (86.7) and enrolled in STEM courses in proportion to their overall numbers in these elite schools.

Grades in specific courses offer the best test of the hypothesis that girls are less capable of succeeding in STEM subjects, and that the under-prediction of their grades by standardized tests such as the SHSAT is due to enrollment in easier courses. At Stuyvesant High School, girls, on average, earned better grades than boys in each of the ten specific STEM courses analyzed, including Geometry, Integrated Algebra, Biology, and Physics. In four of the ten courses, girls were represented in greater numbers than in the overall Stuyvesant ninth grade cohort. Furthermore, their grades were significantly under-predicted by the SHSAT.

In 2005, Lawrence Summers, then president of Harvard, suggested that the reason there were fewer women in STEM fields was their under-representation at the highest level of the distribution of ability in STEM subjects. Because one of the goals of the Specialized High School admissions process is to identify truly exceptional students, it is important to determine if the higher mean grades earned by girls in STEM classes were achieved without those extreme high-achievers. It would be possible for girls to have higher mean grades, but fewer exceptional grades. However, this is not the case. Girls represented only 42% of the cohort and only 41% of the top 3% of SHSAT scores, but in STEM courses they earned 50% of the grades of 95 or better, and only 30% of grades 80 or lower.

Why should females earn better grades than predicted by their performance on the SHSAT and SAT? Research has repeatedly shown that women do poorly relative to men on multiple choice questions. In addition to the SAT, this phenomenon has been found on a wide range of exams, including AP exams, placement exams, and the California State Bar Exam. One researcher attributed this to women on average being more risk-averse, and therefore not guessing as often as males, although guessing on multiple choice tests is often a useful strategy.

Because women often outperform men on constructed answer questions, it seems possible that multiple choice and constructed answer questions tap different competencies on which there are real gender differences. Constructed answer questions, particularly essays, may require multiple abilities, and may reflect a more complex understanding of material than do questions that require only the selection of a correct choice. If multiple choice and open constructed answer questions measure important, but different abilities, in the interest of fairness, exams should include both types of questions. Given that the purpose of the SHSAT is to admit a class with the greatest chance of success at school, it is apparent that the same metric cannot be used for boys and girls, and that the exam should be reformulated to include questions in different formats.

Our analysis also found that New York state exams were somewhat less gender-biased than the SHSAT, and somewhat more predictive of success in high school, perhaps because they contain more open-constructed answer questions, though again, 7th grade GPA is the most valid predictive factor for success at New York City high schools in general, including the Specialized High Schools.

A hypothetical admissions index was constructed weighting SHSAT and GPA7 by coefficients from the regression of FGPA. The index was then used to simulate admissions to the Specialized High Schools, resulting in the proportion of girls “admitted” rising from 45% to 62%, a difference of 716 girls. At Stuyvesant, using the index, the representation of girls increased from 44% to 65%, a difference of 177 girls. If GPA7 were the sole admissions criterion, the proportion of girls would have been 68%, a difference of 202 girls.

Use of this index would also have resulted in substantially different racial/ethnic proportions. At Stuyvesant, for example, an additional 10 African-American and 25 Hispanic students would have been admitted. Asian students, though reduced in numbers from 78% would still comprise 66% of those admitted. Similar shifts would occur in the entire cohort of students admitted to Specialized High Schools, with increases of 40 African-American, 209 Hispanic, and 205 white students. With 49% of the hypothetically admitted class, Asian students would still constitute the largest segment and would be admitted in numbers far exceeding their proportion of applicants (32%).

Because the hypothetical criterion predicts far more variance in FGPA than the actual criterion, with a smaller standard error of estimate, its use should not dilute the quality of the entering class. In fact, it might even result in a stronger cohort, while simultaneously increasing diversity and gender equity.

With changes to the SHSAT and consideration of additional criteria, it may be possible to select a group of students who will be more representative of the community the school system serves, and the pool of students who apply, without sacrificing the excellence for which New York City’s Specialized High Schools are so justifiably famous.

Jonathan Taylor, Ph.D. is an educational research analyst.

To Whom It May Concern,

I am writing to urge you to keep SHSAT!

Providing equal opportunity to all students to reach their potential is a good thing. Diversity in schools is also a good thing, but to get rid of the SHSAT will not get us there. Instead of solving the problem of segregation in the 8 elite high schools, eliminating the one single standardized entrance exam will only create more problems for the schools and students. When everyone gets into the specialized high schools with the same measure, no one questions why the next person is there.

As a psychotherapist, I believe eliminating the SHSAT will subject students to unnecessary stress and self-doubt, since not everyone gets in with the same objective, transparent, incorruptible test. Those who are not prepared for the competitive, demanding schools will feel defeated when they do not meet academic standard, while those who work so hard to get in with the entrance exam will feel angry and frustrated about the unfairness of how the next person can just get there without it. Without saying it, a message is sent to Asian, White, and other students that hard work doesn't count, but your appearance and your socioeconomic status do. On the other hand, an unspoken message is being sent to Black and Hispanic students, that no one recognizes their potentials because no one believes that they will be able to get into the specialized high schools even with given help and resources, so the system decided just to grant them their seats due to their appearances and socioeconomic status. We recognize that emotional wellbeing is the key for good learning; therefore, the Board of Education launched the social emotional learning piece and the "Emotional Intelligence workshop" last year in May. According to that workshop, students learn best when they are emotionally stable. A happy kid learns much faster. When we put unprepared students into competitive, demanding schools, the risk for them to develop emotional disturbances is much higher. Good self-esteem and confidence are built when a kid is given tasks according to their abilities and developmental stages. When you demand more than a kid can handle, usually self-confidence is not achieved. Disregarding how this new proposal may impact negatively on the emotional wellbeing of the incoming students is unwise. Therefore, I believe that under the new proposal, everybody loses. Instead of implementing a quick fix in hope of achieving education diversity, I believe the correct response is to fix elementary and middle school education in low-income, minority schools. When enough is done to help Black and Hispanic students to achieve academic excellence in pre-k and elementary school levels, education diversity will eventually be achieved.

Best Regards,

Jenny Wong

Keep Shsat , Make NYC great again!

Dear officer,

I am writing this to support keeping the Shsat.

1. We should encourage student study hard to get better skill, then get a job, not to get welfare when they grow up.
2. You don't want all students are in average level, if so, what is good for the city? Good for the USA if we want have high level tech? You want USA behind the world?
3. I want to tell the people who want to cancel the Shsat test, they are thinking good for Black and Spanish, it is not true. You see how many Black and Spanish students hand out on street break neighborhoods security, play loud sound in Subway, you should really help them to spend more time on study.

You should put more resources to these student let them learn more in school not handing on street.

4. If you really want to help Black and Spanish kids, give them more challenge study, kids are best age for learning.

Thank you!

Jack

KEEP SHSAT

I strongly suggest that we should keep our SHSAT for the admission to our specialized high schools. We should keep politics separate from education. We should work to improve all NYC public schools instead of heavily focusing on specialized high schools. Thank you!

Best regards,

Susana Jiang

Dear Elected Council Members,

I am a registered voter and a resident of Queens NYC. I am also a mother of two kids who are currently in the NYC public school system. Wednesday I had to work and hereby I submit my testimonies about SHSAT Public Hearing via email. Thank you very much for your time.

As an immigrant from Asia, I came to NYC in 1999 and have called this city my home for 20 years. We raise our kids here and want to continue to stay in NYC while a lot of my friends have moved out of the city in search of better schools and lower cost of housing. A key reason that keeps our family here is that we have the hope to attend one of the best high schools in the nation by excelling in an exam-SHSAT. I told my kids that they need to study hard and the test is fair to everyone. Although we don't speak English at home, we are willing to put in the extra work to bridge the gap. As typical immigrant parents, we value education and what it can bring to our kids: we carefully select neighborhoods and schools, utilize all our limited resources, push our kids to achieve their greatest potential.

But one day our Mayor De Blasio said the system was unfair to certain minorities and must change. The Chancellor said it was a systematic fraud and no single race should own the entrance exam. But, wait, who owns the exam? No one can get in the schools or own the exam if they do not study! The Mayor's plan is to get the top 7% in every single school to enroll in the Special High Schools. This approach is only to play with the cards and conceal the problem. We should not ignore the problems in the schools in K-8. Not every school in NYC have the gifted program in K-8 and not every school are preparing the students the same way. Should the high performing kids in Queens be penalized simply because they do well in their early years from K-8? Only the top 7% in a class can go to Specialized High Schools, where will the rest of the students in the gifted programs go? The overcrowdedness of schools in northeast Queens is already notorious. Students eat lunch at 9:30 AM because of overflow, how can the local high schools handle all these extra students who are robbed off their chances to go to Specialized High Schools? Is this their fault for being in Queens, be overachieving and in the gifted program?

