



2020-2021 District 15 Planning Presentation



Office of District Planning
December 17, 2019

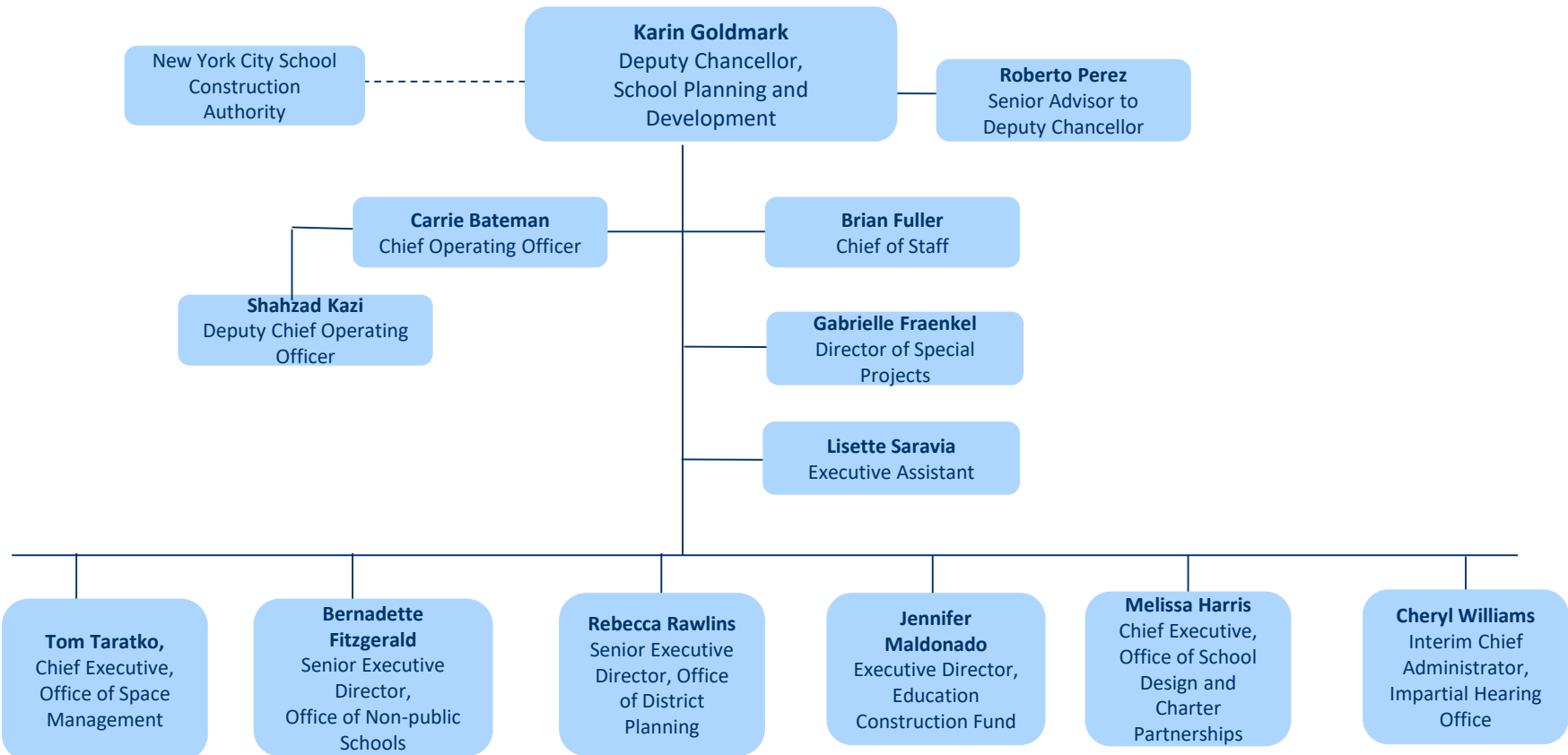
Agenda

- Division of School Planning & Development
- District Planning Process
- District 15 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 Priorities

ODP shares the Chancellor's commitment to Equity and Excellence for All by focusing its efforts on the following priorities:

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

Partner with and empower communities through the district planning process

Equity and
Excellence
for All

District Planning Process

The 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.

