



# Community Education Council 15 Data Consultation

*Office of District Planning*

October 24, 2023

# Agenda

- Introductions
- About District Planning
- Significant School Changes and Chancellor's Regulation A-190
- Rezoning and Chancellor's Regulation A-185
- Reviewing D19 Data Summary
- Questions & Answers
- Contact Information
- Appendix

# ABOUT DISTRICT PLANNING

# District Planning Levers

ODP partners with school communities, CECs, Superintendents, other DOE offices, and additional stakeholders to assess district needs and priorities and develop strategic plans to address them.

Levers to make important school or district changes include:

- **Rezoning**
- **Unzoning**
- **School Mergers**
- **New Schools**
- **New Programs**
- **Grade Expansions and Truncations**
- **School Re-sitings**
- **Charter School Siting**
- **Enrollment Planning**

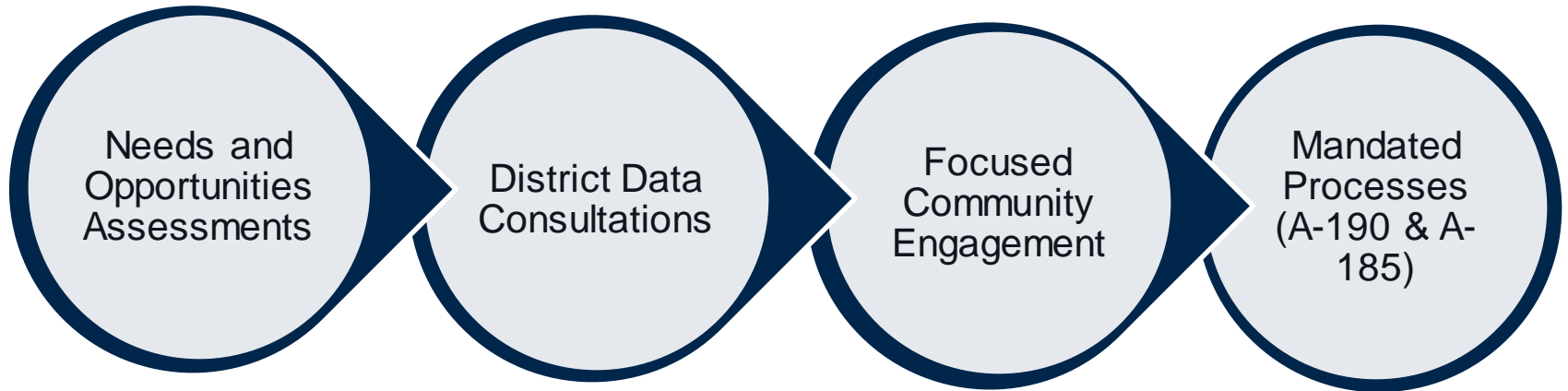
# District Data and Strategic Planning

- Every year, ODP shares and reviews district planning information with each CEC to identify key planning needs and priorities.
- These strategic planning conversations cover a variety of data used to inform the district planning process, including enrollment, demographics, and capacity.
- This data can help illuminate the district landscape, highlighting potential school or building crowding, enrollment trends, special programming gaps, or capacity needs.
- ODP, CECs, and other DOE and community stakeholders work together to identify potential opportunities to address planning needs and priorities throughout the district planning process.

# Community Engagement

- Community engagement is a key part of the district planning process
- We seek to engage in meaningful dialogue with communities in order to develop proposals that address local needs and priorities.
- 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
  - Engaging communities through discussions about district needs and potential ways to address them throughout the process

# District Planning Process



- ODP compiles and analyzes data about each district to identify areas of need.

- ODP consults with superintendents, community stakeholders, and other partner offices through District Planning Committees to gather perspectives on the data and district priorities.

- ODP shares District Data Summaries with each CEC, along with guiding questions and consultations with ODP to aid them in interpreting the data.

- ODP, Superintendents, and CECs convene a discussion about the needs and priorities of the district and begin identifying potential scenarios for further exploration

- ODP utilizes various strategies and methods to engage communities about specific needs.

- In addition to meetings within existing structures such as CECs and SLTs, these strategies have included working groups, building and neighborhood walks, parent coffee talks, Participatory Action Research, and other methods to increase representation and participation of community members.

- Based on engagement, ODP determines which specific scenarios to pursue, and initiates any mandated process.