Some people may argue that SHSAT is only a test and should be eliminated because it is not a good measurement of student performance. Like college admission, some people say a holistic approach should be used. There are several problems with this 1) GPA in different schools, even different class in the same schools are not comparable. Can you value a student taking honor class and get a 95 the same way a regular class student with 99 average? Without an objective standard, it will be hard to compare across different schools. Will the DOE have extra budget for High School Admission Officers like colleges? 2) Using extra curriculum as measurement will put kids who lack resources at further disadvantage comparing to their peers. This approach is widening the gap between the economic disadvantage and the affluent. 3) Without a transparent system and an objective measurement, the admission will only become

the trade between the power and money, we have learned enough from the recently exposed college admission scandals.

The NYC public school system's failure on Black and Brown students are rooted in the K-8. It shows up as the racial segregation in NYC Specialized High Schools. We should treat the problem in K-8, rather than playing the cards, pitting one minority against another. SHSAT is not problem, the problem is lack of gifted programs in K-8.

Last but not least, let's don't forget last year there were over 1500 black and Hispanic students entered top private high schools, most of them with full scholarships from various foundations, organizations which are designed to help them. How many Asians received such scholarships? Symbolically a few. Those able black and Hispanic kids have much better chances, their choice is not only the public school. Why Asian over-represent in NYC public Specialized High Schools? 1) Most of them have no other choices besides public school; 2) The Asian family value education greatly and pushing their kids to perform.

As a resident in Queen for 20 years, I hope my voices get heard. I really want to stay in the city to raise my kids. I don't want to look into my kids' eyes and tell them, "We have to move, it is not because you did not work hard, it is because of your skin."

Sincerely,

Jean Chen

A Resident of Bayside Queens

Dear NYC council members,

I am writing to urge you all please keep the SHSAT as the solo criterion for NYC's Specialized high schools. Over many years, the SHSAT has been proven to work successfully. Specialized high schools have been the crowned jewels of our city's educational system.

We do realize there is a big diversity problem in these Specialized high schools. But eliminating the SHSAT is not the right way to increase diversity. Take this one data point: "SOS NYC found one Bronx middle school, P.S./I.S. 224, in which 93.5 percent of students passed their math classes, but only 2 percent passed the state math exam. This yielded an SGFI of 46.75.". This fact explains much more about the root cause of the demographic imbalances in elite schools than anything to do with the SHSAT.

<https://spectator.org/mathgate-new-york-city-mayor-bill-de-blasio-caught-in-massive-grade-fraud-scandal/?from=groupmessage&isappinstalled=0>

How can the top 7% kids from schools like I.S.224 perform well at Specialized high schools if they can't even pass statewide tests? The SHSAT isn't the problem. So long as so many African American and Hispanic students are failing in elementary and middle schools, they will be unprepared for specialized high schools. The DoE didn't prepare them well enough, and the SHSAT merely evidences that.

To help our African American and Hispanic students, the DoE should add G&T classes in every grade at all public schools. And add more specialized high schools in each borough. And should stop wasting money on hearings or debating whether to change the admissions criteria for the few schools that work well.

Sincerely,

Ariel Kronman

Wai Wah Chin, President
Chinese American Citizens Alliance
Greater New York
30 Bowery
New York, NY 10002

Written Testimony for NYC City Council
Committee of Education Hearing May 1, 2019

IN the 1920s, Harvard's president A. Lawrence Lowell felt that the university, nearly 30 percent Jewish, had "too many Jews." He wanted to solve this "Jewish problem" with an enrollment cap of 15 percent.

To achieve this, Harvard instituted a policy of "geographic diversity," accepting "top-ranked" students from around the nation. Jews, of course, were concentrated in a few cities. This, along with judicious use of "multiple-criteria," "holistic" admissions, reduced Jewish enrollment to the targeted 15 percent. It was Lowell's successor, James B. Conant, who ended the odious "geographic diversity" program and required all applicants to take the SAT.

The parallels with Mayor de Blasio's racist targeting of "overrepresented" Asians at New York's specialized high schools, including Stuyvesant, Bronx Science and Brooklyn Tech, are all too obvious.

In 1971, New York state mandated an admissions test to the city's specialized high schools to ensure meritocratic admission. This test, the SHSAT, knows no race or ethnicity; privilege and wealth count for nothing. All that matters is each student's own ability.

Because of this, a Holocaust refugee who arrived in America with no English, no wealth and no privilege could take the test two years later, enter Stuyvesant and go on to win the Nobel Prize in Chemistry in 1981. His name: Roald Hoffmann.

Chancellor Carranza says no other high-school admission system in the country relies on a single test. Well, no other admission system produced 14 Nobel Prize winners in science either. The achievements of these test-selected students benefit all of humanity.

Because of the test, no single ethnic group "owns" the schools. In 1971, Jews made up an estimated 90 percent of Stuyvesant. From the mid-1970s to mid-1990s, for about 20 unbroken years, Brooklyn Tech was majority black and Hispanic, something de Blasio and Carranza never mention. Then came East Asians, from China, Taiwan, Korea. Today, the fastest growing ethnicity is Bangladeshi, though you'll hear Russian accents among the staunchest supporters of the SHSAT. Over half the students qualify for federal free/reduced price lunch.

Which ethnicity will come next? Who knows? Who cares!

That's the beauty of the SHSAT. To de Blasio, who talks about how wrong Stuyvesant "looks," I say, such ever-changing faces is exactly what meritocracy looks like!

But de Blasio holds that meritocracy must have a predetermined, racially balanced outcome. So when East and South Asians get 50 percent of the offers to the specialized high schools while making up 16 percent of the students, he cries "Stuyvesant doesn't look like New York City" and devises schemes to exclude them, his Asian Exclusion Act of the 21st century.

His schemes impose a targeted racial balance. What's more, they would lead to a significant portion of the student body being unprepared for the pace and levels at which the Specialized High Schools currently operate. Such social reverse engineering is the opposite of meritocracy.

Last fall, a city official said to an auditorium full of parents, describing these Asian parents scrimping and saving to put their kids through test prep: "That's crazy!"

No, we call it "studying," and we do not apologize for it. We believe in studying, and studying is especially necessary when so many of the mayor's schools teach to ever-lowered standards to meet ever-more contrived metrics. Do not punish kids for doing what they should do. Help more kids study. Facilitate studying everywhere in the city. We want kids of every race and background to get a great education to pass the SHSAT and study together.

Do not blame the test for revealing the failures of K-8. The test works. The resulting schools are great, and even the Metis Study commissioned by the Department of Education validated the test – so it was covered up for five years.

De Blasio's attack on Asian is unfair and reprehensible. His proposals to change the admissions criteria are a cover-up of his inability or unwillingness to prepare all students better. His proposals to change the SHSAT scapegoat, exclude and harm one group of students because of race, and do nothing to improve K-8 for others. Instead of changing admissions to a few successful schools, which are minuscule compared to the 600 high school programs in the city, we should fix K-8 and bring back Gifted and Talented programs throughout the city, so that the pipeline to the specialized high schools would be restored. We shouldn't exclude and divide, but include and educate all.

Please oppose Reso 196 and support Reso 417.

5/3/2019

Dear Ladies and Gentlemen of the City Council,

I am writing to you about something very dear to my heart and hearts of hundreds of thousands of other parents in New York City and tens of thousands of those who will vote in the primaries.

Our merit-based education is under assault from unscrupulous politicians who are only thinking of furthering their political future and are indifferent to tens of thousands of children whom they will be depriving of a decent education.

DeBlasio and Carranza, under the pretext of diversity are set to destroy the real jewels of the New York Public School system, Stuyvesant HS, Bronx High School of Science and Brooklyn Tech, which are already the most diversified schools in New York City, where more than 90% of the students there are minorities, most from disadvantaged and low income families. Democracy needs an educated electorate to thrive, and DeBlasio's proposal to eliminate the SHSAT and to hand over seats to top 7% of students from widely disparate middle schools where the academic levels of some of those students hardly satisfy 5th grade reading and math requirements is a travesty for education and a direct threat to our children's and our country's future.

We need you to prevent this travesty and the assault on merit-based education. These schools are the last bastion of excellence in the vastly poorly performing New York City Public School system. These specialized schools thrive because students are ambitious, driven, and dedicated to the pursuit of knowledge. Just because there is more of one minority group than another, it does not and should not give DeBlasio, an incompetent ideologue, the right to mangle and ruin the aspirations of the upcoming generation of children who through hard work and preparation aspire to take their place in these schools. The Board of Education has already committed a tremendous disservice to underprivileged children by eliminating honors tracks in local schools which were decent feeders into these specialized high schools. As a result of that elimination, attendance of black and Hispanic children in the specialized high schools decreased significantly. Eliminating the SHSAT is not the right way to correct the situation. It is, however, the best way to destroy these schools, as funneling kids from mediocre or failing middle schools does everybody a disservice.