Levers 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

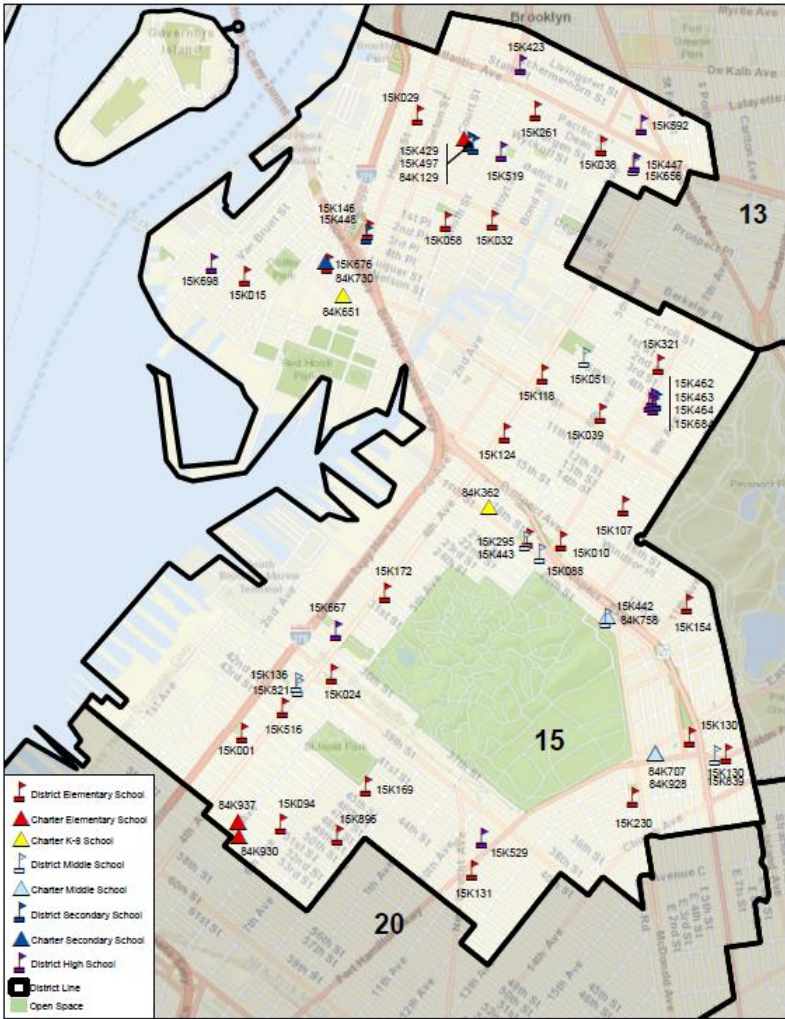
- Community empowerment is a key part of the district planning process, and as a system we have been working to transform the way district planning is done
- Instead of developing a proposal and *then* engaging the community about the proposal we developed, we now engage in dialogue with communities *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?

