



C.E.C. Meeting

May 28, 2024

Rafael T. Alvarez , Superintendent
Nicole Lanzillo, Deputy Superintendent
Deirdre Keyes-Caillibotte, Executive Director SSO

Celebrating and Honoring in May



Upcoming: Celebrating and Honoring in June



Agenda

- District Celebrations
- Curriculum Impact; Case Studies
- WXY / D15 Diversity Plan Evaluation Snapshot

District Celebrations



District 15

2024 CROSS DISTRICT CHAMPIONSHIP TOURNAMENTS WITH THE NYC URBAN DEBATE LEAGUE



Fostering critical thinking and communication skills through a citywide debate competition.

Resolved: The U.S. should substantially increase outer space exploration.

Elementary School: May 17, 2024
White and Case Law Firm, 8:30-2:30

Middle School Novice: May 23, 2024
Morrison Foerster Law Firm, 8:30-4:30

Middle School Varsity, May 23, 2024
Brown Rudnick Law Firm, 8:30-4:30



Urban Debate League

Middle School 4/18/24 Tournament Winners:

1st Place: Sadie Cohen-Thompson MS 136

2nd Place: Wren Azen MS 88

3rd Place: June O'Brien MS 136



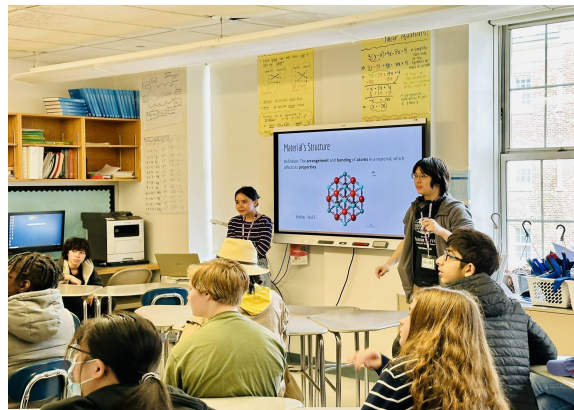
Urban Debate League

Middle School 4/18/24 Winning Teams:

- 1st Place: Ruby Chan and June O'Brien MS 136
- 2nd Place: Zachary Massim and Amber Saif MS 447
- 3rd Place: Leo Sussman and Charles Vater MS 88







Thank you Neal Singh and all of the district and family volunteers!



D15 Events/Workshops



District 15 Recognition Ceremony

2023-2024

Wednesday, 4:00 PM
June 5th 2024 7:00 PM

MS 88, 544 7th Avenue
Brooklyn, NY 11215

We are Honoring
School Nurses,
School Secretaries,
Paraprofessionals,
School Based
Support Teams,
and Community
Coordinators/
Associates.

Hosted by
Principal Aileen
Mitchell



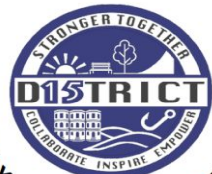

Neal L. Singh
Director of Student Services
& Special Initiatives

Rafael T. Alvarez
Superintendent

Nicole Lanzillotto
Deputy Superintendent

Deirdre Keyes-Caillibotte
Executive Director of Student
Services and Operations







FAMILY INFORMATION SESSION


NYC READS - CURRICULUM ROLLOUT

- Join members of the District 15 team for an information session about upcoming curriculum shifts.
- Learn about the benefits of a knowledge-building curriculum paired with robust foundational skills (phonics and phonemic awareness) program, and how these are designed to meet a range of learners.
- We will share how we've been preparing for this shift and how we'll continue to support schools during the rollout.


Presented by: D15 ELA Instructional Team




Wednesday,
June 12, 2024



[Scan QR Code or Click Here for Zoom Link](#)



6:00 pm -
7:00 pm





Join us!

SATURDAY
JUNE 8, 2024
10AM-3PM

#D15LEARNINGTOGETHER

2nd Annual

DISTRICT 15 FAMILY EVENT

LEARNING TOGETHER

- ★ Parent & Family Workshops
- ★ Student Performances
- ★ Community-Based Organizations Share Fair
- ★ Boxed Lunches & Carnival

PS 32 420 UNION STREET

Curriculum Impact; Case Studies

Wit and Wisdom, Evidence of Impact using Resources and Formative Assessments

Content Rich Core Texts

Strong vocabulary knowledge and usage

Integrated Approach to Teaching Skills

Improve student writing and oral language

Content Framework

Deeper conversations and thinking about core texts

Craft Questions

Strong elaboration and development of topics in writing

Systematic Assessment

Progress and growth in student understanding

HMH's Into Reading/Arriba la Lectura, Evidence of Impact using Resources and Formative Assessments