If you don't know this already, middle schools are extremely disparate. The children in more selective middle schools cover material years ahead of regular schools, making it unrealistic to expect kids coming from mediocre or failing middle schools who even in 8th grade never had exposure to exponents, fractions and algebra to do well in specialized high schools in 9th grade, where the coverage and understanding of these topics is taken for granted. DeBlasio's statistics in showing the comparative distribution are bogus and cannot be confirmed. Many Community Education Councils have been frustrated with the Board of Ed's misleading and fabricated statistics. DeBlasio and his school chancellor (both of whom, by the way sent their children to highly selective and exclusive schools), are simply against merit-based education for everybody but their own families and prefer mediocrity over hard work and achievement. The idea is dangerously flawed for our children's future and the future of democracy.

We ask you to prevent this disaster. DeBlasio put forth his abhorrent plan in his last term of office so that he will not face electoral consequences; the Board of Ed answers only to the Mayor, but you, my elected friends, would not want to be known as the representatives that helped destroy the best performing high-schools in the city, schools that admit kids based on merit and where admission process is completely race and gender blind. We urge you to kill the Charles Barron bill and keep the SHSAT. Your votes will be closely followed, and if the SHSAT is eliminated with your help, we will put forth our darrest efforts to ensure that your current seats will be occupied by your opponents in the next elections. Remember, your vote counts and so does ours.

Thank you for your consideration.

Maria Rabinovich

**New York City Council
Committee on Education
Hearing: *Segregation in NYC Schools* – May 1, 2019
Testimony: Assietou Sow**

Bonjour mon nom c'est Assietou Sow je fus la directrice exécutive des maires du Sénégal je suis l'ambassadrice de l'ONG la source du Sénégal et avocat d'affaire spécialiste en management et gestion des conflits

Ce thème qui vous réunit aujourd'hui est d'une importance capitale je voudrais profiter de l'occasion qui m'est offerte pour exprimer notre colère vis à vis des de nos enfants qui rencontrent souvent des problèmes d'adaptation souvent se sentent vexés quand leur prochains les traitent d'animaux car ils viennent de l'Afrique je pense que des sanctions sévères ou des dispositions doivent être prises dans ce cas bien précis le système éducatif doit être revu dans ce sens c'est à dire donner la bonne information et montrer la bonne image de l'Afrique et des africain mes enfants rentrent parfois de l'école désespérés mais en tant que mère et femme leader qui encourage la recherche la revalorisation et l'approfondissement des valeurs culturelles noirs pour la civilisation de l'universel mon rôle est d'assurer et je l'ai assuré En attendant d'attendre d'être reçu par le maire de New York ou le Directeur du département de l'éducation dans le but de proposer des solutions concrètes en vue de permettre à la communauté de retrouver d'avantage sa place cette communauté méritants qui ne devrait pas être laissée en rade

En outre la deuxième remarque que j'ai observé et qui a attiré mon attention c'est de revoir les conditions d'accorder le spécial éducation car quelque fois

Un enfant peu ne pas être éligible mais à un besoin et ce besoin doit absolument être pris en compte mais dans l'école ou mon fils était Macombs School dans le Bronze West 176th St Macombs Road Building Number 1700 Macombs Rd

je n'ai même pas eu la suite réservée à sa demande ce qui est de la discrimination

Et enfin certains membres de la communauté qui souhaiteraient retrouver une place comme conseiller en éducation ou qui souhaiteraient servir la communauté qui a besoin de plus d'assistance et rencontre parfois des difficultés en remplissant des applications en ligne et qui rencontrent des difficultés en remplissant les applications le département de l'éducation devraient tenir compte de ces cas et tenir compte des difficultés rencontrées par ces derniers pour trouver des solutions on pouvait déléguer quelqu'un qui va recenser les personnes qui rencontrent des difficultés dans l'application des applications en les appelant et les aidant à corriger ce qui ne va pas dans l'application en les assistant de façon plus adéquate

Je vous remercie de votre aimable attention et vous demande de m'excuser de vous avoir envoyé une contribution en français.

Ritchie J. Torres, Helen K. Rosenthal, Carlina Rivera, Rafael L. Espinal, Jr., Francisco P. Moya, Deborah L. Rose, Robert E. Cornegy, Jr., Rory I. Lancman, Ben Kallos: Res 0949-2018 – A Local Law to amend the New York city charter and the administrative code of the city of New York, in relation to creating a school diversity monitor within the human rights commission.

My name is Rev. Adriene Thorne and I am a member of the Alliance for School Integration and Desegregation. I am a public school parent, a clergy leader in my Brooklyn Heights neighborhood, and co-chair of the Equity and Diversity Committee at PS 8 – The Robert Fulton School

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New York City has the most segregated schools in our nation,¹ yet research done over many years shows that integration benefits all students socially, academically, and cognitively.² The public school that my family attends has the highest percentage of white students in our district and the lowest percentage of students with disabilities. How, in a system where just 15 percent of all students are white, was my daughter the only African-American child in her first grade class?!

It is time for our school system to catch up with the research that says the way we are doing public education in the 21st century is failing everyone.³ It is time to provide our children, system wide, with the benefits born of integration. Creating a school diversity monitor within the human rights commission in New York City is an imperative for creating that system – one that works for and supports all children in achieving stronger outcomes regardless of racial/ethnic and socio-economic backgrounds.

The talk of an achievement gap is nonsense. We are a city that has normalized an opportunity gap. In creating this monitor to see to the integration of our school system, citywide, we will come steps closer to offering all New York City children the same *opportunities* and thus close the *opportunity gap* that segregation has left gaping for generations.

Our public-school system needs support to counter the deep and generations long history of segregation that continues to hurt and harm all our students. I support the creation of this city-wide diversity monitor role that would monitor racial segregation in the city's school system because equitable education is our right. The proposed annual reports that would track the Department of Education's efforts to *combat segregation* and *implement integration* at the student, faculty and staff levels, would be a welcome change from the current system that harms children of every racial and ethnic background. It will ensure that my daughter's experience with the system is not the experience of other New York City school children.⁴

For a city that prides itself on its diversity, and a public-school system that claims to provide equality, we are failing far too many students. I urge the council to support this resolution, to

¹ <https://www.civilrightsproject.ucla.edu/news/press-releases/2014-press-releases/new-york-schools-most-segregated-in-the-nation>

² <https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/?agreed=1>

³ <https://nypost.com/2019/01/05/top-nyc-high-schooler-slams-public-education-as-unfair-and-unjust/>

⁴ <https://chalkbeat.org/posts/ny/2018/12/04/being-the-only-black-girl-in-her-class-took-a-toll-on-my-daughter-then-she-got-a-teacher-who-looks-like-her/>

support the Department of Education, and most importantly, to support the children of this city who are counting on you and have been waiting on you for far too long.

The Only One

In first grade, my daughter was the **only** one - the **only** brown-skinned girl in her **entire** classroom. To be clear the year was 2016...I was **concerned** about our new school, but my amazing kid made friends with another amazing kid from Italy on the first day, and I thought maybe...maybe it would be okay.

Except it wasn't. A different girl in class announced that she didn't like my daughter's hair and that same girl, at a party later in the year told my daughter that her brown-skinned doll's hair was scary. And sure, we might chalk it all up to a mean girl behaving badly except my daughter announced to me, in **first** grade that she didn't want to be brown anymore! She figured out what all brown-skinned kids in this country figure out at ages much too young - you aren't...you don't...you shouldn't... My whole family felt my daughter's pain.

There is **one** African American teacher for the 2nd grade in my daughter's school, and I was determined my daughter would be in her class. I told this teacher, on the first day of school, what our first-grade experience had been, and she couldn't have been more amazing. She was bold and bodacious; sassy and loud. All the qualities that I saw go into hiding with my daughter in first grade, this teacher pulled out of her.

This summer, my girl decided to lock her hair and she asked me to buy her shirts that celebrate the #BlackGirlMagic of women like Harriet Tubman and Rosa Parks. My kid is a different person because of her **daily** interaction with a powerful teacher who looked like her, and I don't believe her power can now be put back in a box...but I shudder to think how our story could have gone in a completely different direction had we not found the only brown-skinned teacher in that critical second grade year.

