



2020-2021 District 32 Planning Presentation

Office of District Planning
November 21, 2019

Agenda

- Division of School Planning & Development
- District Planning
- District 32 Landscape
- District Needs Discussion
- Questions & Feedback
- Appendix

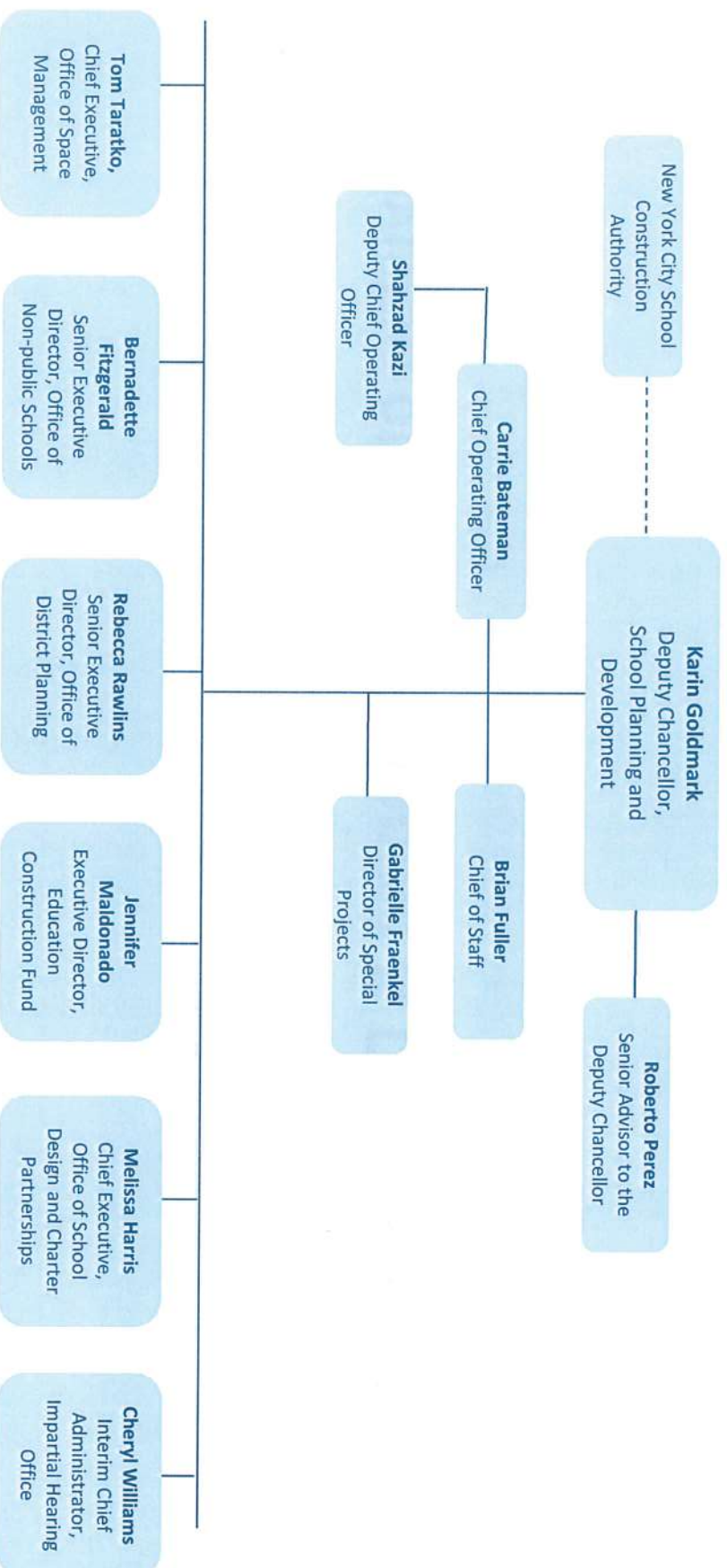


Division of School Planning & Development



Division of School Planning & Development

Shared goal: Execute the Chancellor's vision of Equity and Excellence for All





District Planning



District Planning Priorities

The Office of District Planning (ODP) shares the Chancellor's commitment to Equity and Excellence for All by focusing its efforts on the following priorities:

Partner with and empower communities through the district planning process

Increase access to quality schools and programs, particularly in underserved areas

Increase diversity and integration across our schools

Improve learning conditions for students and increase access to appropriate facilities

**Equity and
Excellence
for All**

Office of District Planning

ODP partners with CECs, school communities, Superintendents, other DOE offices, and additional stakeholders on strategic district plans that drive equity and excellence.

Leverage to make important district or school changes include:

- Rezoning in partnership with CEC
- Unzoning in partnership with CEC
- New Schools
- School Mergers
- Grade Level Changes
- School Relocation
- New Programs
- Enrollment Planning

Community Empowerment

- Community empowerment is a key part of the district planning process, and as a system we have been working to transform the way district planning is done
- Instead of developing a proposal and *then* engaging the community about the proposal we developed, we now engage in dialogue with communities *in order to develop* the proposal
- Community partnership allows us to have authentic conversations about needs and potential solutions collectively
- ODP is committed to:
 - Ensuring all voices are heard, early in the process
 - Providing transparent and accessible information so that community members can be full participants in the planning process
 - Empowering communities through discussions about district needs and potential ways to address them throughout the process