# **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:
  - School grade level changes
  - Co-locations of new or existing schools
  - School re-sitings (or relocations)
  - School mergers
- 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

# REZONING AND CHANCELLOR'S REGULATION A-185

# What is a School Rezoning?

- Rezoning is a collaborative process where the geographic areas of school zones are changed and/or new zones are created, as governed by Chancellor's Regulation A-185.
- ODP and the Superintendent develop rezoning plans in partnership with the CEC and school communities.
- The CEC votes on rezoning proposals for their respective Community School District.

# What Can Rezonings Accomplish?

- Rezonings are an important lever for improving educational access and learning conditions.
- Rezonings can:
  - Create a zone for a new school option
  - Increase access to high quality schools
  - Increase diversity in or across zones
  - Alleviate overcrowding
  - Equalize or balance utilization across buildings

# REVIEWING DISTRICT 15 DATA SUMMARY

# District 15 Enrollment Trends

## DISTRICT 15 ENROLLMENT, 2017-18 TO 2022-23

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	1yr Change	5yr Change
3K	-	-	-	14	276	318	15%	-
PK	1,556	1,580	1,644	1,305	1,198	1,294	8%	-17%
K-5	18,292	17,856	17,382	15,999	14,636	14,162	-3%	-23%
6-8	6,003	6,376	6,484	6,406	5,846	5,676	-3%	-5%
9-12	6,177	6,294	6,228	6,360	6,268	6,154	-2%	0%
<b>Total</b>	<b>32,028</b>	<b>32,106</b>	<b>31,738</b>	<b>30,084</b>	<b>28,224</b>	<b>27,604</b>	<b>-2%</b>	<b>-14%</b>
% Change YoY		0.2%	-1.1%	-5.2%	-6.2%	-2.2%		

### Guiding Questions

- What happened to district enrollment over the last six years overall?
- By incoming grade level (i.e. K and sixth)?
- Are there notable trends?

### Takeaways

- Over the past five years, total enrollment for grades K-12 and pre-K in District 15 declined by 14%.
  - Enrollment in grades K-5 has decreased by 23% and in grades 6-8 by 5%.
- In the last year, total enrollment in District 15 declined by 2%, showing that enrollment has likely stabilized.

# District 15 Elementary School Retention

Elementary School Retention – Table

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	% of Residents	
							2017-18	2022-23
<b>District 15 Schools</b>	16,050	15,568	15,121	13,731	12,545	12,047	71%	65%
<b>Other District Schools</b>	1,230	1,257	1,259	1,182	1,055	1,021	5%	5%
<b>Charter Schools</b>	802	802	954	1,030	1,047	1,055	4%	6%
<b>Non-Public Schools</b>	4,190	4,159	4,108	4,142	4,283	4,231	19%	23%
<b>Other</b>	289	307	305	313	288	310	1%	2%
<b>Total</b>	<b>22,561</b>	<b>22,093</b>	<b>21,747</b>	<b>20,398</b>	<b>19,218</b>	<b>18,664</b>	<b>100%</b>	<b>100%</b>
<b>% Change YoY</b>		-2.1%	-1.6%	-6.2	-5.8	-2.9		