Segregation and education centered on the dominant European culture, hurts all of us, denying us access to diverse stories and experiences that we simply cannot get in a book, a movie, a heritage week or a history month. And whether diversity brings with it integration in the sense that all people are "friends," I still want all people to have the choice to be in the building so that no student and no teacher has to be the only one.

Rev. Adriene Thorne

Senior Pastor, First Presbyterian Church of Brooklyn

Parent member, Alliance for School Integration and Desegregation (ASID)

Parent, PS 8 – The Robert Fulton School

Equity and Diversity Co-Chair, PS 8 – The Robert Fulton School

**New York City Council
Committees on Education and Civil and Human Rights
Oversight hearing: *Segregation in NYC School* – May 1, 2019
Sheila Hylton DeToro-Forlenza Testimony**

Good afternoon,

I hope this letter is received in good health and with open minds.

I am an African American woman who is a proud member of the Class of 1996. I was a member of the first full class to graduate from the new building (92-96). I remember the moment I received acknowledgement for years of preparing for the specialized exam.

My parent came to this country from Panama in the mid seventies. My dad joined the US marine Corps and my mother focused on raising me before going back into the workforce. I was born on January 1st, making me just old enough to be able to enter kindergarten at 4. I spent my first two years in public school; benefiting by the SOAR program at P.S. 235. That program focused on very smart children eager to learn. For 3rd through 6th grades, I attended a very small non sectarian private school (250 students from K-12). I was able to get such individualized attention that teachers were able to see that I especially excelled in Math, English, and Spanish. Therefore, I was allowed to attend classes of the higher grade for those subjects. When my mother felt that the school was not going to be up to snuff regarding my education, she had me take the test to get into a specialized program that went beyond the 'sp' program. At I.S. 201, I was a dedicated member of 7sm1 and 8sm1. I was exposed to so much more than the students in the regular classes (8-1, 8-2, all the way to 8-14). Everyday, we talked among ourselves about the upcoming SHSAT. We obsessed over it. Our parents and teachers hammered the importance. On the day of the test, I felt supremely confident that I would get into Brooklyn Tech; my preferred school SIMPLY because there were more Black people there and I was tired of being in an all white/Asian environment all of the time. For two years, I had already been the only African American student in my class. The test; while not easy; did not intimidate me. I had years of practice. I was ready.

I will never forget the day that the counselor entered our class to reveal who had made it into these revered schools. Of the 25 people in our class, every single person got into Stuyvesant, Bronx High School of Science, or Brooklyn Tech (the only options at the time). When I heard my name mentioned among the people who got into Stuy, my eyes widened like saucers. I knew I could get into Brooklyn Tech. But Stuyvesant was the epitome of public education.

On the very first day I met almost every Black person that would be in my graduating class (I think there ended up being 43 of us...out of 700+). To this day, 23 years later, my closest friends in my life were in that group.

It IS imperative that the lack of diversity at the specialized schools be rectified. But eliminating the test just cuts off the branches of inequality and does nothing to address the systemic problems in the trunk of the tree.

EARLY EDUCATION IS NOT UNIFORM NOR ADEQUATE ACROSS THE BOARD.

By the time these students are graduating from the 8th grade, they are often hardly prepared for the rigors of going to a specialized school like Stuyvesant. There are absolute geniuses at Stuyvesant. In fact, everyone tests in the 95+ percentile on everything. They should not suffer (and they will) because of a school system that has made the playing field uneven and decided to throw some capable, but ill prepared, students in the mix.

Stuyvesant presented intellectual stimulation unlike anything I had ever experienced. The bar was high and we all wanted to be at the top. It was an environment of hyper learning from teachers and each other. We all wanted to bring our highest selves.

That energy and momentum was disturbed for a while in 1993-4 when Health and Human Services High School was temporarily housed at Stuyvesant while their building was cleaned of asbestos. The ambiance was different. The shared focus of hyper achievement was weakened.

This is not to say that bringing in the top 7% of all junior high students will necessarily break the flow or harmony of the students already attending. Rather, I state that in order to get into Stuyvesant and to do more than survive, a supreme dedication to study and sacrifice had to be ingrained in our systems.

I have been a high school tutor. In many schools, not much is needed to be at the top. But iron sharpens iron. Olympians need to be with Olympians in order to get significantly better. Training with and against the 'relative best' of a group has no benefit unless the group is of such a level that competition is a factor.

The test provides a metric by which the schools can measure if everyone is up to snuff to even train with the team. For this reason I SUPPORT THE SHSAT.

Fix early education so that many more brown and black people will be able to say proudly that they earned their way in, proved themselves, improved the community, and went onto better things.

Protect the SHSAT.

Best,

Sheila Hylton DeToro-Forlenza

New York City Council
Committees on Education and Civil and Human Rights
Oversight hearing: *Segregation in NYC School* – May 1, 2019
Shila Patel Testimony

Dear Council Members,

As a Brooklyn parent, I would like to add my voice to the growing chorus of New Yorkers who are both deeply concerned by segregation in our public schools and strongly opposed to the Mayor's proposed changes to Specialized High Schools' admissions.

The issue of school segregation is profoundly troubling, and I welcome efforts to increase diversity across our selective public schools, and that's precisely why I believe the Mayor's proposal is flawed.

The cultural and socio-economic diversity of New York is what attracted me when I moved here at age 18, and when I became a parent, I stayed in the city so my children's lives would be enriched by friendships across racial and socio-economic lines.

The NYC Council's decision to call hearings on these issues is timely and welcome.

Real change will require initiatives that increase the capacity of K-8 schools to accommodate and nurture children of all backgrounds who are committed to education as their ladder to success.

Instead of experimenting with changes to the admissions criteria for eight of the dozens of screened schools in the city, I hope the NYC Council and any future taskforce members will study the reasons certain middle schools are so successful in placing their students in SHS. Schools with strong math and science curricula could serve as models for districts serving under-represented minorities. And children who love math and science must be nurtured from an early age via gifted & talented programs in every district.

Considering the power of the DOE to eliminate academic, behavioral and geographic screens from the admissions criteria of all but a few schools, eliminating the SHSAT as an admission test for three high schools will not provide all New Yorkers with effective and diverse educational options.

Curious and committed students can be found in every neighborhood, but the current system is not designed to support them, and the DOE and Chancellor Carranza must engage in the truly meaningful work of improving K-8 education in high-needs communities.

Thanks for your consideration.

Sincerely,

Shila Patel

Brooklyn, NY 11217



NEW YORK
CITY BAR

COMMITTEE ON CIVIL RIGHTS

PHILIP DESGRANGES

CHAIR

Phone: (212) 607-3360

philipd28@gmail.com

COMMITTEE ON EDUCATION & THE LAW

LAURA D. BARBIERI

CHAIR

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May 1, 2019

Via Regular Mail and Email

The Honorable Richard A. Carranza, Chancellor
-and-
Members of the School Diversity Advisory Group (“SDAG”)
New York City Department of Education
Tweed Courthouse
52 Chambers Street
New York, NY 10007

Re: Eliminating competitive admissions to public elementary- and middle-school programs and schools

Dear Chancellor Carranza and Members of the SDAG:

As the SDAG prepares to release a second report this year, the New York City Bar Association (“City Bar”), through its Civil Rights and Education and the Law Committees¹ write to urge the SDAG to call for the elimination of competitive admissions to public elementary- and middle-school programs and schools for the following reasons:

- Measures of young children’s ability and behavior through competitive admission screening and testing are unreliable and racially biased.
- Competitive admissions for very young children are pedagogically unsound because research demonstrates that *all* children derive educational and social benefits from

¹ The City Bar, founded in 1870, is a voluntary association of lawyers and law students. With over 24,000 members, its mission is to equip and mobilize the legal profession to practice with excellence, promote reform of the law, and uphold the rule of law and access to justice in support of a fair society and the public interest. The Civil Rights Committee addresses issues affecting the civil rights of New Yorkers, especially the rights of marginalized communities. The Education and the Law Committee addresses K-12 and higher education, and legal and policy education issues affecting the city, state, and nation. Both Committees’ memberships include attorneys from state and local government agencies, law firms, not-for-profit organizations, and law-school faculty. Education and the Law members also include K-12 educators and education consultants. Committee members are acting in their respective individual capacities as members of the City Bar, not in their professional or academic roles.

diverse classrooms with students of differing races, economic status, and learning ability.

- The practice of excluding the majority of certain socioeconomic and racial groups of young children from a large percentage of public institutions is inequitable and conducive to racial hierarchy.²

Equal access to educational opportunity and racially and economically integrated public schools are central goals of the SDAG and the larger civil-rights community. These goals cannot be achieved unless the New York City Department of Education eliminates competitive admissions to its elementary- and middle-school programs and schools.

