



# Community Education Council For District One

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## SCHOOL DIVERSITY & EQUITY

### History of Advocacy

**1991-2002:** School board removes zones/catchments and implements measures of fairness for lotteries based on gender, race, ethnicity, and eventually adding linguistic and academic diversity

**2004-2007** Community School Board is dissolved and regional structure is implemented. Move toward centralization is finalized in the March of 2007, making all lotteries blind. Gifted and Talented programming introduced late summer 2007 without follow up on policy for early childhood/elementary. Strong community advocacy through working groups is established to advocate for continuity between Pre k-k, and sibling priority. Summer of 2007, Supreme Court rules that diversity can be used as compelling education goal as long as it can be defined and achieved with markers other than race alone.

**2008-2010:** Enrollment is centralized for K admissions, but DoE grants policy giving preference to returning Pre-k students selecting their returning school as well as sibling priority. Advocacy continues. Deputy Chancellor John King endorses equitable and diversity based admissions plan as mechanism for improving school achievement.

**2011 – 2012:** Spring 2011 Chancellor Walcott appears at CEC, responding to request for mechanisms of fairness regarding equitable and diverse admissions by saying that choice is equity. Advocacy efforts increased through speak-outs and educational workshops with Michael Alves on the permissibility of diversity based admissions. CEC 1 partners with D3 for community forum to discuss the effects of the DoE changing district's controlled choice to pure choice and the ensuing segregation. Summer 2012, Office of Civil Rights complaint filed claiming discriminatory admissions against 3 gentrifying schools in D1

**2013 – 2014:** Neighborhood School drafts letter requesting PS 133 set aside model. Data Study is released in fall of 2013 detailing stratification resulting from choice. School Diversity workshop piloted in March 2013. On September 17, 2014, CEC 1 held a School Diversity Town Hall with Chancellor Fariña to present to the community information about the current demographic break down in District One schools.

See more at- <http://cecd1.org/district-1/history-of-unzoning/choice-admissions-timeline/>

### Data Study

This research study considers the effects of Open Choice policy from 2000- 2010 on the levels of diversity within the District 1 schools. The presentation was made by Adam Lubinsky, PhD AICP and Managing Principal of WXY, a planning and design firm; George Janes, AICP, principal planner at George Janes Associates; and Ajay Khashu, president of Youth Studies, a firm specializing in the evaluation of educational programs.

## **Executive Findings:**

1. From 1999-2011, there has been an increase of clustering of students by race and free lunch status, increasing each school's dissimilarity from the other schools in the District. This increase has been most pronounced during the open enrollment period.
2. From 1999-2011, there is an increase in variability between schools in terms of student achievement as measured by Math and ELA scores.
3. Based on a comparison of 2000 and 2010 Census information, there appears to be a sharp increase in the number of children with the District 1 area attending NYC DOE schools (defined as "uptake").
4. When compared to other NYC schools districts that utilize zoned assignment such as District 13 in Brooklyn which has also gentrified assignment, such as District 13 in Brooklyn which has also gentrified considerably and has a large proportion of public housing, the stratification of schools by race/ free lunch/ achievement scores and the increase in "uptake" is noteworthy.

See more at- <http://cecd1.org/cec1-initiatives/school-diversity-equity-data-study/>

## **District One Inequities Under Open Choice**

### **Students in Temporary Housing**

The district average of Students in Temporary Housing for 25 Pre K – 8 D1 schools is 13%. In four schools, Students in Temporary Housing make up 20%-43% (up to 3 times the district average) of the schools' demographics. On the other end of the spectrum, in 8 schools fewer than 5% of students live in temporary housing.

### **Economically Disadvantaged**

The district average in 25 D1 elementary schools (Pre k- 8) of economically disadvantaged students is 79%. 10 of these schools enroll over 90% economically disadvantaged while half of these (5) are at 100%, yet 4 schools serve fewer than 50%.

### **Title I**

Across 25 Pre k – 8 schools, the average Title I is 75% with 18 of 25 schools meeting the threshold of 60% Title I enrollment. Half (9) serve over 90% students eligible for free/reduced lunch. Five D1 schools serve 100% students eligible free reduced lunch while 5 schools serve below 50%.

### **English Language Learners**

The district average for English Language Learners across 25 D1 Pre k - 8 schools is 10%. 8 schools serve 5% or fewer English Language Learners, while 6 schools enroll 3 to 4 times as many English Language Learners (17 - 21%).

### **Students with Disabilities**

District 1 serves a high number of students with special needs and as result, our District Leadership Team has always tracked for equitable distribution of students with special needs in our community schools. Removing the schools that have historically and structurally underserved students with disabilities –

Gifted & Talented and Dual Language- the district average rises from 27% to 29%. Students with disabilities are relatively evenly distributed around the mean ( 29%).

### **Demographic Breakdown**

Across 25 D1 Pre k – 8 schools including two 6 – 12 schools, the average demographic of students are as follows:

Hispanic – 51%  
Black – 19%  
White – 13%  
Asian – 15%

- 13 of the 25 D1 schools are comprised of 82% - 97% Black and Latino student populations
- 3 schools enroll closer to the district average percentages of students
- 3 schools serve higher than average percentages of Asian students
- 6 schools serve higher than average percentages of White students

See the entire presentation at - <http://cecd1.org/cec1-initiatives/1256-2/>

### **School Diversity Workshop Series**

The School Diversity Workshop series, originally piloted in March 2013, is designed to build consensus around school diversity priorities for a community driven controlled choice policy

Throughout the 2014-2015 school year, CEC 1 will host seven sessions. Each session will consist of 6-7 schools in District One with 5-7 representatives from each school community consisting of parents, staff, administration, and/or school community leaders.

### **Workshop Goals**

- Provide a conceptual framework for controlled choice using key school diversity factors
- Build consensus based around diversity factor priorities to create a community-driven controlled choice student assignment policy.
- Create an environment of collaboration that encourages dialogue about diversity

Learn more at - <http://cecd1.org/cec1-initiatives/diversity-equity/>