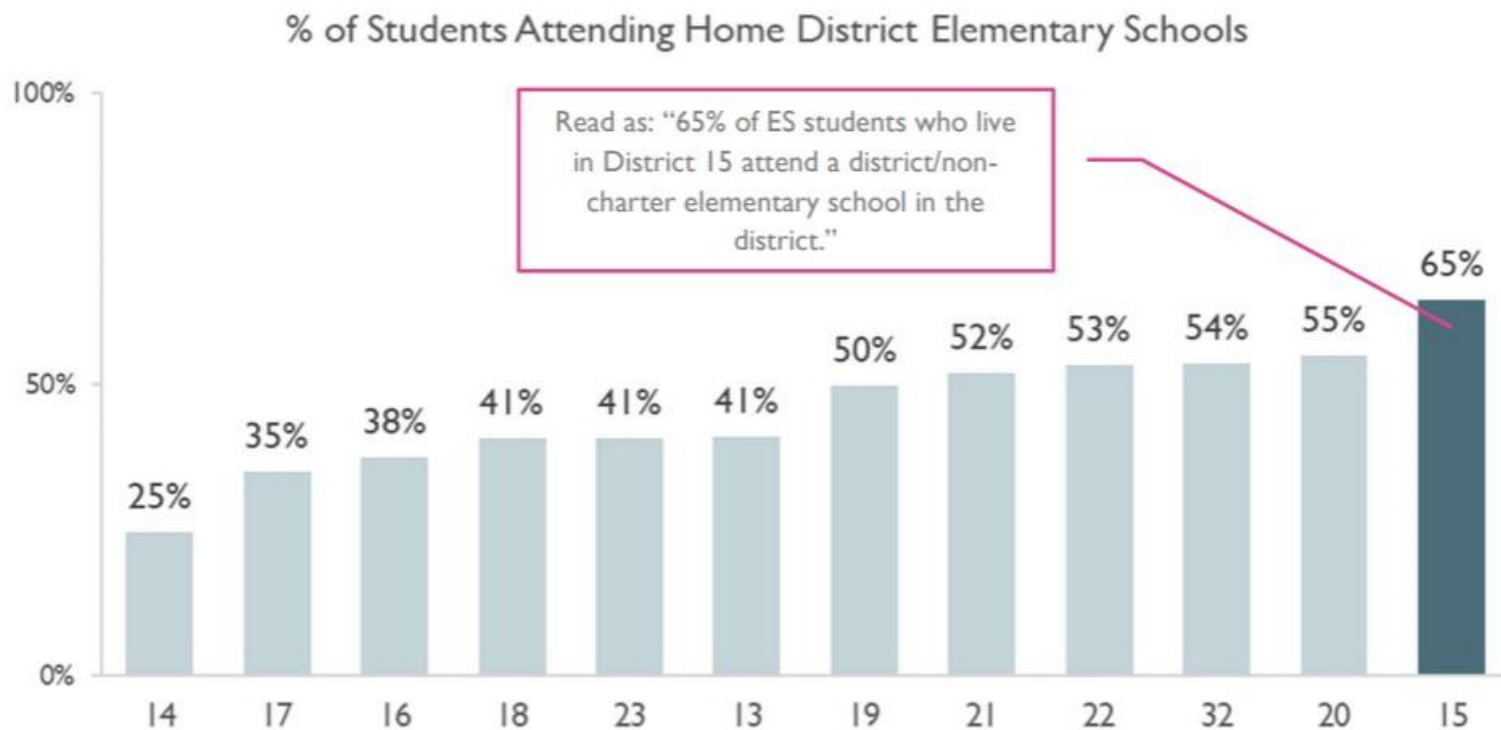
- **Takeaways**

- Over the past 5 years, the number of elementary school-aged children in District 15 decreased by 17%, from 22,561 to 18,664 elementary school-aged residents.
- The number of district 15 students enrolled in District 15 schools declined by almost 25%, which represents a smaller portion of elementary school-aged children in District 15 enrolling in District 15 Schools.
- During that same period, the number of District 15 residents enrolled in charter schools increased by almost 32%, and the enrollment in non-public schools remained stable.
  - A greater portion of elementary school-aged children in District 15 were enrolled in charter schools and non-public schools compared to the number enrolled in the 2017-2018 year.

# District 15 Retention Trend Comparisons Pt. 1

## HOW RETENTION IN DISTRICT 15 COMPARES TO OTHER BROOKLYN DISTRICTS

### Elementary School Students



# District 15 Middle School Retention

Middle School Retention - Table

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	% of Residents	
							2017-18	2022-23
District 15 Schools	4,521	4,784	4,929	4,967	4,479	4,303	49%	47%
Other District Schools	1,788	1,785	1,780	1,739	1,621	1,586	19%	17%
Charter Schools	676	720	780	798	770	775	7%	8%
Non-Public Schools	2,199	2,300	2,409	2,429	2,404	2,483	24%	27%
Other	73	81	70	76	86	98	1%	1%
<b>Total</b>	<b>9,257</b>	<b>9,670</b>	<b>9,968</b>	<b>10,009</b>	<b>9,360</b>	<b>9,245</b>	<b>100%</b>	<b>100%</b>
% Change YoY		4.5%	3.1%	0.4%	-6.5%	-1.2%		