In the elementary-school context, New York City provides separate Gifted & Talented (“G&T”) schools and in-school programs for young children who score above a certain level on what is known as the “G&T test.”³ The decision to have a child take the G&T test is made by the parents - rather than by educators - often before a child has entered the public school system. Most children do not take the test or cannot obtain a seat in a program even if they are eligible.⁴ In the middle-school context, competitive admissions take the form of school-specific criteria limiting admission based on academic “merit” and perceptions of behavior. These assessments are based necessarily on the performance of students in fourth grade when students are eight and nine years old.

Admission to the City’s official G&T programs in elementary school typically involves testing of children who are *four years old*. Chancellor Carranza has observed correctly that screening children in this way is “antithetical” to public education.⁵ The Department of Education should work with administrators, teachers, Community Education Councils, School Leadership Teams and other groups with parent representation to eliminate screens for admission to elementary and middle schools and programs.⁶

² The City Bar wishes to clarify that programs or schools in which facility with a certain language or demonstrated capability in the Arts is a prerequisite are not included in these recommendations.

³ New York City Department of Education, Gifted and Talented Enrollment, available at <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/gifted-and-talented> (all websites last visited May 1, 2019).

⁴ New York City Independent Budget Office, “How Many Students Can Enter a Gifted & Talented Program in New York City,” *New York City by the Numbers*, Dec. 18, 2014, available at <https://ibo.nyc.ny.us/cgi-park2/2014/12/how-many-students-can-enter-a-gifted-talented-program-in-new-york-city/>.

⁵ Monica Disare, “‘Why are we screening children? I don’t get that’: Chancellor Carranza offers harsh critique of NYC school admissions,” *Chalkbeat*, May 23, 2018, available at <https://chalkbeat.org/posts/ny/2018/05/23/why-are-we-screening-children-i-dont-get-that-chancellor-carranza-offers-harsh-critique-of-nyc-school-admissions/>.

⁶ The Department of Education, for example, recently approved a diversity plan resulting from a community-engagement process that eliminates competitive admissions to middle schools in Community School District 15 and reportedly is achieving early success in integrating its schools. Christina Veiga, “Brooklyn middle schools eliminate ‘screening’ as New York City expands integration efforts,” *Chalkbeat*, Sept. 20, 2018, available at <https://www.chalkbeat.org/posts/ny/2018/09/20/brooklyn-middle-schools-eliminate-screening-as-new-york-city-expands-integration-efforts/>; Ben Chapman and Jillian Jorgensen, “Mayor de Blasio and Chancellor Carranza reveal new school desegregation plan,” *Daily News*, Sept. 20, 2018, available at <https://www.nydailynews.com/new-york/education/ny-metro-new-brooklyn-school-desegregation-plan-20180920-story.html>.

The City Bar believes competitive admissions to elementary and middle school must be eliminated for the following reasons:

I. Measures of ability and behavior through competitive admissions are more likely to reflect characteristics of a child’s parents and past experiences than his or her future potential, and are unreliable, and racially biased.

First, measures of children’s ability and behavior starting with those as young as four years old are unreliable as they more likely reflect the characteristics of each child’s parents, rather than the child’s potential. In her extensive study of G&T programs in New York City, sociologist Allison Roda documented the ways in which the process of identifying a student as G&T was highly susceptible to parent influence: children’s attendance at pre-school, expensive test-preparation courses, and the ability of parents to have children retake the test year after year until they pass all contribute to higher rates of admission for children from more affluent families.⁷ Similar risks are present when assessing students’ “academic and personal behaviors”⁸ to exclude students from middle school.⁹ Some middle schools, for example, screen by number of days late or absent, but these measures, we submit, have more to do with the actions of parents or socioeconomic status than with those of young children.¹⁰

Second, measuring the potential of young children is also unreliable because “giftedness is not a unitary concept.”¹¹ Scholars in gifted education, teachers, and parents often note that a child who passed the test at four years old may show no signs of giftedness or special aptitude only a few years later.¹² And children who do not pass G&T tests one year may pass it the next.

⁷ Allison Roda, *Inequality in Gifted and Talented Programs: Parental Choices about Status, School Opportunity, and Second-Generation Segregation*, Palgrave MacMillan (2015); Parenting in the Age of High-Stakes Testing: Gifted and Talented Admissions and the Meaning of Parenthood, *Teachers College Record* Volume 119 Number 8 (2017) 1-53, available at <http://www.tcrecord.org>; Allison Roda and Halley Potter, “It’s time to stop putting kids in separate gifted education programs,” *Quartz*, April 26, 2016, available at <https://qz.com/666405/its-time-to-stop-putting-kids-in-separate-gifted-education-programs/>; NYCBA Civil Rights Committee member interviews with parents of children identified as G&T, September 2018; Sally M. Reis and Joseph S. Renzulli, The Schoolwide Enrichment Model: A Focus on Student Strengths & Interests, *Gifted Education International*, v26 n2-3 (2010) 140-157, available at <https://eric.ed.gov/?id=EJ908825>.

⁸ “Academic and personal behaviors” is the phrase used by the Department of Education to describe one set of criteria used by selective middle schools in New York City, Department of Education middle school directories, available at <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/middle-school>.

⁹ New York Appleseed, “Student Assignment to Public Middle Schools in New York City,” Jan. 2019, 21-22, available at https://www.nyappleseed.org/wp-content/uploads/FINAL-Middle-School-Advocacy-Briefing_01_19-PDF.pdf.

¹⁰ *Ibid*; see also Christina Veiga, “Want to make middle school admissions more fair? Stop looking at this measure, parents say,” *Chalkbeat*, Nov. 7, 2017, available at <https://www.chalkbeat.org/posts/ny/2017/11/07/want-to-make-middle-school-admissions-more-fair-stop-looking-at-this-measure-parents-say/>.

¹¹ See Reis and Renzulli, 141; Dona Matthews, Gifted Education in Transition, *International Journal for Talent Development and Creativity*—2(1) August 2014, 23; Joseph S. Renzulli, “The Three-Ring Conception of Giftedness: A Developmental Model For Promoting Creative Productivity,” The University of Connecticut (2005); James H. Borland (2005). Gifted education without gifted children: The case for no conception of giftedness. In R. J. Sternberg & J. E. Davidson (Eds.), *Conceptions of giftedness* (2nd ed., 1-19). Cambridge, England: Cambridge University Press.

¹² See generally Roda, *Inequality in Gifted and Talented Programs*, note 7, *supra*; City Bar Committee member interviews with parents.

This is because young children are still developing, and the concept that a child's academic potential is fixed and can be determined as early as four years old runs contrary to the experiences of many scholars, educators, and parents.¹³

Third, the ways schools evaluate the ability and behavior of young children tend to be racially biased. Historian Ibram Kendi has documented how standardized intelligence testing grew out of eugenicist ideas in the early twentieth century, how it was explicitly created for the purpose of "proving" an innate racial hierarchy favoring whites, and how such testing continues to perpetuate racial biases and preferences.¹⁴ In New York City, subjective measures like "Respects School Rules and Collaboration," "Time Management & Independence," and "Perseverance," among others, are used to measure the behavior of young children to determine their admission to selective middle schools.¹⁵ These subjective measures affect not only admissions decisions but placement decisions within schools creating classroom segregation through academic tracks that "tend to be racially biased, making classrooms more segregated than they would have been."¹⁶ Given what researchers and scholars now know about the role that implicit bias plays in the classroom and the ways in which children of color are disciplined more harshly than other children across the system,¹⁷ using such subjective measures of behavior to assess a child's potential is insupportable.

II. Even if there were reliable ways to evaluate a young child's academic "merit," separation of young children into separate classrooms is not pedagogically sound.

First, research suggests that tracked classes may harm lower achievers, while offering a single, detracked, rigorous curriculum for all students can improve performance of lower-achieving students without harming higher achievers.¹⁸ When Principal Carol Burris in Rockville Centre, NY detracked her high school mathematics curriculum and created heterogeneous, accelerated classes, the achievement gap narrowed significantly. From 1995 to 1997, the passing rate for Black and Latinx students on the state exams tripled from 23% to 75%; the white and

¹³ *Ibid*; Reis and Renzulli, 141-142. Matthews, 25.

¹⁴ Ibram X. Kendi, *Stamped from the Beginning: The Definitive History of Racist Ideas in America*, Nation Books (2016) 311, 479.

¹⁵ Specific categories of "academic and personal behaviors" described in note 8 *supra*, Department of Education middle school directories, available at <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/middle-school>.

¹⁶ Charles T. Clotfelter, After Brown: The Rise and Retreat of School Segregation (2006) 126; Whitney Pirtle, The Other Segregation, *The Atlantic*, April 23, 2019, available at <https://www.theatlantic.com/education/archive/2019/04/gifted-and-talented-programs-separate-students-race/587614/>.