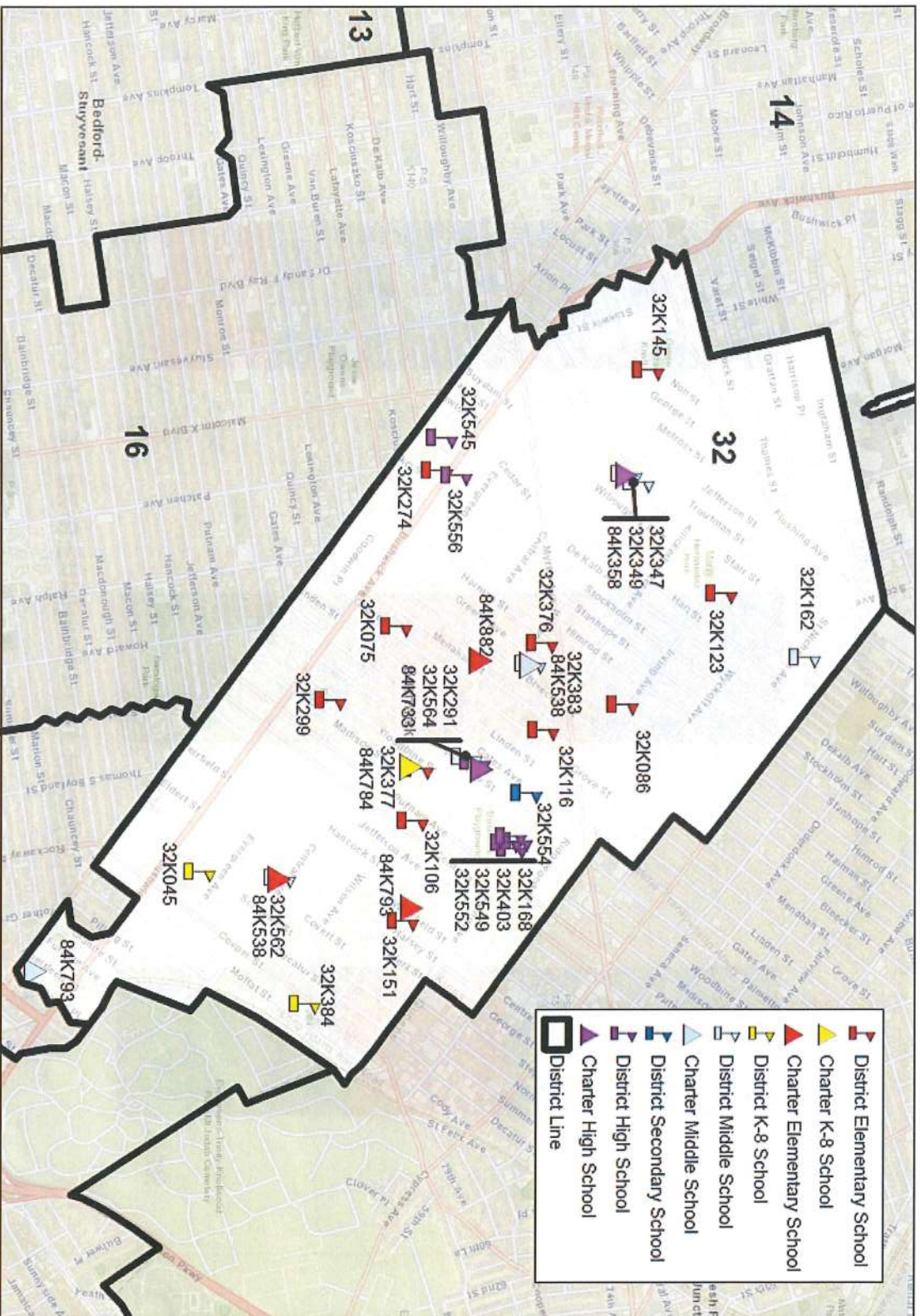
Guiding Questions to Consider

- What planning priorities are important to you?
- What stands out to you in the data being presented?
- Do all students have access to a full array of quality schools and programs to meet their needs, and does access vary by neighborhood or student group?
- What opportunities exist to increase diversity and integration in the district?
- Is there overcrowding in the district and a need to improve physical learning environments for students?
- How can available space be used to address district needs?