Daily Reading Responses

Master phonics concepts through embedded application

Advance Phonics Instruction, Grade 3-5

Increase fluency with spelling of multisyllabic words

Writing Rubrics & Peer Conferring Checklists

Improve student generated writing

Exemplar Writing Pieces

Improve use of writing conventions

Constructed Response Rubric

Demonstrate evidence of text comprehension

Screeners Data highlights: SWI (Students with IEPs)

- ❖ In **K-2, Students with IEPs** show biggest improvements relative to the district
 - 15K001 (HMH)
 - Acadience K-2, in the last 2 years **Students with IEPs increased achievement** from 8% At or Above Benchmark at MOY to 23% At or Above Benchmark
 - 15K107 (WW)
 - Acadience K-2, in the last 2 years **Students with IEPs increased achievement** from 42% At or Above Benchmark at MOY to 49% At or Above Benchmark

- ❖ Relative to the district 295, 107 and 10 saw improved MOY achievement outcomes

Screener Data highlights: MLL

Schools utilizing HMH this year are seeing the impact of the curriculum through improved ELL screener data

- **PS 1** = 36% of ELLs
- **PS 94** = 52% of ELLs
- **PS 516** = 40% of ELLs

showed above average mid-year growth

Targeted small-group instruction during HMH's reading block:

- ☐ Enables teachers to focus on **targeted mini-lessons** that align to ELL-specific listening / speaking / reading / writing skills and goals
- ☐ **Increases talk time** for ELLs through Reader's Theater and ELD Tabletop mini lessons
- ☐ Aligns classroom teachers and service providers with **normed language and student goals**

Overcoming the Implementation Dip

“For a long time, we have been finding that when organizations try something new, even if there has been some pre-implementation preparation, the first few months are bumpy. How could it be otherwise? New skills and understanding have a learning curve. Once we brought this out in the open, a lot of people immediately felt better knowing that it is normal and everyone goes through it. This finding led to the realization that we needed to focus on capacity building in this critical stage.” (p. 71)

Source: Fullan, M. (2011). Change leader: Learning to do what matters most. San Francisco: Jossey-Bass.



Responding proactively to the Implementation Dip.

Create Awareness

Be transparent about the “dip” and create space to discuss and deal with it.

Pause to Reflect

When the “dip” hits, identify wins, and acknowledge the refinements needed.

Support

Share plans for active engagement to support the “dip” as an opportunity to learn.

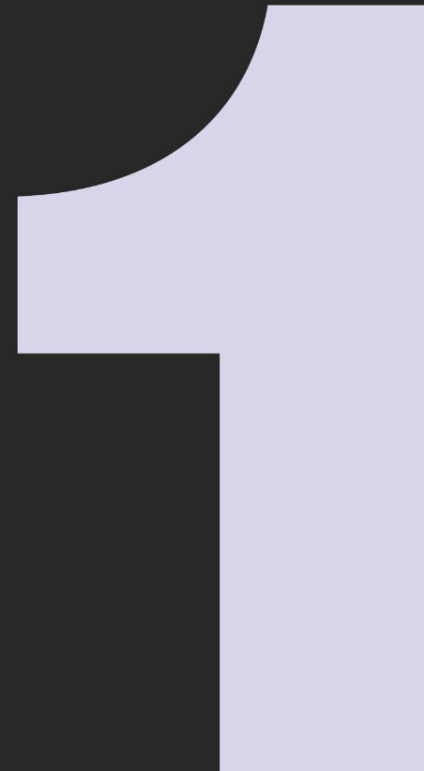
District 15 Diversity Plan Evaluation & Reflection