¹⁷ Rachel D. Godsil, Linda R. Tropp, Phillip Atiba Goff, John A. Powell, Jessica MacFarlane, The Science of Equality In Education: The Impact of Implicit Bias, Racial Anxiety, and Stereotype Threat on Student Outcomes, February 2017, available at <https://perception.org/publications/soe-education/>.

¹⁸ Carol Corbett Burris, Ed Wiley, Kevin Welner, and John Murphy, "Accountability, Rigor, and Detracking: Achievement Effects of Embracing a Challenging Curriculum as a Universal Good for All Students," *Teachers College Record* 110 (2008) 571-608; Ning Rui, "Four Decades of Research on the Effects of Detracking Reform: Where Do We Stand? — A Systematic Review of the Evidence," *Journal of Evidence-Based Medicine* 2 (2009) 164-183.

Asian student passing rate increased from 54% to 98%. “Achievement follows from opportunities — opportunities that tracking denies.”¹⁹

Second, recent research supports “flexible” grouping as the best approach for all students. This grouping as opposed to “tracking”²⁰ acknowledges the differing strengths and weaknesses of children in different subject areas as well as the possibility of accelerating growth with supportive strategies for students whose achievement levels may be initially lower than some of their classmates in some areas. As one scholar describes, by using creative learning strategies, heterogeneous classrooms can support the needs of all students, especially those in the lower grades where achievement gaps are smaller.²¹

Perhaps most importantly, there are pedagogical strategies designed to foster deeper learning that require grouping students at different levels of ability.²² Full implementation of these strategies will require extensive professional development in some schools for teachers and administrators as well as outreach to parents and other community members. Segregation of elementary- and middle-school students by “perceived” ability impedes educators from employing these strategies to provide rich and equitable opportunities for all students.²³

Third, evidence from the last few decades, confirmed by the most recent data regarding selective G&T admissions²⁴ demonstrates that maintaining the current competitive admissions system will result in continued isolation of low-income African-American and Latinx students.²⁵ New York City’s continued use of screening measures will only lead to further racial segregation even as decades of evidence demonstrate the educational and social benefits of racial diversity in the classroom.²⁶

¹⁹ Carol Corbett Burris and Kevin Welner, Closing the Achievement Gap by Detracking, *Phi Delta Kappa* (2005) 598.

²⁰ Although the supposed benefits of ability grouping have enjoyed long life in the popular mind, such segregation is beneficial neither to the children who are excluded from G&T programs and selective middle schools *nor to those who are admitted*. See City Bar Civil Rights Committee member interview with Steve Quester, retired educator, September 2018 (on file with the Civil Rights Committee).

²¹ Nancy Melser, Gifted students and cooperative learning: A study of grouping strategies, *Roeper Review*, 21 (4) (1999) 315.

²² Carol Ann Tomlinson, Differentiated instruction in the regular classroom: What does it mean? How does it look? *Understanding Our Gifted*, v14 (1), Fall 2001, 3–6, available at <https://eric.ed.gov/?id=EJ639193>.

²³ *Ibid.*

²⁴ Philissa Cramer, “As New York City Makes Limited Changes to Gifted Programs the Regular Admissions Process Yields Predictable Results,” *Chalkbeat*, April 16, 2019, <https://chalkbeat.org/posts/ny/2019/04/16/as-new-york-city-makes-limited-changes-to-gifted-programs-the-regular-admissions-process-yields-predictable-results/>.

²⁵ In a typical year, African American and Latinx students represent less than a third of all students qualifying for G&T schools and programs in New York City despite being over 70% of the total student population. See, e.g., Beth Fertig and Robert Lewis, “New Data: White and Asian Children Far Outpace City Population in Gifted Programs,” *WNYC*, Dec. 30, 2015, available at <https://www.wnyc.org/story/city-data-shows-diversity-varies-greatly-across-within-schools/>; Halley Potter and David Tipson, “Eliminate Gifted Tracks and Expand to a Schoolwide Approach,” *NY Times*, June 4, 2014, available at <https://www.nytimes.com/roomfordebate/2014/06/03/are-new-york-citys-gifted-classrooms-useful-or-harmful/eliminate-gifted-tracks-and-expand-to-a-schoolwide-approach>.

²⁶ Roslyn Arlin Mickelson, “School Integration and K-12 Outcomes: An Updated Quick Synthesis of the Social Science Evidence,” National Coalition on School Diversity Research Brief No 5, October 2016.

III. The practice of awarding and denying academic opportunity based on the “academic” performance of children four to nine years old is inequitable in a public school system.

Placing children four to nine years old into different opportunity tracks is not an appropriate role for a public-education system; the role of public education is to educate the public in all its diversity.²⁷ Matt Gonzales of New York Applesseed summarized this injustice:

“When we have a publicly funded school system, the notion that you can pick and choose your students is problematic,’ ‘It undermines the democratic, and free and open nature of public education.’”²⁸

When all residents of New York City contribute to the funding of schools through payment of local, state, and federal taxes, it is deeply problematic that a large percentage of public schools and programs within schools are effectively closed to the majority of students. Student-assignment methods for elementary and middle school should take into account the characteristics of individual students only for the purpose of achieving balanced and equitable access for all students - not for the disproportionate exclusion of historically disadvantaged groups.

Independent of the educational and pedagogical problems associated with racial and socioeconomic segregation, there are critical issues of racial justice that the City can no longer ignore. Each year we can predict with almost 100% certainty which racial groups will benefit from G&T tests and middle-school screens before the children are even evaluated, yet we go ahead and use them anyway.²⁹ This problem will not be solved by trying to make the methods of evaluation fairer. Decades have been wasted tweaking evaluation methods to make G&T admissions more equitable to little avail.³⁰ With the benefit of hindsight, it is evident that these efforts failed to grasp the burdened reality of the City’s discriminatory history and deeply segregated school system. We can no longer be complicit in what is unquestionably a flawed system to its core.

²⁷ “The legislature shall provide for the maintenance and support of a system of free *common schools*, wherein *all the children of this state* may be educated” [emphasis added], New York State Constitution, Art. XI, Sec. 1. Scholar and (now) University of Virginia President James E. Ryan notes, “A key idea of the common school movement in the mid-nineteenth century was to provide education to rich and poor students alike, equally and in the same schools.” *Five Miles Away a World Apart*, 12.

²⁸ Winnie Hu and Elizabeth A. Harris, “A Shadow System Feeds Segregation in New York City Schools,” NY Times, June 17, 2018, available at <https://www.nytimes.com/2018/06/17/nyregion/public-schools-screening-admission.html>.

²⁹ Impact of Screens by Race, *District 15 Diversity Plan Final Report 2018*, 59, available at http://d15diversityplan.com/wp-content/uploads/2018/10/180919_D15DiversityPlan_FinalReport.pdf.

³⁰ New York Applesseed, *Within Our Reach: Segregation in NYC District Elementary Schools and What We Can Do About It: Addressing Internal Segregation and Harnessing the Educational Benefits of Diversity* (2014) 6-11; Philissa Cramer, “As New York City makes limited changes to gifted programs, the regular admissions process yields predictable results,” *Chalkbeat*, April 17, 2019, available at <https://www.chalkbeat.org/posts/ny/2019/04/16/as-new-york-city-makes-limited-changes-to-gifted-programs-the-regular-admissions-process-yields-predictable-results/>.

For all these reasons, the City Bar recommends to the SDAG the complete removal of competitive admissions from elementary schools and programs and the development of a process and expeditious timeline for the complete removal of competitive admissions from middle schools.³¹ We urge the Mayor and the Chancellor to act decisively and immediately on these recommendations.