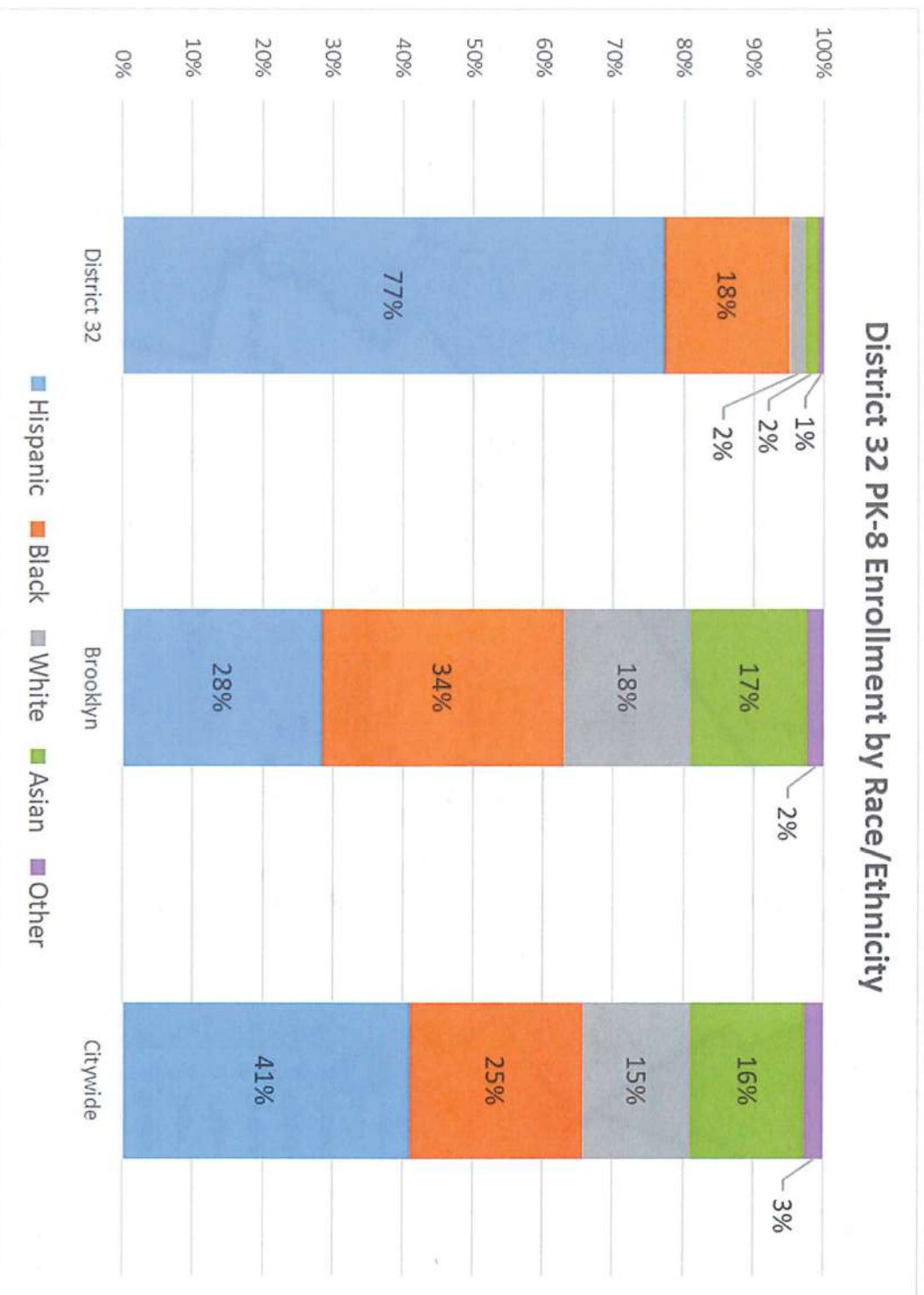
District 32 Landscape

District 32 Schools



This map reflects schools in the district during the 2019-2020 school year

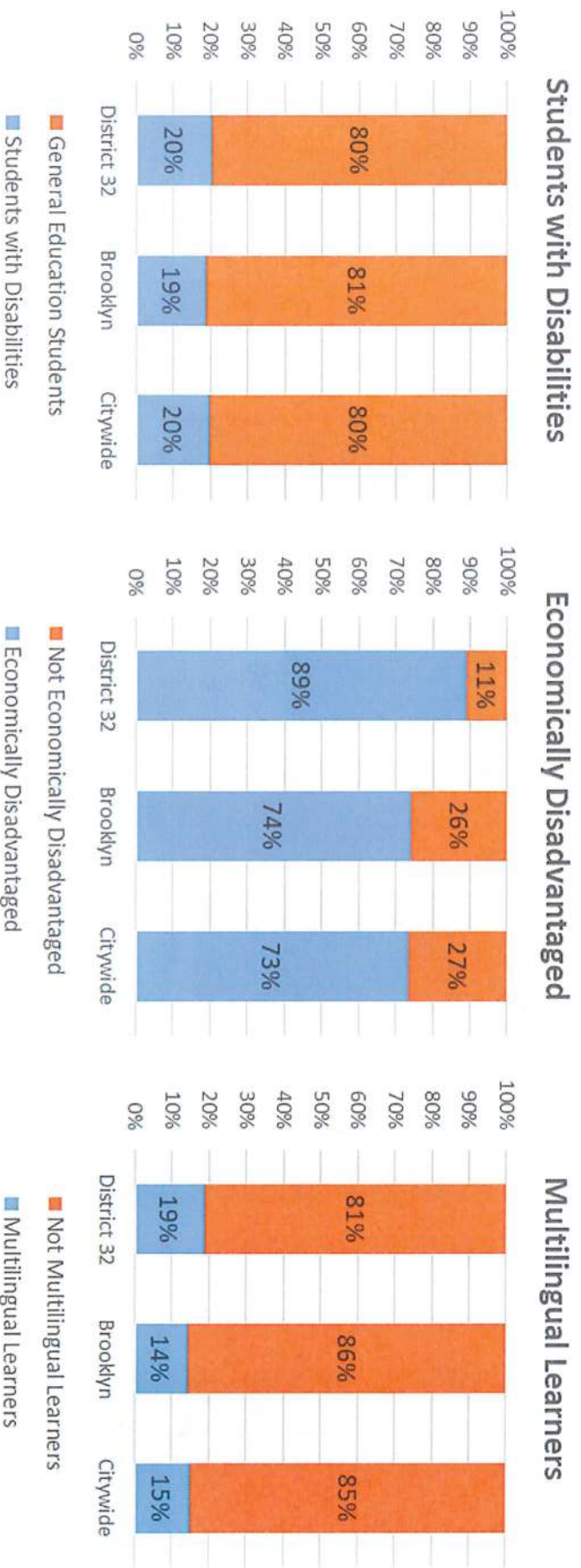
District 32 Demographics: PK-8



All demographic data is based on students enrolled in district and charter schools located in the district and is from the Audited Register as of October 31, 2018

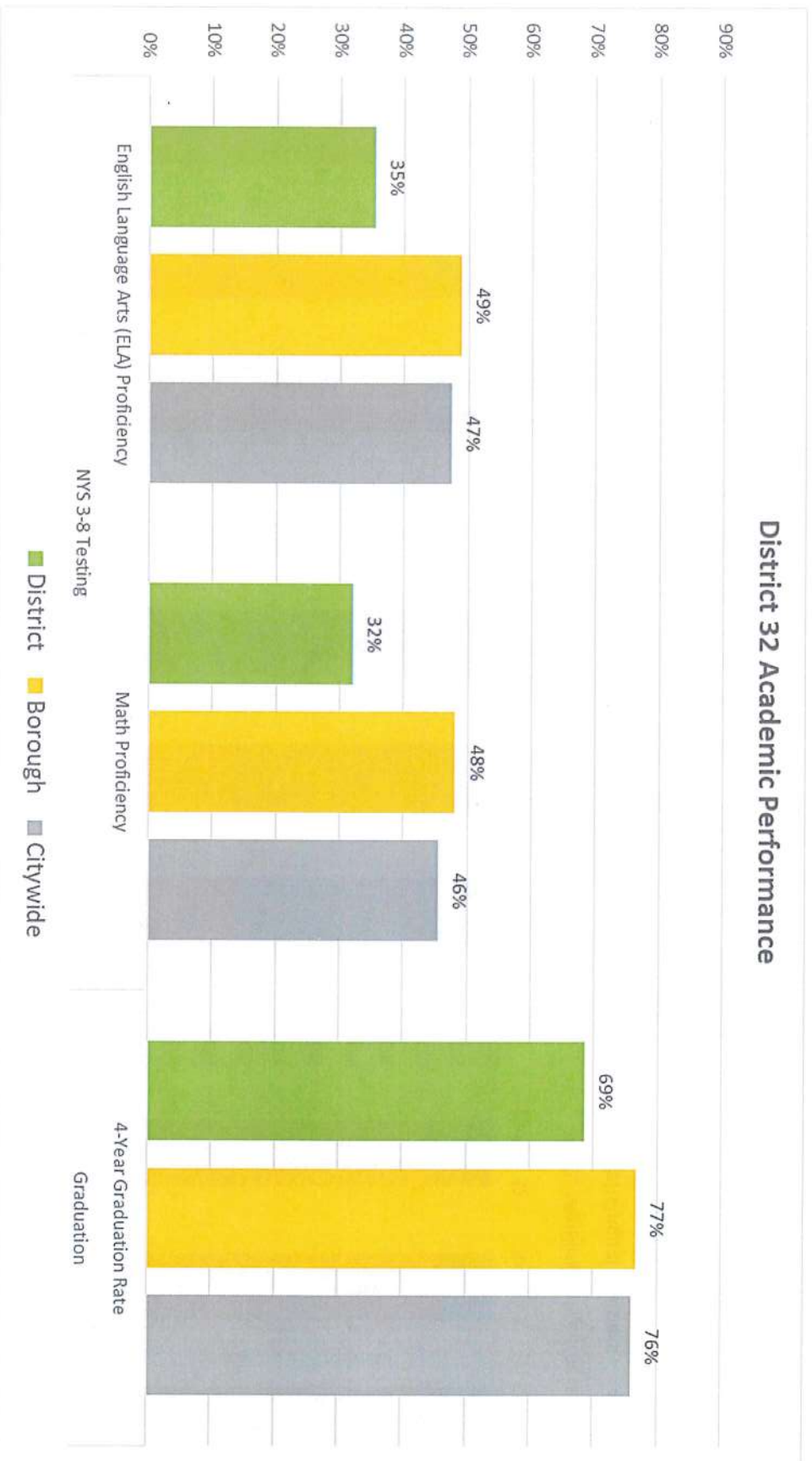
District 32 Demographics: PK-8

PK-8 Student Groups¹



¹ Economically Disadvantaged data is based on the number of students with families who would be income-eligible for free or reduced price lunch, or are eligible for Human Resource Administration (HRA) benefits.