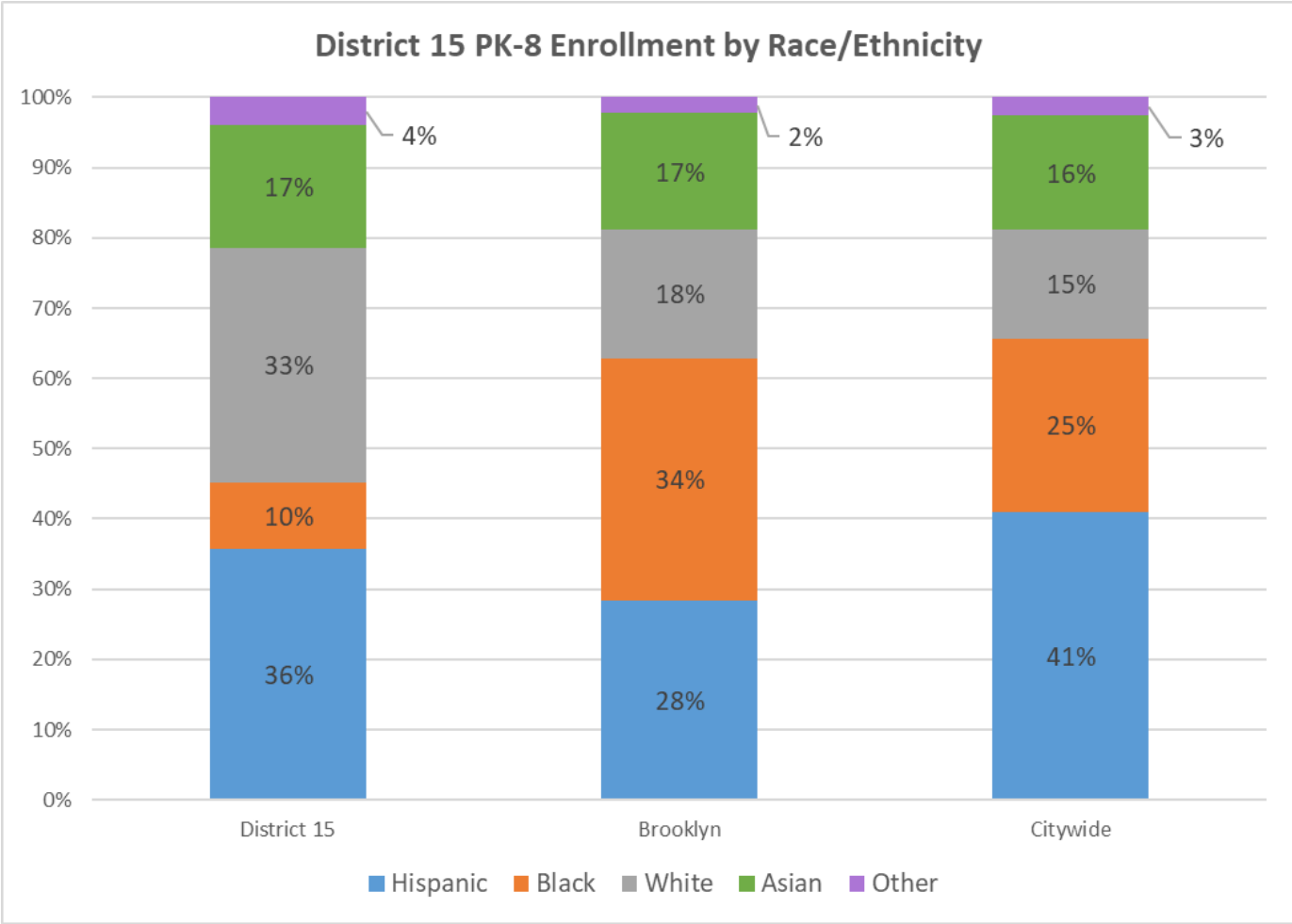
District 15 Landscape

District 15 Schools



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

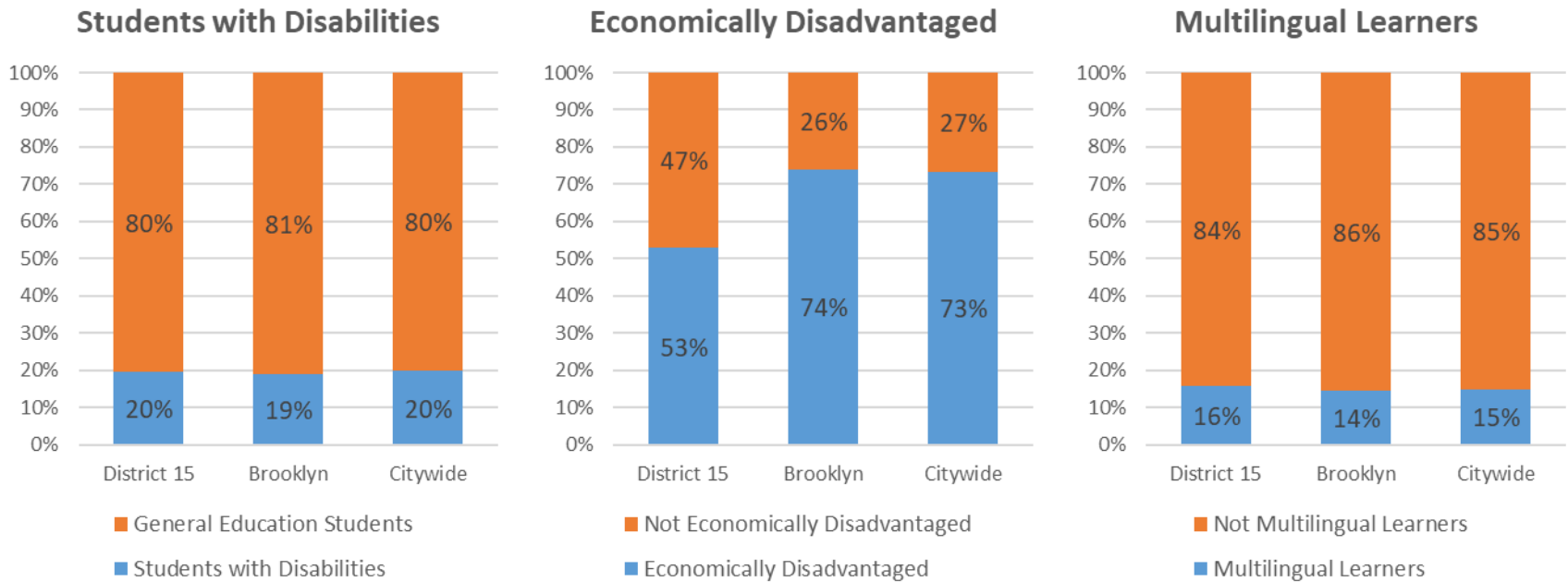