Respectfully,



Philip Desgranges, Chair
Civil Rights Committee



Laura D. Barbieri, Chair
Education and the Law Committee

³¹ See note 2.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: May 1, 2019

(PLEASE PRINT)

Name: Abraham Silverstein
Address: PO Box 1796 New City, NY 10956
I represent: YAFFED - Young Advocate for Fair Education
Address: PO Box 1756 New City, NY 10956

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THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: May 1, 2019

(PLEASE PRINT)

Name: Hannah Miller
Address: 182 E. 95th NY, NY 10128
I represent: YAFFED - Young Advocate for Fair Education
Address: PO Box 1796 New City NY 10956

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THE CITY OF NEW YORK**

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Name: DAVID PERM
Address: _____
I represent: Activist
Address: _____

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THE CITY OF NEW YORK**

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Name: Zhanwen Zhou

Address: 52 Oliver St. Brooklyn, NY

I represent: _____

Address: _____

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Name: Donghui Zang

Address: 715 1st Ave

I represent: _____

Address: _____

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THE CITY OF NEW YORK**

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Date: _____

(PLEASE PRINT)

Name: Yi Fang Chen

Address: 6801 Bliss Ter. Brooklyn, NY 11220

I represent: parent

Address: _____

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THE CITY OF NEW YORK

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Name: Man Li

Address: 80-43 236th ST Queens Village NY

I represent: Self

Address: _____

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(PLEASE PRINT)

Name: Xu Hua Hu

Address: 134-39 Blossom Ave Apt 2C Flushing NY 11357

I represent: _____

Address: _____

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Date: _____

(PLEASE PRINT)

Name: JIN ZHONG

Address: 422 49th Street, Brooklyn, NY 11220

I represent: _____

Address: _____

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THE CITY OF NEW YORK**

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Date: _____

(PLEASE PRINT)

Name: Shou Mynli

Address: 1686 Lindesay St Ridgewood 114

I represent: New York Chong Zheng Chinese community

Address: Federation Association

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. SHSAT Res. No. _____

in favor in opposition

Date: 5/1/19

(PLEASE PRINT)

Name: Sharon Just

Address: 124 W 79th St, 5A NY 10024

I represent: 3 school age kids, 03 data crunching for

Address: HS committee, RA co-pres/SLT

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THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5.1.19

(PLEASE PRINT)

Name: Qing Lin

Address: 163 70th St Brooklyn 11209

I represent: Parent

Address: _____

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THE CITY OF NEW YORK**

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I intend to appear and speak on Int. No. 0949 Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Rev. Adriene Thorne

Address: 128 Henry St. Brooklyn NY 11201

I represent: Alliance for School Integration & Desegregation

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

* WITH HQE
& NYCLU

Appearance Card

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in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Vanessa Leung

Address: 237 Chesterton Ave ST NY 10326

I represent: CHCF

Address: 50 Broad St 18th Fl NY NY 10004

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THE CITY OF NEW YORK**

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in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Saphira Cherfils

Address: _____

I represent: Teens Take Charge

Address: _____

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THE CITY OF NEW YORK**

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in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Abbe Meyer

Address: 217 W 136th Street

I represent: all struggling readers

Address: _____

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THE CITY OF NEW YORK**

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in favor in opposition

Date: 5/1/19

(PLEASE PRINT)

Name: Maya Wiley

Address: 72 5th Ave. Room 607, NY, NY 10011

I represent: SDAG

Address: _____

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THE CITY OF NEW YORK**

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in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Hazel Duker

Address: Diversity Advocacy

I represent: President

Address: NAACP

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**THE COUNCIL
THE CITY OF NEW YORK**

*mudari - interpret
will read
testimony
they cut this
sheet.*

Appearance Card

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 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Dorothy Thom

Address: 165 Park Row,

I represent: self. support of testing

Address: _____

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THE CITY OF NEW YORK**

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I intend to appear and speak on Int. No. 1277/1277 Res. No. 417
 in favor in opposition

Date: 5/1/19

(PLEASE PRINT)

Name: Patrick Joseph

Address: _____

I represent: MBP Gale Brower

Address: 1 Centre St NYC NY

**THE COUNCIL
THE CITY OF NEW YORK**

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I intend to appear and speak on Int. No. SH597 Res. No. _____
 in favor in opposition

Date: 5/1/19

(PLEASE PRINT)

Name: Sharon Just

Address: 124 W 79th St, 5A NY 10024

I represent: ~~MBP~~ 03 High School committee
data cruncher for J

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/2019

(PLEASE PRINT)

Name: MARIA Bautista

Address: _____

I represent: Alliance for Quality Education (AQE)

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

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in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Marcus Alston

Address: _____

I represent: Terms Take Charge

Address: _____

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THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Bei Zhang

Address: 500 244th St Woodside NY 11377

I represent: For saving/keeping SHSAT

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/19

(PLEASE PRINT)

Name: SHINO TANIKAWA

Address: 118 SULLIVAN ST NY NY

I represent: EDUCATION COUNCIL CONSORTIUM

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Zhannan Zhao

Address: 12 Diver St. Brooklyn, NY

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/19

(PLEASE PRINT)

Name: Jeannine Kiely

Address: 121 Mercer

I represent: CBZ Manhattan

Address: 3 WSV

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THE COUNCIL THE CITY OF NEW YORK

Appearance Card

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 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Sharon Just

Address: Compton School

I represent: " "

Address: West 79th St

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THE COUNCIL THE CITY OF NEW YORK

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 in favor in opposition

Date: 5-1-2009

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Name: _____

Address: _____

I represent: _____

Address: _____

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THE COUNCIL THE CITY OF NEW YORK

Appearance Card

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I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Sophira Cherfils

Address: 18 Rockaway Rd Brooklyn NY 11213

I represent: Teens Take Charge

Address: _____



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THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Ayona Smith

Address: 700 E 15th St Apt 156

I represent: Teens Take Charge

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Alexander Rodriguez

Address: 1205 14th Ave Apt 107

I represent: Teens Take Charge

Address: _____

THE COUNCIL *already testified*
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Sokhnadiarra Ndoye

Address: 1296 Pacific St, Apt 102

I represent: Teens Take Charge

Address: _____

◆ Please complete this card and return to the Sergeant-at-Arms ◆

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Tanya [unclear]

Address: 24 [unclear] Brooklyn NY

I represent: Teens Take Charge

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Tiffani Torres

Address: 10 AMITY ST. Brooklyn NY

I represent: Teens Take Charge

Address: _____

(66)

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Bonnie Tang

Address: CACF

I represent: _____

Address: _____

(65)

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

[]

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Sokhnadiarra Ndiaye

Address: _____

I represent: Teens Take Charge

Address: _____

(64)

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

[]

I intend to appear and speak on Int. No. _____ Res. No. 417-A
 in favor in opposition

Date: 5/1/19

(PLEASE PRINT)

Name: Xin Jiang

Address: 1309 64th St, BROOKLYN, NY 11219

I represent: parent

Address: _____

(63)

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

[]

I intend to appear and speak on Int. No. _____ Res. No. 196-A
 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Donghui Zhang

Address: 7154 Harrow St.

I represent: NYC Residents Alliance

Address: _____

✓ THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Jim. Shingling

Address: 62-517 St. B.K. NY

I represent: _____ 11220

Address: _____

✓ THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Lu Do Quam

Address: E39 59 St Brooklyn NY

I represent: _____ 11220

Address: _____

X THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Xu Hai Ni

Address: 5619 7th Ave

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

196-A

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Donghui Zhang

Address: Mt. Pleasant 1-Halley St.

I represent: Residence alliance Queens.

Address: N/A

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 196-A

in favor in opposition

Date: May 1, 2019

(PLEASE PRINT)

Name: Yurau Deng

Address: 13537 37th Ave Flushing NY 11354

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Basim WU

Address: _____

I represent: Brooklyn Tech Alum

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Alana Mohamed

Address: _____

I represent: Brooklyn Tech Alum

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Nida Alnagar

Address: _____

I represent: Current Brooklyn Tech Student

Address: ASAP-CACF

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Amy Hsin

Address: _____

I represent: EA of Greater New York Asian American Children's

Address: 100th St

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

APA
Panel

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Anna Wong

Address: _____

I represent: Current Stuyvesant Student

Address: PASAP / CACE

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/19

(PLEASE PRINT)

Name: Matthew Gonzalez

Address: _____

I represent: NY Appleseed

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

All on 1
panel

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: May 1 2019

(PLEASE PRINT)

Name: Saphira Chertilss

Address: _____

I represent: Teens Take Charge

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

All on 1
panel

Appearance Card

[Empty box]

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: May 1 2019

(PLEASE PRINT)

Name: Tiffani Torres

Address: _____

I represent: Teens Take Charge

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

All on 1
panel

Appearance Card

[Empty box]

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: May 1 2019

(PLEASE PRINT)

Name: Alexander Rodriguez

Address: _____

I represent: Teens Take Charge

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

All on 1
panel

Appearance Card

[Empty box]

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: May 1 2019

(PLEASE PRINT)

Name: Toby Paperno

Address: _____

I represent: Teens Take Charge

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

All on 1 panel

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: May 1, 2019

(PLEASE PRINT)

Name: Stephanie Pacheco

Address: _____

I represent: Teens Take Charge

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: May 1, 2019

(PLEASE PRINT)

Name: Henry Rubio, Executive V.P.

Address: 40 Rector St. NYC

I represent: CSA - Council of School Supv. & Admin.