District 32 Performance



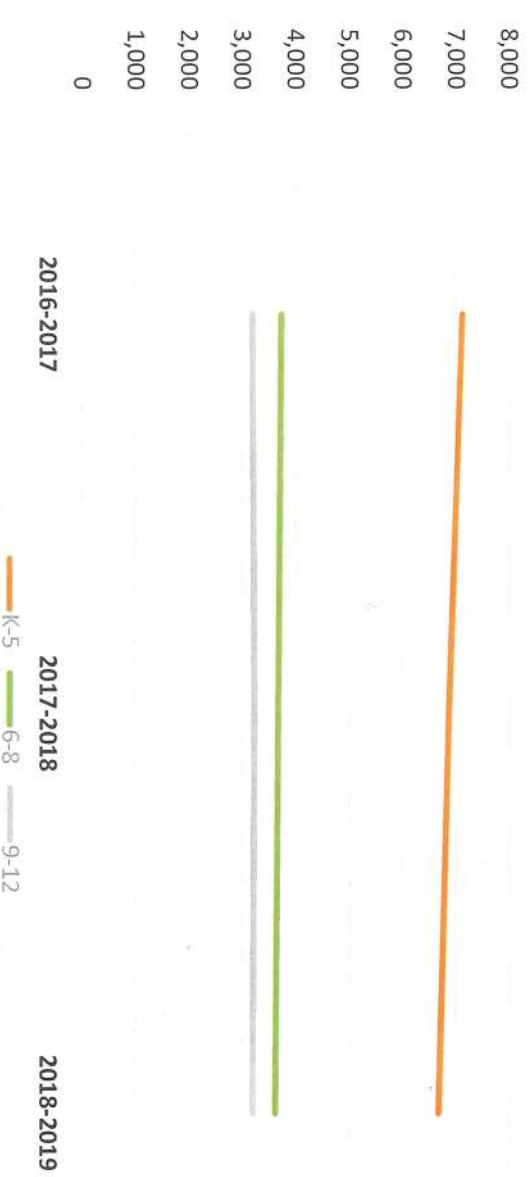
Based on 2018-2019 state test proficiency for grades 3-8 and 2017-2018 graduation rates

District 32 Enrollment Trends

District 32 3-Year Enrollment Trend¹

Level	2016-2017	2017-2018	2018-2019
Pre-K	322	315	287
K-5	7,120	6,869	6,675
6-8	3,730	3,670	3,618
9-12	3,196	3,228	3,196
Total	14,368	14,082	13,749

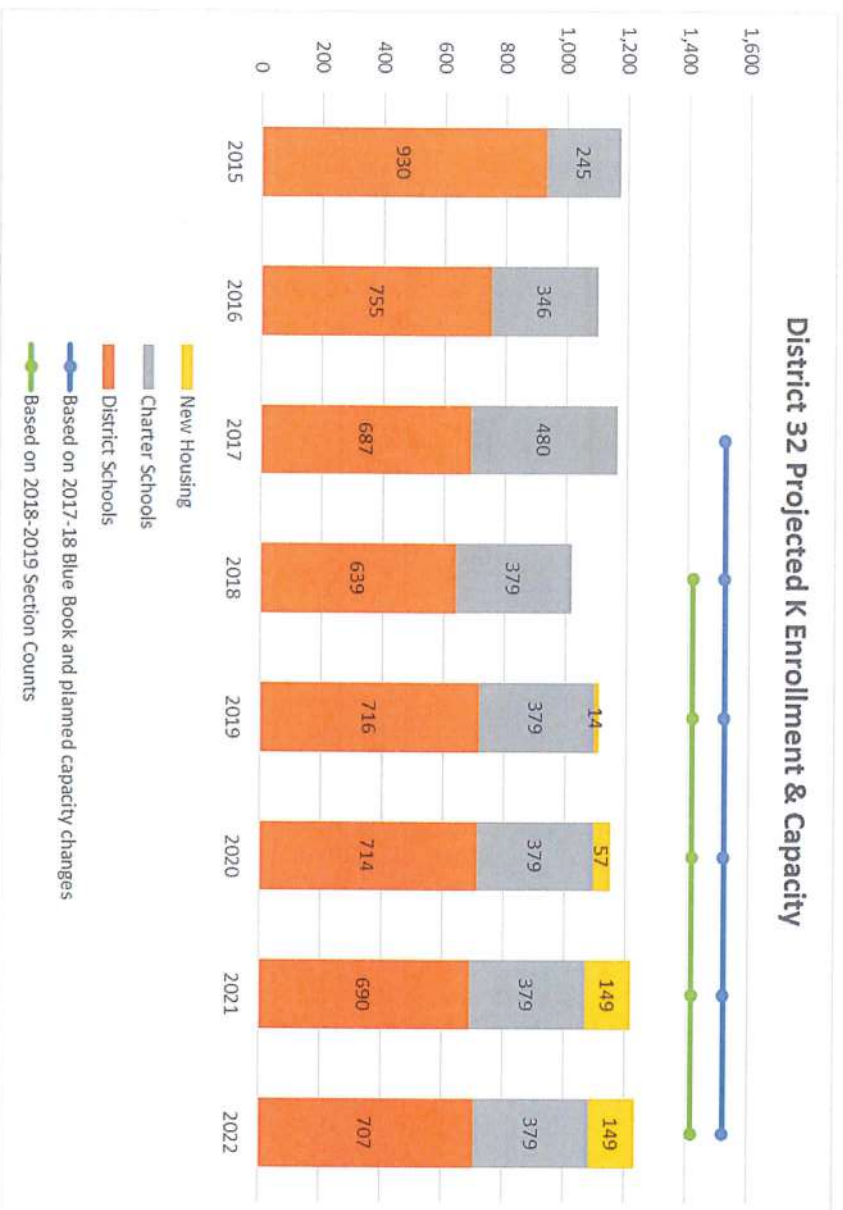
District 32 Total 3-Year Enrollment Trend (ES, MS, HS)