- **Takeaways**

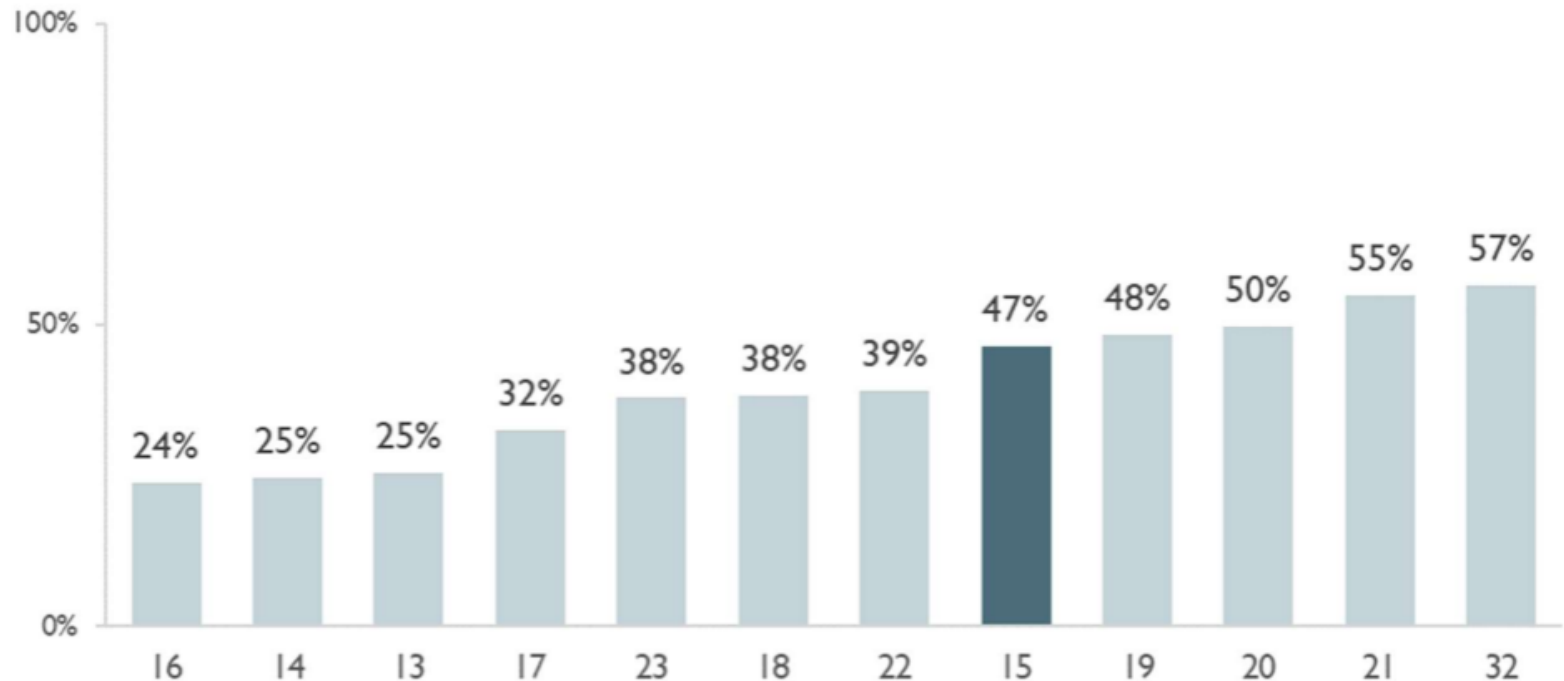
- Over the past five years, the number of middle school-aged children in District 15 has remained stable.
  - Similar proportions of District 15 middle school-aged children were enrolled in District 15 schools, charter schools, and non-public schools compared to the 2017-18 school year.



# District 15 Retention Trend Comparisons Pt. 2

## Middle School Students

% of Students Attending Home District Middle Schools



# District 15 Pre-K to K Articulation

Pre-K-to-Kindergarten Articulation - Table

	2018-19 to 2019-20		2021-22 to 2022-23	
	#	%	#	%
District 15 Schools	1,769	66%	1,369	64%
Other District Schools	265	10%	203	10%
Charter Schools	149	6%	116	5%
Non-Public Schools	31	1%	22	1%
Out of NYC	66	2%	40	2%
Other	414	15%	382	18%
<b>Total</b>	<b>2,694</b>	<b>100%</b>	<b>2,132</b>	<b>100%</b>

## • Guiding Questions

- Are students remaining in the district to attend elementary school?
- If not, where are they going?

## • Takeaways

- Over the past four years, the percentage of pre-K students leaving NYC or enrolling in charters, or other school options for Kindergarten stayed about the same.
- While District 15 pre-K students are choosing options at similar rates, there were almost 21% fewer pre-K students articulating in 2021-22 than in 2018-10.