District 15 Demographics: PK-8



1. 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

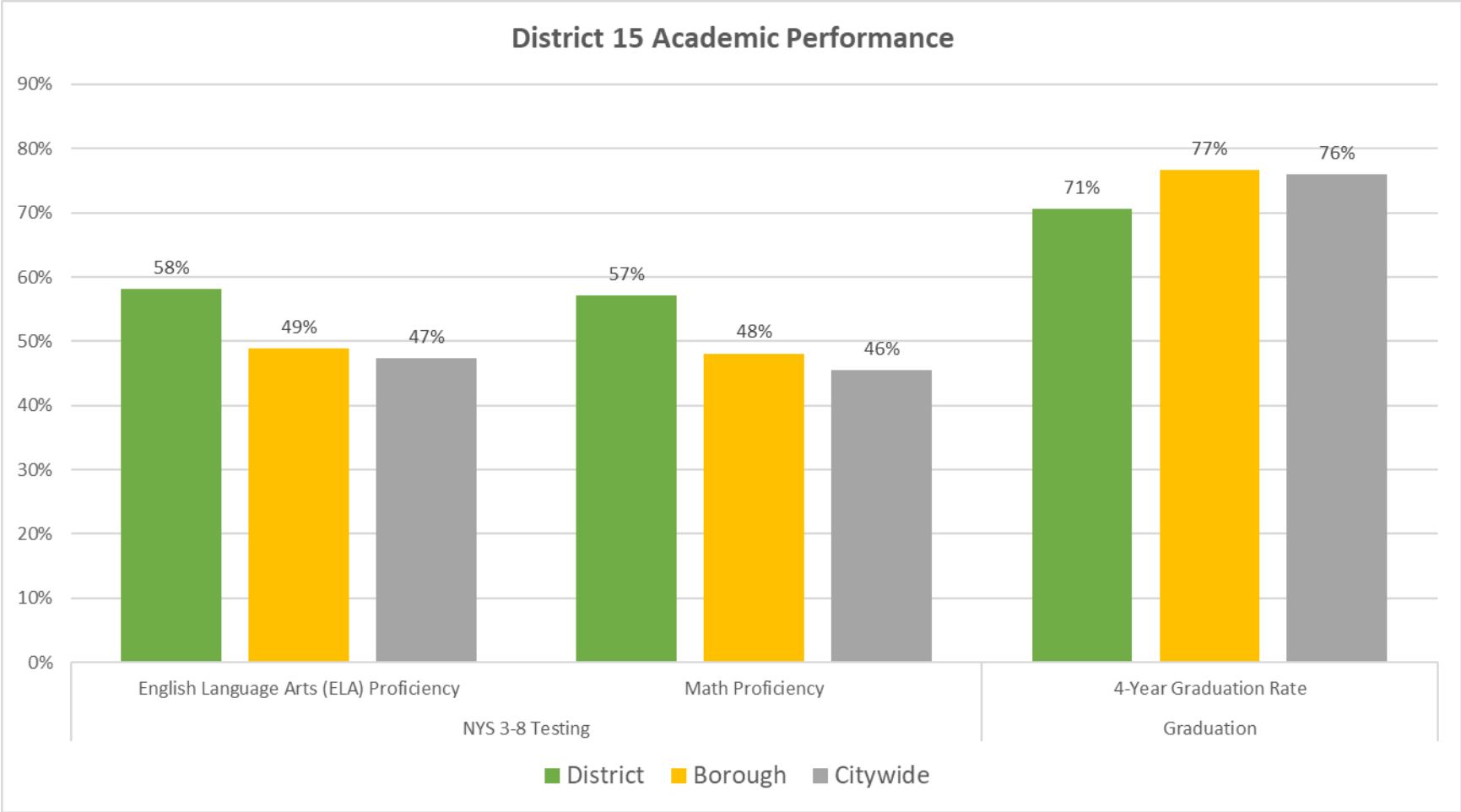
District 15 Demographics: PK-8