¹ Based on Audited Registers for district schools and October Headcounts for charter schools

Kindergarten Capacity and Projected Enrollment

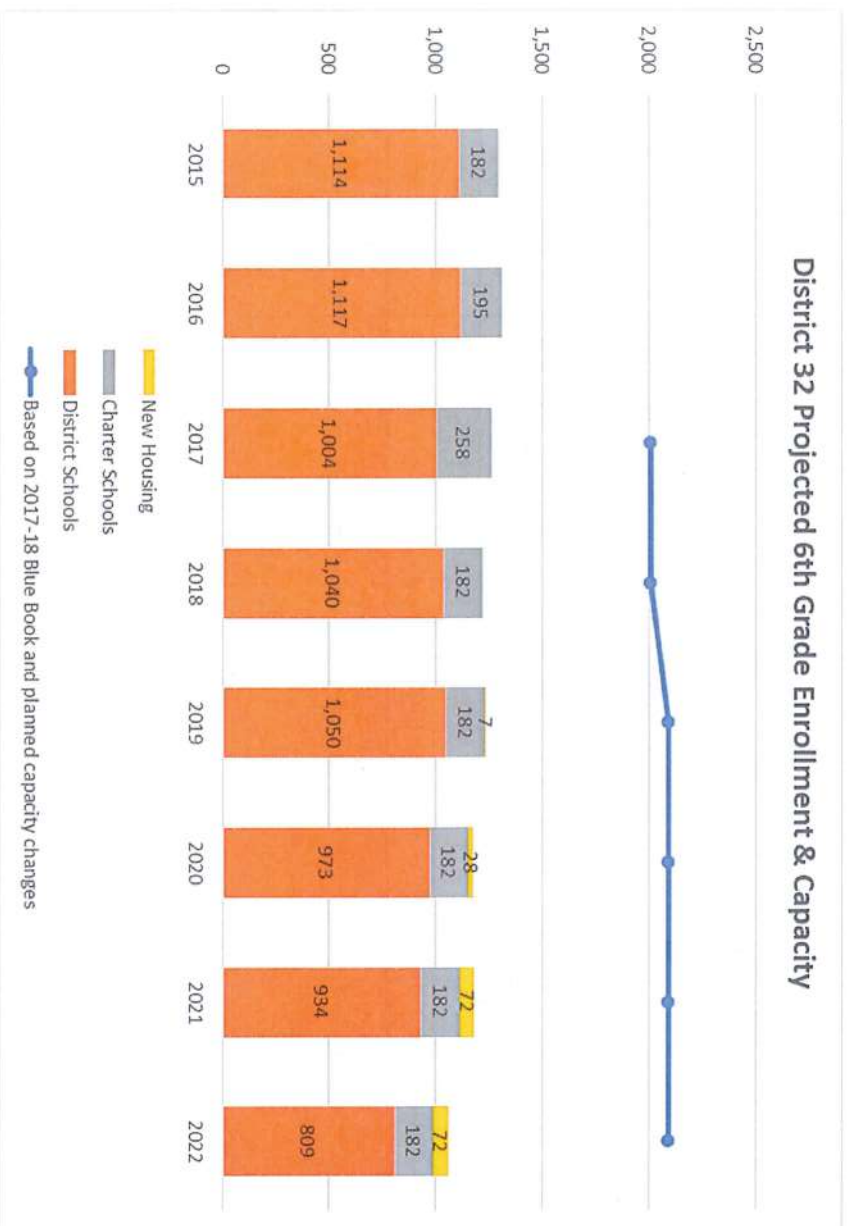
Total kindergarten enrollment is projected to slightly increase through the 2022-2023 school year. District 32 is expected to be able to accommodate kindergarten students based on overall available space.



1. Based on historical growth and projected new students from new construction, chart includes district and charter enrollment and capacity within the district. Enrollment for 2015-2016 through 2018-2019 is from Audited Register. Enrollment for 2019-2020 and beyond is projected based on the average of the last three years of kindergarten.

Sixth-Grade Capacity and Projected Enrollment

Sixth-grade enrollment is projected to decrease moderately through the 2022-2023 school year. District-wide, there is sufficient capacity to accommodate student demand at the middle school level.



1. Based on historical growth, K-6 cohort retention, and projected new students from new construction; chart includes district and charter enrollment and capacity within the district. Enrollment for 2015-2016 through 2018-2019 is from Audited Register. Enrollment for 2019-2020 and beyond is projected based on the cohort size of the younger grades and the historical grade-to-grade attrition.

Under-Utilized Buildings

The DOE publishes a list of under-utilized buildings. This list recognizes that a building may have excess space that could be used more efficiently, but does not mean the DOE will propose a change in building utilization. Before proposing any changes, the DOE closely assesses available space and discusses potential changes with the community.

District 32 Under-Utilized Buildings with 150-299 Seats¹

Excess Seats	Building Code	Schools in Building	Building Utilization Rate
150 – 299 seats	K299	P.S. 299 Thomas Warren Field	49%
	K865	Bushwick Leaders High School for Academic Excellence	50%
	K151	P.S. 151 Lyndon B. Johnson	53%
	K123	P.S. 123 Suydam	68%
	K384	P.S./I.S. 384 Frances E. Carter; P.S. K053	69%
	K377*	P.S. 377 Alejandrina B. De Gautier; Achievement First North Brooklyn Prep Charter School	83%

**Achievement First North Brooklyn Prep is continuing to phase in K377 and will serve grades 5-8 at scale in the 2021-2022 school year.*