Agenda

1. D15 Diversity Plan
2. Evaluation Process
3. Selection of Key Findings
4. Next Steps

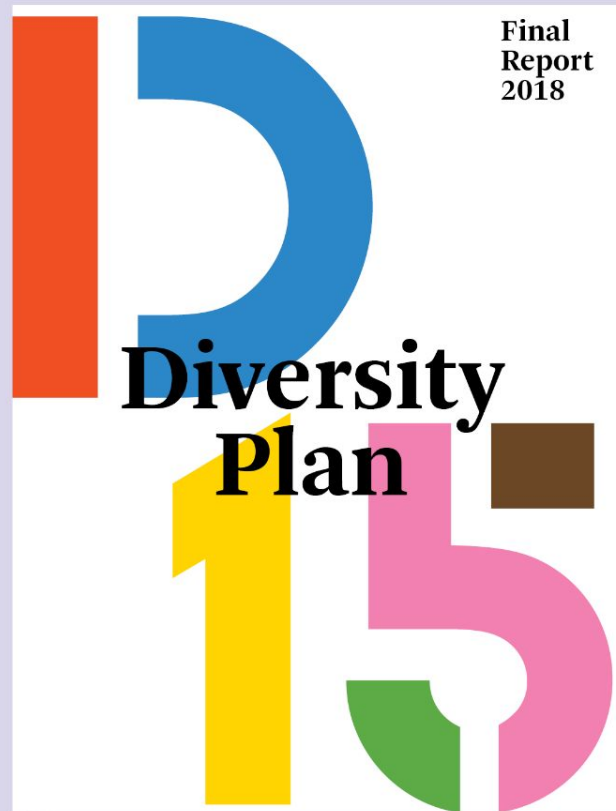
D15 Diversity Plan



Timeline

2017	2018	2019	2020	2021	2022 - Ongoing
<p>D15 Diversity Planning Process Begins</p> <p>NYC DOE approves a community-based planning process to identify recommendations for how to meaningfully integrate D15 middle schools.</p>		<p>D15 Diversity Plan Approved by DOE</p> <p>In the September of 2018, the DOE approved all but a few of the D15 Plan's 64 recommendations.</p>	<p>COVID-19</p> <p>March 2020 schools close and then shift to remote learning for the remainder of the school year due to the pandemic.</p>		
		<p>First 6th Grade Cohort Enters D15 Middle Schools under D15 Plan</p> <p>New admissions policies under the D15 Plan began for SY 2019-2020, including the removal of screens and the implementation of the priority lottery.</p>	<p>D15 Plan Evaluation & Reflection</p> <p>Evaluation of the D15 Plan began October 2022. Engagement with school communities ran through June 2023. DOE provided the latest year (SY 22-23) of data in January 2024 to be incorporated into the evaluation.</p>		

Features



Features

Integration

Equitable Admissions

YEAR 1

1. Remove all screens. (These screens include: lateness, attendance, student behavior, admissions exams/tests, standardized test scores, report card grades, & auditions. Maintain the current system of school choice.)
2. Create an admissions priority for students who qualify as low-income, are English Language Learners (ELLs) and/or are Students in Temporary Housing for 52% of all seats at all D15 middle schools.
 - A more specific & accurate metric will be developed & used to identify low-income students status. For example, using the DOE's economic need index & median income data from the US Census.
 - The admissions priority would be adjusted yearly to match the previous year's district average for low-income students.
3. Allow elementary students who have completed a dual language program to be automatically eligible for middle school dual language programs. Utilize a transparent & objective assessment to determine bi-literacy for new students entering a middle school dual language program.
4. Encourage the citywide School Diversity Advisory Group to research & explore the impacts of Dual Language programs as they relate to school diversity & integration.
5. Improve support & funding for existing programs in middle schools which have historically been ranked lower by applicants.
6. Explore, implement & fund specialized programs in middle schools which have historically been ranked lower by applicants,

such as Spanish and/or Chinese dual language programs & specialized STEM programs.

- Strengthen relationships between elementary schools & middle schools which have historically been ranked lower by applicants.
 - Ensure that any new specialized programs serve the entire school population (no tracking).
 - Ensure that any new dual language programs serve the immediate surrounding community of English language learners.
7. Conduct an assessment of all middle schools to identify inequities with respect to resources & program offerings. Use the results of the assessment to develop strategies to address inequities between schools, including the development of programs needed to support & challenge a range of learners at all middle schools in D15. Make the assessment & action plan publicly available.
 8. Allow students with physical disabilities the option to be prioritized for barrier free schools within their local school district.
 9. Once students are matched to a middle school, create an optional opportunity to identify & connect "cohorts" or clusters of students from the same elementary school to facilitate familiarity for incoming 6th graders.
 10. Align mid-year enrollment policies & mechanisms with district wide admissions priority. Ensure that the middle school appeals process is clear & easy-to-navigate.

YEARS 2 & 3

11. Assess whether all D15 middle schools have the required applicants to fill the 52% district wide admission priority for FRL students based on district average by the end of Year 2. Conduct a district wide survey to better understand student & parent choices.