Figure 1: 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 15 Performance



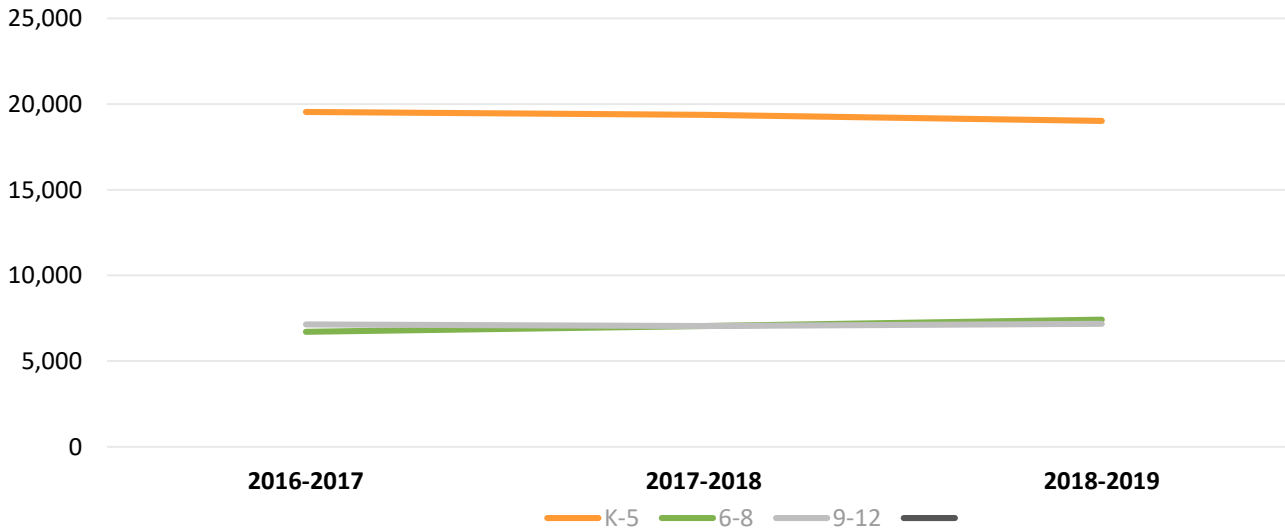
Based on 2018-2019 state test proficiency for grades 3-8 and 2017-2018 graduation rates