1. From a preliminary space analysis based on the 2017-2018 Blue Book

Under-Utilized Buildings – Continued

District 32 Under-Utilized Buildings with 300+ Seats

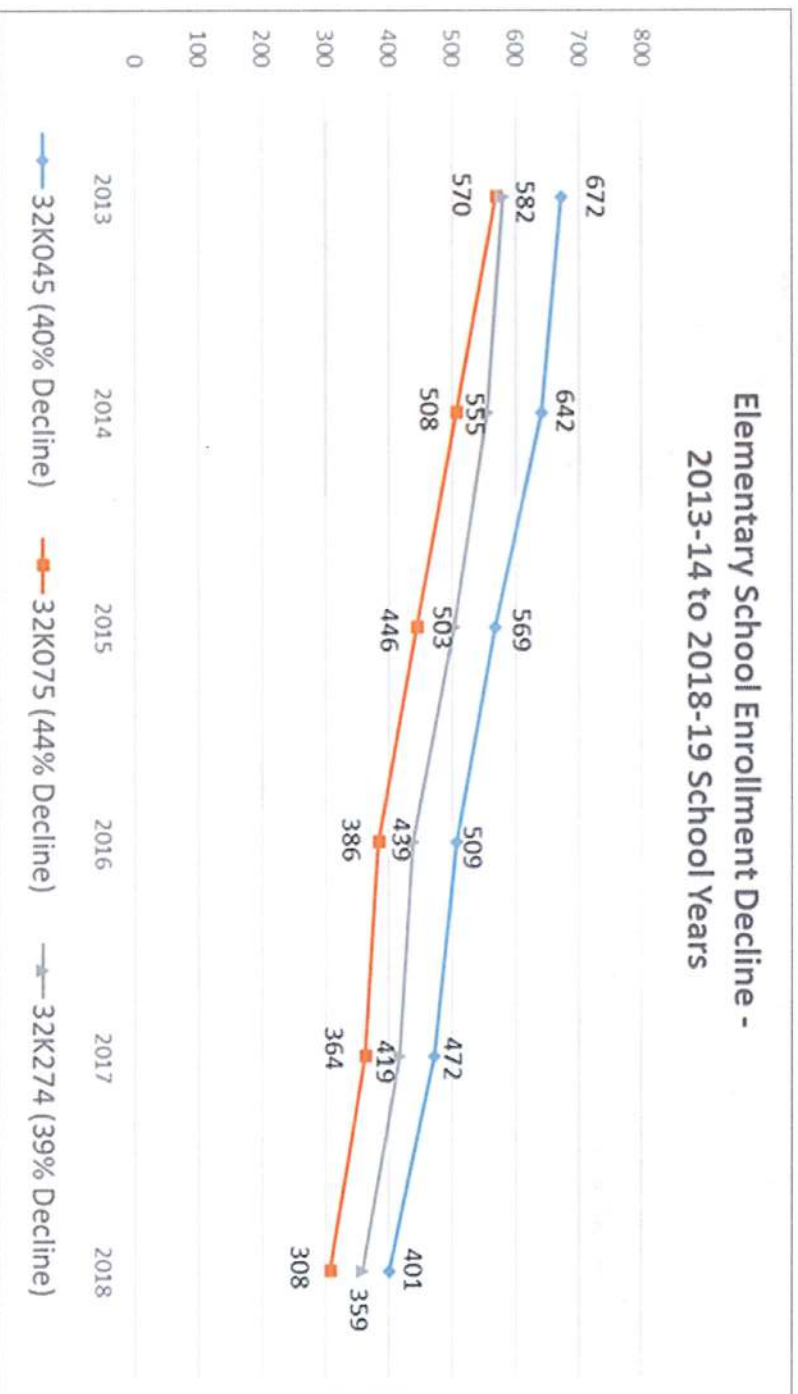
Excess Seats	Building Code	Schools in Building	Building Utilization Rate
300 + seats	K162	J.H.S. 162 The Willoughby	39%
	K106	P.S. 106 Edward Everett Hale	46%
	K145	P.S. 145 Andrew Jackson	47%
	K111	I.S. 347 School of Humanities; I.S. 349 Math, Science & Tech; Achievement First East New York Charter School	48%
	K075	P.S. 075 Mayda Cortiella	52%
	K274	P.S. 274 Kosciusko	54%
	K045	P.S./I.S. 045 Horace E. Greene	55%
	K291	J.H.S. 291 Roland Hayes; Bushwick Community High School; Math, Engineering, and Science Academy Charter High School	55%
	K296	P.S. K053; Achievement First Bushwick Charter School; Evergreen Middle School for Urban Exploration	69%
	K480	The Brooklyn School for Math and Research; Academy for Excellence in Leadership; The Brooklyn School for Social Justice; The Academy of Urban Planning and Engineering	69%
	K383	J.H.S. 383 Philippa Schuyler; Achievement First Bushwick Charter School	80%



District Needs Discussion

District Need – Support Declining Enrollment

- District 32 schools serving elementary school students have experienced an average 35% decline in enrollment over the past 5 years.