8

Inclusion

Integrated Schools

1. Expand & incentivize opportunities for anti-racist, anti-bias, cultural sensitivity & disability bias trainings for D15 administrators, teachers, parents & students.
2. Provide support for D15 educators in adopting best practices for academically, racially & socioeconomically mixed classrooms.
3. Support short-term & long-term hiring practices, funding & incentives to hire more teachers of color.
4. Identify an "equity team," including the principal & a cohort of teachers & staff, who serve as in house support to coach teachers, develop curriculum, & guide Culturally Responsive practices at each middle school. Provide training opportunities on Culturally Responsive practices to "equity team." Ensure opportunity to join cohort is open to all teachers & staff.

Restorative Practices

1. Address the racial disparities in student discipline by investing, supporting, & incentivizing restorative justice circles & best practices to support student-centered, healing & restorative approaches to discipline, conflict, & community-building.
2. Create a Restorative Justice Coordinator (full-time DOE) position tasked with implementing, supporting & tracking a districtwide approach to restorative practices at all D15 middle schools. Designate a Restorative Justice leader at every D15 middle school to lead restorative practices within each school. Track,

monitor & report disciplinary data by race, gender & ethnicity.

3. Increase investment for multilingual social-emotional & mental health supports in D15 middle schools; such as guidance counselors & social workers. Add investments in trainings for students in conflict & peer mediation. Ensure access to services for English Language Learners.
4. Encourage the citywide School Diversity Advisory Group to address the disparate impact & use of metal detectors on students of color.

Collaboration & Engagement

1. Create mechanisms & develop ongoing opportunities for intra-district family, parent, & student engagement & collaboration (i.e. Districtwide after school programming, including sports, language, technology, music & arts programs). Partner with local community-based organizations to build on existing community programs.
2. Bolster & strengthen community engagement & invest in parent networks in historically marginalized communities & communities of color in collaboration with local community-based organizations & partners.
3. Pair intra-district PTAs to encourage collaboration & cross-cultural community building (this should be paired with support & trainings to ensure meaningful & productive engagement).
4. Conduct an internal review of PTA guidelines in order to better understand & encourage opportunities for intra-district fundraising.

Evaluation Objectives

- **School Integration:** Analyze the impact of the D15 Diversity Plan on school integration
- **Additional Impacts:** Highlight additional impacts related to the D15 Plan, such as transportation, overall enrollment, choice acceptance rates, and school utilization
- **Academic Outcomes:** Analyze D15 academic outcomes for D15 students overall and D15 PIA students since the D15 Plan implementation
- **Inclusive Practices:** Summarize reflections on the impact of the D15 plan on inclusive practices within D15 middle schools
- **Implementation:** Summarize community feedback and reflections on the D15 Plan and its implementation
- **Progress Update:** Provide a high-level progress update on the status of the D15 Plan and its recommendations

Process



Process

● Quantitative

Enrollment and socioeconomic composition
Charter school enrollment
Middle school admissions choices and acceptance rates
Distance traveled to school
Academic outcomes
Suspensions
Teacher turnover

▲ Qualitative

Interviews
Small group listening sessions
Community survey

Selection of Key Findings

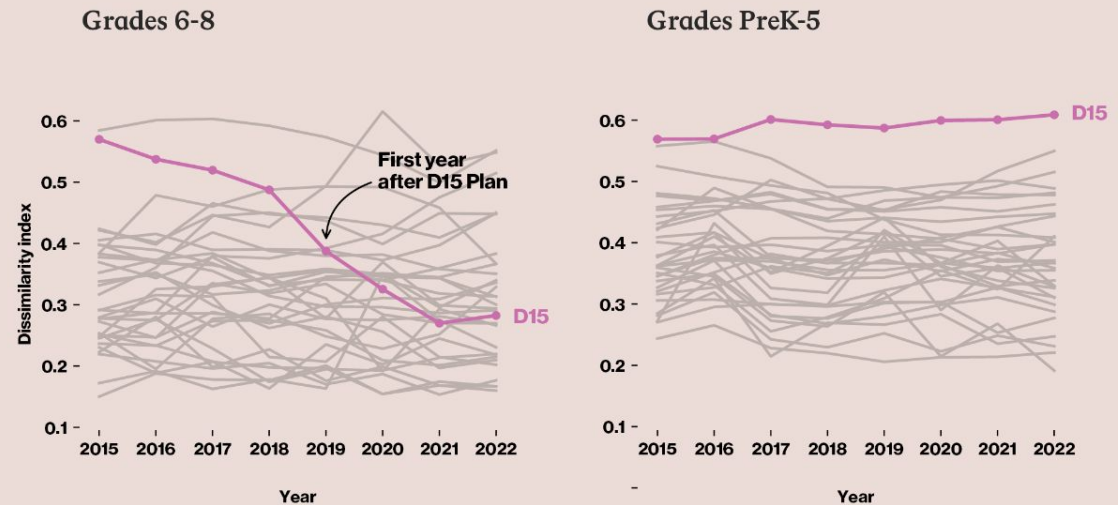


School Integration

● In the year before the D15 Plan, D15 middle schools ranked as the second most socioeconomically segregated among all school districts in NYC. By SY 2022-23, D15 middle schools ranked 19th out of 32 districts.