# District 15 5<sup>th</sup> to 6<sup>th</sup> Grade Articulation

Grade 5-to-6 Articulation - Table

	2018-19 to 2019-20		2021-22 to 2022-23	
	#	%	#	%
District 15 Schools	1,917	67%	1,577	63%
Other District Schools	498	17%	495	20%
Charter Schools	186	6%	156	6%
Non-Public Schools	141	5%	140	6%
Out of NYC	111	4%	97	4%
Other	19	1%	36	1%
<b>Total</b>	<b>2,872</b>	<b>100%</b>	<b>2,501</b>	<b>100%</b>

- **Guiding Questions**

- Are students remaining in the district to attend middle school?
- If not, where are they going?

- **Takeaways**

- Over the past four years, the percentage of 5th grade students leaving NYC or enrolling in charters, or other school options for 6<sup>th</sup> grade stayed about the same.
- During the same period, the percentage of District 15 5th graders articulating to a district school in another district increased slightly.

# District 15 Schools in Bottom 25% of Enrollment Citywide Serving ES Grades

DBN	School Name	Grade Level	2017-18 Enrollment K-12	2022-23 Enrollment K-12	5-yr Change	Fall 2023 Apps*	Grade K Zone Size
15K118	The Maurice Sendak Community School	ES	259	212	-18%	56	39
15K295	P.S. 295	ES	417	227	-46%	39	52
15K124	P.S. 124 Silas B. Dutcher	ES	297	264	-11%	31	95

- **Takeaways**

- District 15 has three elementary schools in the bottom 25% of enrollment citywide.
- There is no District 15 school serving middle school grades with enrollment in the bottom 25% citywide.

# District 15 High Demand Schools

## Highest Demand Schools at Kindergarten

DBN	School Name	Total Seats	Fall 2023 Apps*
15K146	The Brooklyn New School, P.S. 146	100	215
15K029	P.S. 029 John M. Harrigan	125	196
15K321	P.S. 321 William Penn	250	309
15K058	P.S. 058 The Carroll	150	205
15K010	Magnet School of Math, Science and Design Technology	175	202

## Highest Demand Schools at 6<sup>th</sup> Grade

DBN	School Name	Total Seats	Fall 2023 Apps*
15K442	M.S. 442 Carroll Gardens School for Innovation	106	540
15K447	The Math & Science Exploratory School	180	499
15K497	The Boerum Hill School for International Studies	120	393
15K443	New Voices School of Academic & Creative Arts	190	375
15K051	M.S. 51 William Alexander	350	459

- **Takeaways**

- At the elementary school level, 4 of the 5 most in-demand options are zoned schools, and 1 (The Brooklyn New School) is a non-zoned school.
- At the middle school level, the most in-demand options are middle schools and 1 secondary school located in Carroll Gardens, Park Slope, Gowanus, and Windsor Terrace. Each school received far more applications than seats for the 2023-2024 school year.

# District 15 D75 Seat Need & Students in Temporary Housing

## District 75 Seat Need and Capacity

	ES			MS			HS		
	District	Borough	City	District	Borough	City	District	Borough	City
Capacity	102	3,074	12,520	216	1,382	5,372	302	2,386	9,157
Residents	217	2,617	10,747	82	1,142	4,371	136	2,026	7,722
Deficit	-115	No Deficit	No Deficit	No Deficit	No Deficit	No Deficit	No Deficit	No Deficit	No Deficit

Source: 2022-2023 Audited Register; includes only students enrolled in D75 special classes

## STUDENTS IN TEMPORARY HOUSING

	ES			MS			HS		
	District	Borough	City	District	Borough	City	District	Borough	City
# Students in Temp. Housing	861	9,460	35,084	407	5,396	19,756	526	6,417	23,917
% Students in Temp. Housing	5%	8%	9%	6%	8%	9%	7%	7%	8%

### Takeaways

- There is sufficient District 75 MS and HS capacity to accommodate District 75 students who live in District 15, but there is a deficit of District 75 ES seats in District 15.
- In District 15, 5% of elementary school students and 6% of middle school students live in temporary housing, which is below the city average.



# Questions & Feedback?



# Contact Information

## Office of District Planning

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- Brooklyn North Analytics Team:
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# APPENDIX

# Key Terms

- **Building Capacity:** The total number of students a building can accommodate based on the programmatic use of instructional rooms.
- **Building Utilization:** Total enrollment of all schools in a building divided by capacity.
- **The Enrollment, Capacity & Utilization Report (“Blue Book”):** An annual document published by SCA that provides information on school organization and school building utilization.
- **Instructional Footprint:** The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels it serves and number of classes per grade it offers. For existing schools, the Footprint is applied to the current number of classes a school is programming.
- **School Construction Authority (SCA):** City agency that manages the construction of new school buildings, additions, annexes, and capially funded construction projects.