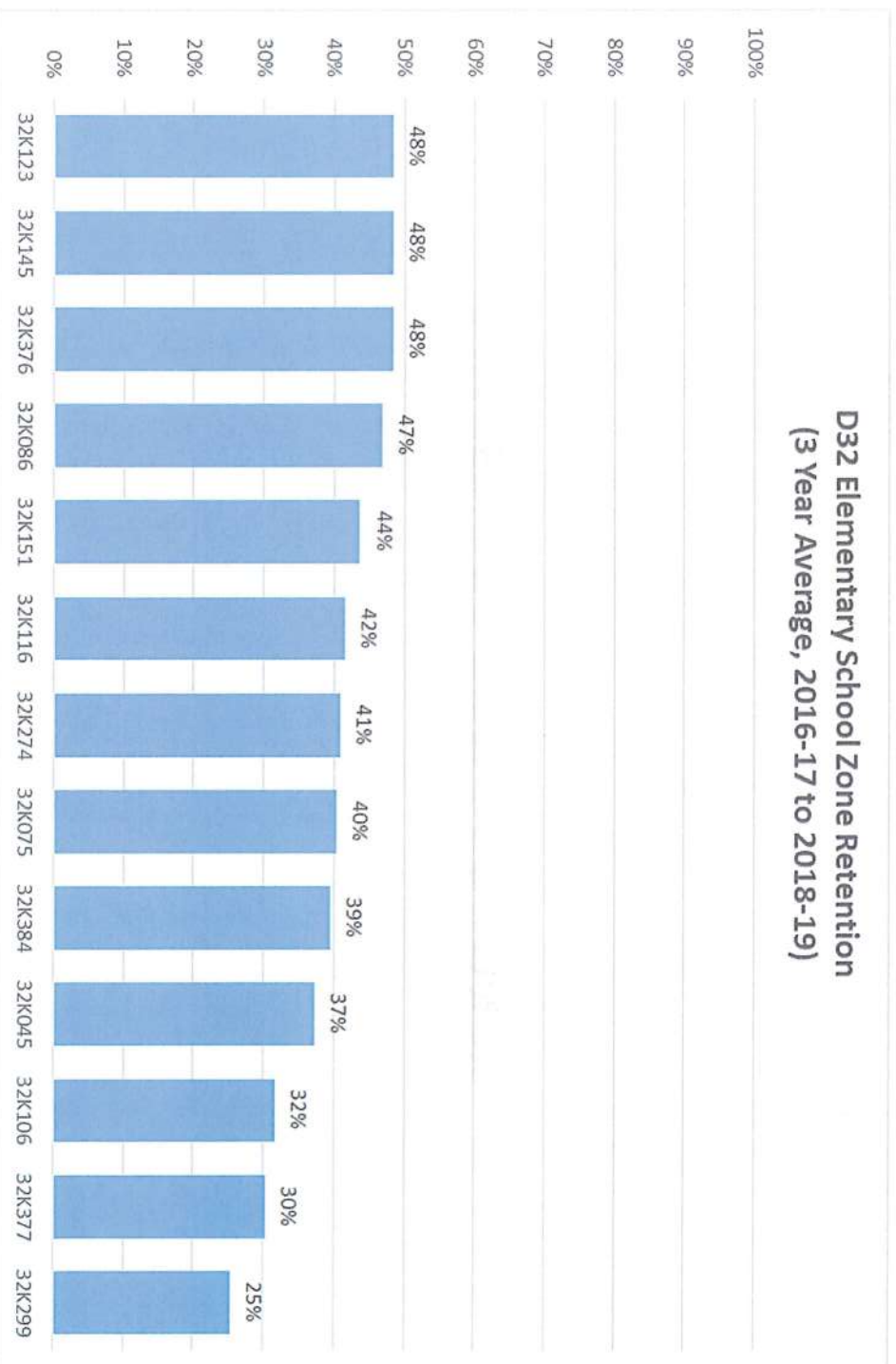
District Need – Address Excess Seats

- Some District 32 families choose to attend schools in other districts or charter schools. This contributes to an excess of seats at both the elementary and middle school levels district-wide.



District Need – Support District Retention

- More than half of zoned District 32 elementary school students do not attend their zoned school option.





Questions and Feedback

Guiding Questions to Consider

- What planning priorities are important to you?
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- What opportunities exist to increase diversity and integration in the district?
- Is there overcrowding in the district and a need to improve physical learning environments for students?
- How can available space be used to address district needs?

ODP Contact Information

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**Office of District
Planning Website**

<https://www.schools.nyc.gov/about-us/school-planning/district-planning>



Appendix





Additional District Data

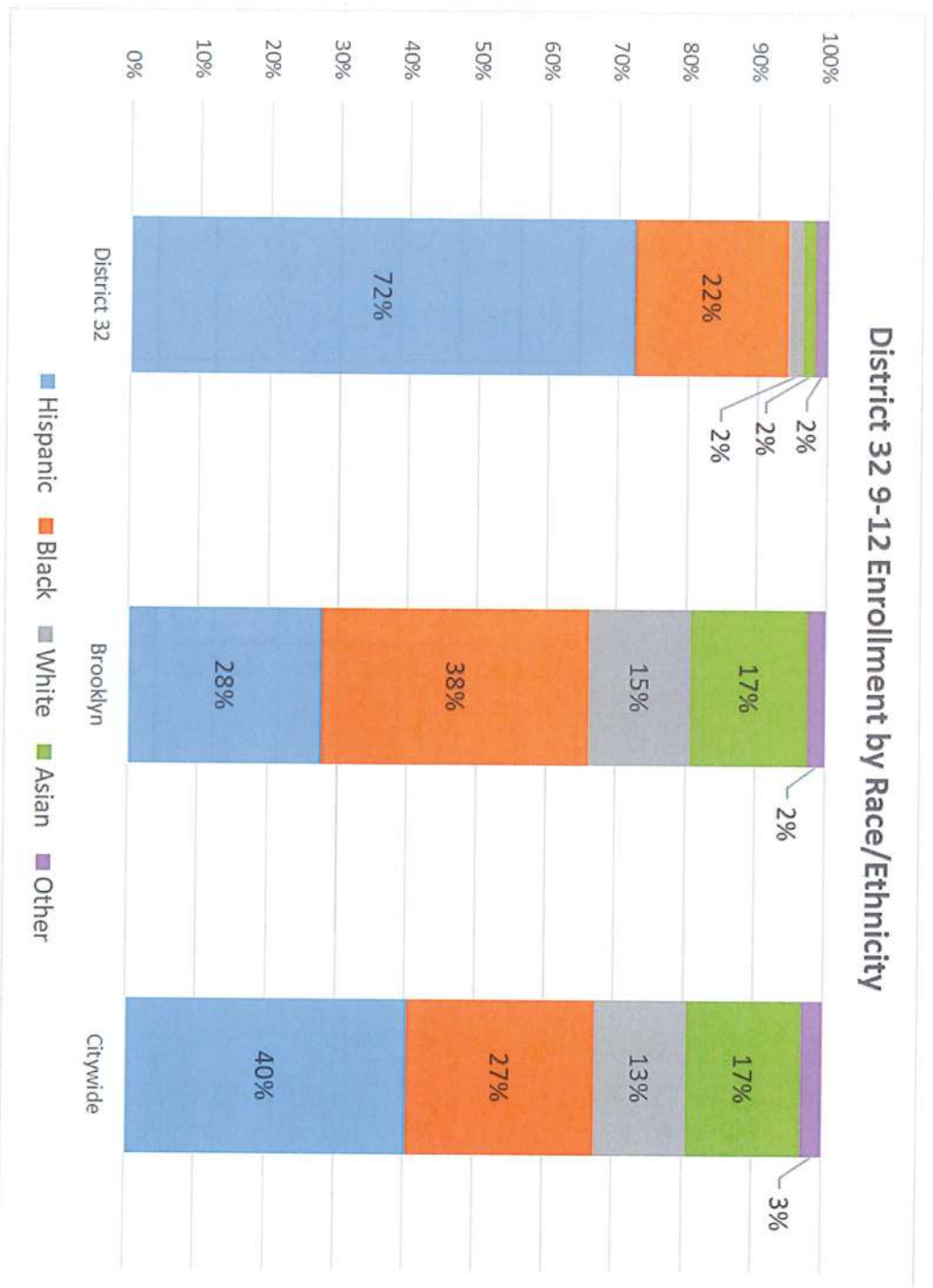
District 32 School Count

School Count¹

School Type	District Count	Charter Count
Elementary School	11	4
K-8	2	0
Middle School	6	2
6-12	1	0
K-12	0	0
High School	6	2
Transfer High School	1	0
Total	27	8