● D15 elementary schools remain the most socioeconomically segregated in NYC. This reflects residential segregation in D15 and highlights the effectiveness of the D15 Plan in countering this segregation at the middle school level.

Dissimilarity index for the proportion of PIA students by school for all NYC school districts



Additional topics in full evaluation:

- Middle school choices on applications
- Demographics across middle schools

Additional Impacts

● After an initial decline, the proportion of students receiving one of their top three choices is slightly higher than it was before the D15 Plan.

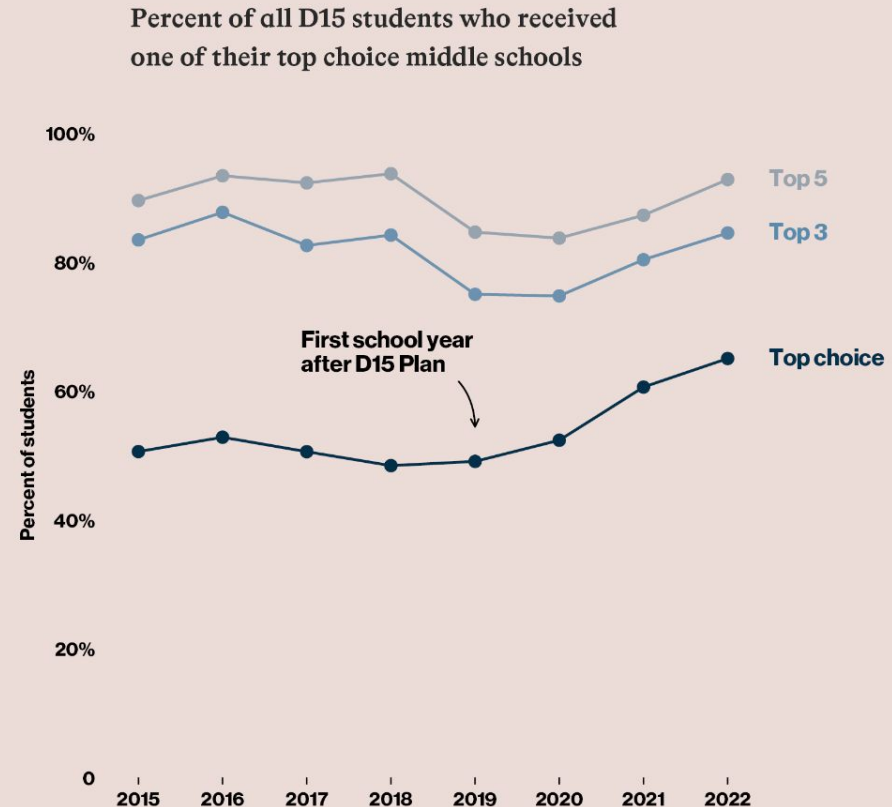
Additional topics in full evaluation:

- Transportation
- Overall enrollment
- Choice acceptance rates
- School utilization
- Student stress in middle school application process

Analysis type

● Quantitative

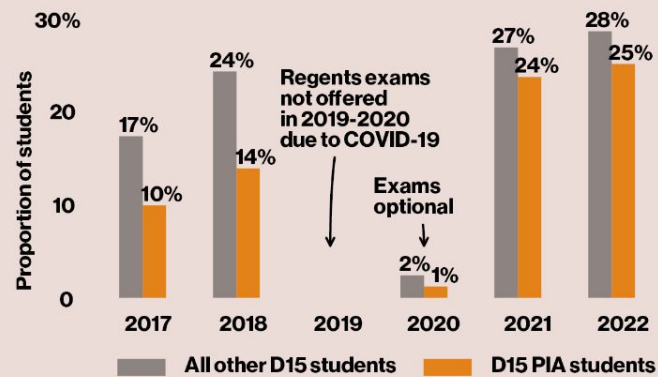
▲ Qualitative



Academic Outcomes

● In SY 2022-23 25% of PIA students took Regents math exams, compared with 14% in SY 2018-19. These exams for advanced work in mathematics are optional for middle school students and this trend indicates that D15 priority in admissions students have greater opportunities to take advanced math curriculum than they had before the D15 Plan.