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

PRO SHSAI
PRO G+T

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: KEVORK KHRIMIAN

Address: 82-41 61st Dr. 11379

I represent: Parent Stud + Bx Sci

Address: 82-41 61st Dr 11379

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/19

(PLEASE PRINT)

Name: ADAM LUBINSKY

Address: 224 CENTRE ST 5TH F NY NY

I represent: MYSELF

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. A10427A Res. No. _____

in favor in opposition

Date: 5/1/19

(PLEASE PRINT)

Name: Lynne Andrews

Address: 21 West St Apt 7N NYC NY 10006

I represent: parent - SPECIAL ED PARENT

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

Pro-SHSAT in favor in opposition
Pro-G&T

Date: 5/1/19

(PLEASE PRINT)

Name: Phil Wong

Address: _____

I represent: School Dist - CEC 24

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

5/1/19

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Jolisa Perez
Jace Valentine

Address: IntegrateNYC

I represent: IntegrateNYC

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

5/1/19

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Jace Valentine
Jolisa Perez

Address: IntegrateNYC

I represent: IntegrateNYC

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Pro SAT
Wai Wah Chin

Address: _____

I represent: Chinese American Citizens Alliance

Address: Greenwich NY

Please complete this card and return to the Sergeant-at-Arms

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 165

in favor in opposition

Date: _____

Pro SHSAP
Pro G&T

(PLEASE PRINT)

Name: Jonathan Roberts

Address: 90 Riverside Drive #8A

I represent: Alum

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 165

in favor in opposition

Date: _____

Pro SHSAP
Pro G&T

Brooklyn Alumni
Tech

(PLEASE PRINT)

Name: Chien Kwok

Address: 400 E 67th St Apt 22C, 10065

I represent: private citizen, parent of NYC public school kids

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. RES 196 Res. No. 196

in favor in opposition

Date: 5/1

(PLEASE PRINT)

Name: WILTON CEDENO

Address: _____

I represent: BROOKLYN TECH ALUMNI FOUNDATION

Address: FT GREENE PLACE, BROOKLYN

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5-1-19

Name: Chris Giordano (PLEASE PRINT)

Address: 29 W 65th St

I represent: Booker T Washington M.S.

Address: 108 + Columbus Ave

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/2019

Name: Sharmilee L. Ramudis (PLEASE PRINT)

Address: 320 WEST 117th ST APT 5B

I represent: CEC3 / PUBLIC SCHOOL PARENT PS 452 / PS 75

Address: 320 WEST

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

Name: Jeome Krane (PLEASE PRINT)

Address: 171 W 79

I represent: MS 54

Address: 108 + Columbus Ave

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: MARK CRANE

Address: 2830 Sedgwick

I represent: Myself

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/2019

(PLEASE PRINT)

Name: Anna Minsky

Address: 70 La Salle St 8G

I represent: Alliance for School Integration & Deseg.

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

PRO SHSAT
PRO GST in favor in opposition

Date: May 1, 2019

(PLEASE PRINT)

Name: Dr. IRAN KHAN

Address: Queens NY

I represent: NYC Public Schools

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

[]

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/19

(PLEASE PRINT)

Name: Toni Smith-Thompson

Address: 166 W 94th St

I represent: NYCLU

Address: 125 Broad St

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

[]

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/2019

(PLEASE PRINT)

Name: BRANDY CARBONE, PA President

Address: _____

I represent: LAG Middle School Parent Assoc.

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

pro GIST

Appearance Card

[]

I intend to appear and speak on Int. No. 9177 Res. No. 1665

in favor in opposition

Date: May 1, 2019

(PLEASE PRINT)

Name: Dr. Iva Kruskal

Address: Parents Caucus/IBK

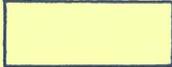
I represent: New York City Public School Alum

Address: _____

Keep SHSAT
PRO G+T

THE COUNCIL THE CITY OF NEW YORK

Appearance Card



I intend to appear and speak on Int. No. ^{Res} 417A Res. No. 165

in favor in opposition

Date: 5/1/19

(PLEASE PRINT)

Name: Charles Vavruska

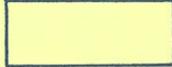
Address: 70-11 Caldwell Ave

I represent: _____

Address: _____

THE COUNCIL THE CITY OF NEW YORK

Appearance Card



I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: May 1, 2019

(PLEASE PRINT)

Name: Janella Hinds

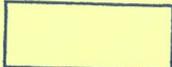
Address: UFT/VEEP High School

I represent: UFT-52 Bway

Address: NYC

THE COUNCIL THE CITY OF NEW YORK

Appearance Card



I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Diana Noriega (SDAG)

Address: 75 Broad St

I represent: Committee for Hispanic Children and Families

Address: 75 Broad St Suite 620



Please complete this card and return to the Sergeant-at-Arms



**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: ZHENG, CHANG, QING.

Address: 7012 15AVE

I represent: Parent.

Address: _____

(3)

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Assemb. Charles Barron

Address: _____

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: CHANG, QING ZHENG

Address: 7012 15AVE

I represent: Parent.

Address: _____

(54)



**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/19

(PLEASE PRINT)

Name: Dao Yin
Address: 32-35 201 St, Bayside, NY 11361
I represent: Queens Residents & Voters Coalition
Address: 428 Main Street, CT, Fluz, NY 11374

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/19

(PLEASE PRINT)

Name: Abraham Velazquez, Jr.
Address: 791 C East 158th Street, Bronx, NY 10456
I represent: The Brotherhood/Sister SOL
Address: 140 Hamilton Place, NY, NY 10031

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/2019

(PLEASE PRINT)

Name: Liliana Zaragoza, Esq.
Address: 40 Rector St., 5th Floor
I represent: NAACP Legal Defense Fund
Address: 40 Rector St., 5th Floor

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/2019

(PLEASE PRINT)

Name: Juan Cartagena

Address: _____

I represent: Latino Justice PRUDEF

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/2019

(PLEASE PRINT)

Name: Senny Veloz

Address: _____

I represent: New York Lawyers for the Public Interest

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 196

in favor in opposition For SHSAT

Date: 2/1/2019

(PLEASE PRINT)

Name: David Rem (DAVID REM)

Address: Forest Hills, NY 11375

I represent: Myciel (Parent)

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: May 1st, 2019

(PLEASE PRINT)

Name: Andrea Ortiz

Address: 2337 31st Ave Queens 11106

I represent: New York Immigration Coalition

Address: 131 W 33rd St.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/19

(PLEASE PRINT)

Name: Maud Mars

Address: 22 WOOSTER ST

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 196

in favor in opposition For SASAT

Date: 5/1/19

(PLEASE PRINT)

Name: GEORGE LEE

Address: 311 GREENWICH ST. 10013

I represent: MYSELF (parent)

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/19

(PLEASE PRINT)

Name: Luke Davenport

Address: 426 Sterling Pl 3c

I represent: New York City Alliance for School

Address: Integration and Desegregation

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 417-A

in favor in opposition

Date: 5/1/2019

(PLEASE PRINT)

Name: JONATHAN GREENBERG

Address: 3421 78th ST APT 5E JACKSON HTS

I represent: JACKSON HEIGHTS PEOPLE FOR PUBLIC SCHOOLS

Address: + ASIS

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Richard C...

Address: Chancellor

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: LaShawn Robinson

Address: Dep. Councilor

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Josh Wallace

Address: Dep. Councilor

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Greg Walker

Address: _____

I represent: G-One-Quantum (G1Quantum)

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/19

(PLEASE PRINT)

Name: Ramin Raihan

Address: 2802 8th St Apt. #114, Astoria, NY 11102

I represent: DRUM

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/2019

(PLEASE PRINT)

Name: Maud Maron

Address: 65 LaGuardia

I represent: a parent

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/2019

(PLEASE PRINT)

Name: Yiatin Chu

Address: 250 W-94th St.

I represent: a parent

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/1/2019

Name: Lucas Liu (PLEASE PRINT)

Address: 222 W 83rd St

I represent: CEC 3 + parent

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

Name: Tasfia Rahman (PLEASE PRINT)

Address: _____

I represent: Coalition for Asian American Children &

Address: + Families

Brooklyn Tech Mum
Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: May 1, 2019

Name: Abraham Silverstein (PLEASE PRINT)

Address: PO Box 1796 New City, NY 10956

I represent: YAFFED - Young Advocates for Fair Education

Address: PO Box 1756 New City, NY 10956

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: May 1, 2019

Name: Hannah Miller (PLEASE PRINT)

Address: 182 E. 95th NY, NY 10128

I represent: YAFFED - Young Advocates for Fair Education

Address: PO Box 1796 New City NY 10956

Please complete this card and return to the Sergeant-at-Arms