1. As of the 2018-2019 school year

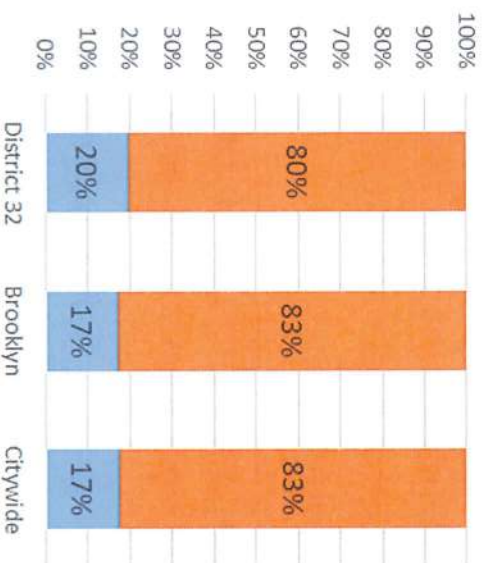
District 32 Demographics: 9-12



District 32 Demographics: 9-12

9-12 Student Groups

Students with Disabilities



Economically Disadvantaged



Multilingual Learners



Charter Siting Requests

- In 2014, the New York State Charter Law was amended to require the DOE to offer space to eligible new and expanding charter schools.
- If the DOE does not offer space, charters can pursue a process to receive rental assistance from the DOE for private facilities.
- This means the DOE must provide space or money for eligible charter schools' facilities. Therefore, any decision *not* to site a charter school has a significant cost to the city.
- Multiple new or existing charter schools have requested space in Brooklyn, although none specifically in District 32.
- To date, space has not been identified to accommodate these requests, shown on the following slide. Any potential charter co-locations would be preceded by extensive community engagement before deciding whether to proceed with a formal proposal process.

Charter Siting Requests – Continued

2020-2021 Brooklyn Charter Requests and Siting Needs¹

Preferred District(s)	School Name	Request Type	Grades
13	Brooklyn Prospect 1	ES Expansion (down) (temp)	K-5
14, 15, 17	Success Academy Charter School – Bushwick	MS Expansion (up)	5-8
14, 15, 17	Success Academy Charter School – Flatbush	MS Expansion (up)	5-8
15	Brooklyn Prospect 2	ES Expansion (down) (temp)	K-5
15	Success Academy Charter School - Myrtle Middle School	Re-siting	5-8
18	Lamad Academy Charter School	New School	6-8
21, flexible	Brooklyn Hebrew Public Charter School	Re-siting (temp)	K or 4
23	Uncommon Leadership Preparatory Ocean Hill Charter School	Re-siting	5-8
Flexible	Success Academy Charter School--Bed Stuy 1	HS Expansion (up)	9-12
Flexible	Success Academy Charter School--Bed Stuy 2	HS Expansion (up)	9-12
Flexible	Success Academy Charter School--Cobble Hill	HS Expansion (up)	9-12
Flexible	Success Academy Charter School—Williamsburg	HS Expansion (up)	9-12
Flexible	Uncommon Collegiate Elementary School (1)	ES Expansion (down)	K-4
Flexible	Uncommon Collegiate Elementary School (2)	ES Expansion (down)	K-4

1. Charter Schools that have indicated interest or requested space to date for the 2020-2021 School Year (as of November 2019) - subject to change

Significant School Changes and Chancellor's Regulation A-190

Public Review Process for Significant School Changes

- Chancellor’s Regulation A-190 governs the public review process for any proposal resulting in a significant change in school utilization. Significant changes include:
 - Grade reconfigurations
 - Co-locations of new or existing schools
 - Re-sittings
 - Mergers
 - Closures
- For every significant change proposal, the DOE is required to:
 - Publish an Educational Impact Statement (EIS) and, where applicable, a Building Utilization Plan (BUP)
 - Convene a Joint Public Hearing with the CEC and affected school communities
 - Publish an Analysis of Public Comment
 - Arrange for the Panel for Educational Policy (PEP) to vote on the proposal*
 - Proposals must be issued at least six months before the start of the upcoming school year in order to be implemented, if approved by the PEP

* On July 31, 2019, the PEP approved amendments to Chancellor’s Regulation A-190 that incorporate recent changes to the state Education Law.

Proposal Engagement

The DOE is committed to robust and meaningful engagement. Beyond the A-190 process, additional opportunities for providing feedback on a proposal include:

- Conversations with community stakeholders
 - Principals, School Leadership Teams, families, and school community members
 - Community and Citywide Education Councils
 - Elected officials
 - PEP members
- CEC presentations
 - Annual share of district data workbooks and needs
 - Conversations on scenarios and specific proposals
- Walkthrough and debrief for co-location proposals as needed
 - Led by DOE leadership at impacted buildings alongside school, district, and PEP stakeholders
- Community meeting offered for each proposal
 - Opportunity for school communities to gather and discuss the proposal in advance of the formal Joint Public Hearing, and in some cases after the Joint Public Hearing as needed

Chancellor's Regulation A-190 Timeline

Mandated by the State Education Law and A-190	DEVELOPMENT	POSTING	PUBLIC COMMENT PERIOD	PEP MEETING
Major Activity				
DISTRICT, SCHOOL, CEC DISCUSSIONS				
SLT, CEC, AND COMMUNITY MEETINGS				
POST EIS, BUP, NOTICES		●		
JOINT PUBLIC HEARING			●	
COLLECTION OF PUBLIC COMMENTS				
PEP VOTE				●

**Proposals must be issued at least six months before the start of the upcoming school year in order to be implemented, if approved by the PEP.*



Rezoning and Chancellor's Regulation A-185

What is Rezoning?

- Rezoning is a collaborative process of changing existing school zone lines and creating new zones, and is governed by Chancellor's Regulation A-185
- ODP and the Superintendent develop rezoning plans in partnership with the CEC and school communities
- The CEC decides on the zones; the local CEC votes on rezoning proposals for their Community School District

What Can Rezoning Accomplish?

- Rezoning is an important lever for improving educational access and learning conditions
- **Improve educational access**
 - Create a zone for a new school option
 - Increase access to high quality schools
 - Increase diversity in or across zones
- **Improve learning conditions**
 - Alleviate overcrowding
 - Equalize or balance utilization across buildings

Chancellor’s Regulation A-185 Timeline

Major Activity	2019				2020										
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
<p>1. Identify Needs: The need to rezone can be raised by the DOE, CEC, schools, and/or the community</p>															
<p>2. Stakeholder Engagement: This includes partnering with the CEC, school principals, SLTs, communities, elected officials, and other stakeholders. Feedback from these discussions inform potential zone lines</p>															
<p>3. Zoning Scenario Development: The DOE analyzes enrollment trends, demographics, residential data, and school capacity to inform needs of the district and potential zoning scenarios</p>															
<p>4. Presentation of Proposed Zone Lines to CEC: ODP and the Superintendent present zone line changes to the CEC at a public meeting</p>															
<p>5. CEC Votes: Within 45 days of proposal submission, the CEC votes on zonings scenario*</p>															

*Rezoning votes take place on this suggested timeline for fall 2021-2022 implementation so that changes to school admissions/enrollment can be included in admissions process for the following school year.