Proportion of students taking Regents math exams



Additional topics in full evaluation:

- Proportion of students taking SHSAT
- Math and ELA State tests

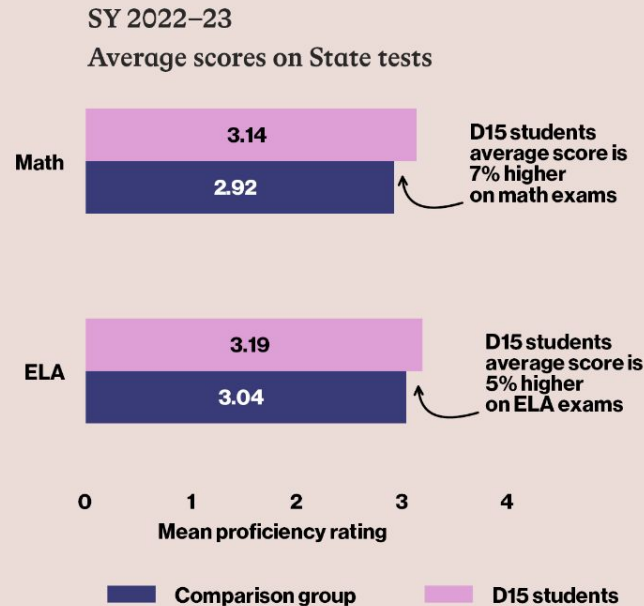
Analysis type

● Quantitative

▲ Qualitative

Academic Outcomes

● In SY 2022-23 D15 students (all students and PIA students) had higher scores on their math and English Language Arts (ELA) State tests compared with a comparison group of peers citywide. This indicates that D15 students had better academic outcomes than they would have had if they attended school in a different district.



Analysis type

- Quantitative
- ▲ Qualitative

Additional topics in full evaluation:

- Proportion of students taking SHSAT
- Math and ELA State tests

Inclusive Practices

▲ Many students engaged in this evaluation reported seeing the benefit of learning with peers who are different from themselves.

▲ Some school staff observed strides in student friendships across socioeconomic status and neighborhoods.

▲ Many PTAs are working toward inclusive practices, though many request more support in the process.

Additional topics in full evaluation:

- Restorative justice
- Suspensions
- Student and family feedback
- Teachers, training, and curriculum

Analysis type

- Quantitative
- ▲ Qualitative

Implementation

▲ ● Many school leaders raised concerns around potential loss of federal Title I funding, where funding is available for schools where the proportion of low-income students is 60% or higher. The districtwide proportion of low-income students is slightly below 60% in D15. Two schools lost Title I funding before the D15 Plan, one has lost funding since the plan, and two more schools are nearing the cut-off.

▲ Many schools reflect that more individualized school-specific support from the DOE would have been beneficial in the implementation of the plan.

Additional topics in full evaluation:

- General reflections on implementation
- Middle school application process
- Transportation
- Funding
- Programs & physical space

Analysis type

● Quantitative

▲ Qualitative

Implementation

In the years following the D15 Diversity Plan, the District supported the work of two Participatory Action Research (PAR) projects, one focused on Sunset Park and one focused on Red Hook, Gowanus, Carroll Gardens, Cobble Hill, and Boerum Hill. Facilitated by D15 parents, the projects highlighted a number of family priorities, including the importance of quality middle schools close to home and affinity language spaces in education.



Next steps



D15 Diversity Plan

D15 Diversity Plan: Five Years Later

*You are invited to join us for the District 15
Celebration and Reflection of the Diversity Plan.*

**Scan this QR
code using your
phone's camera
to read the 2018
Diversity Plan
and to RSVP by
June 7th!**



The D15 team and WXY have engaged in a year long reflection and evaluation process, and this evening will include information-sharing and a panel discussion on the D15 Plan's impacts, celebrations, and collective next steps for the upcoming school year. All are welcomed, though we encourage D15 school staff, families and students to attend as this work directly impacts YOU.



**Tuesday, June 18th
6:00-8:00pm
M.S. 88**

M.S. 88 is located at 544 7th Ave. Brooklyn,
NY 11215 (between 6th and 7th Ave)

Thank you!