District 15 Enrollment Trends

Figure 2: District 15 3-Year Enrollment Trend¹

Level	2016-2017	2017-2018	2018-2019
Pre-K	1,646	1,574	1,598
K-5	19,535	19,363	19,018
6-8	6,723	7,046	7,428
9-12	7,140	7,057	7,188
Total	33,044	35,040	35,232

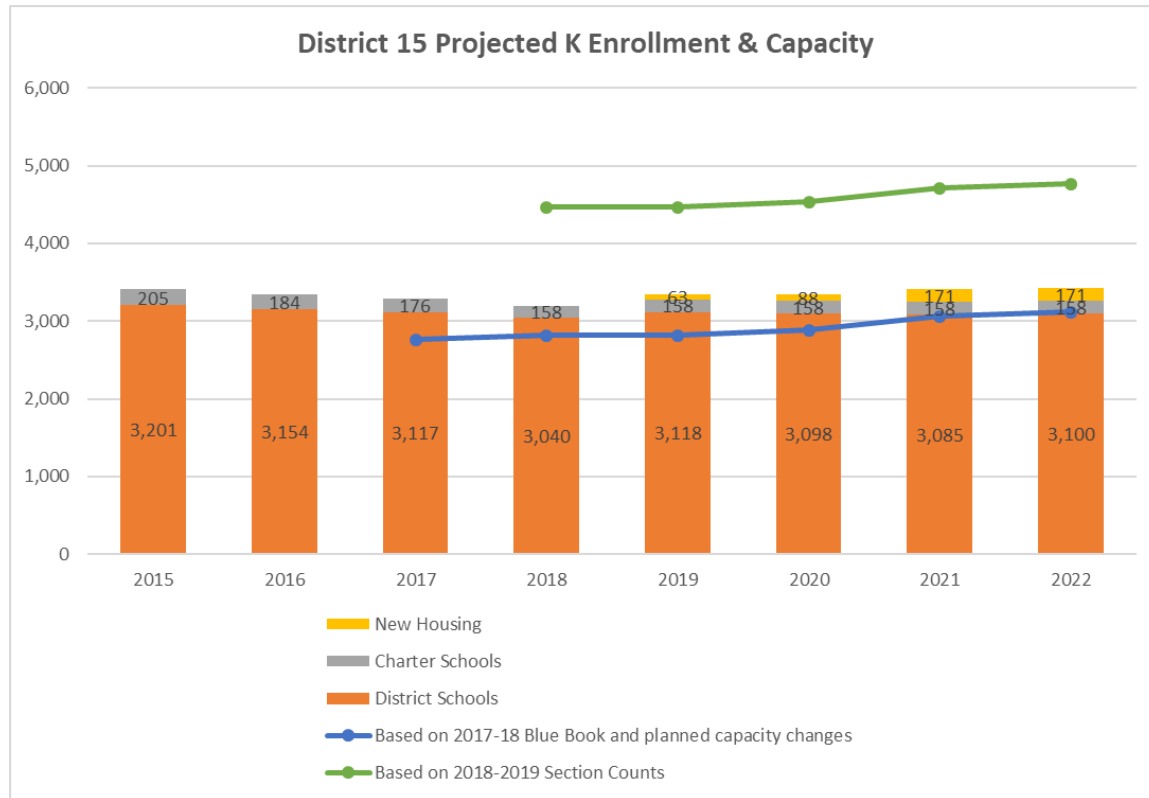
Figure 3: District 15 Total 3-Year Enrollment Trend (ES, MS, HS)



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

Kindergarten Capacity and Projected Enrollment

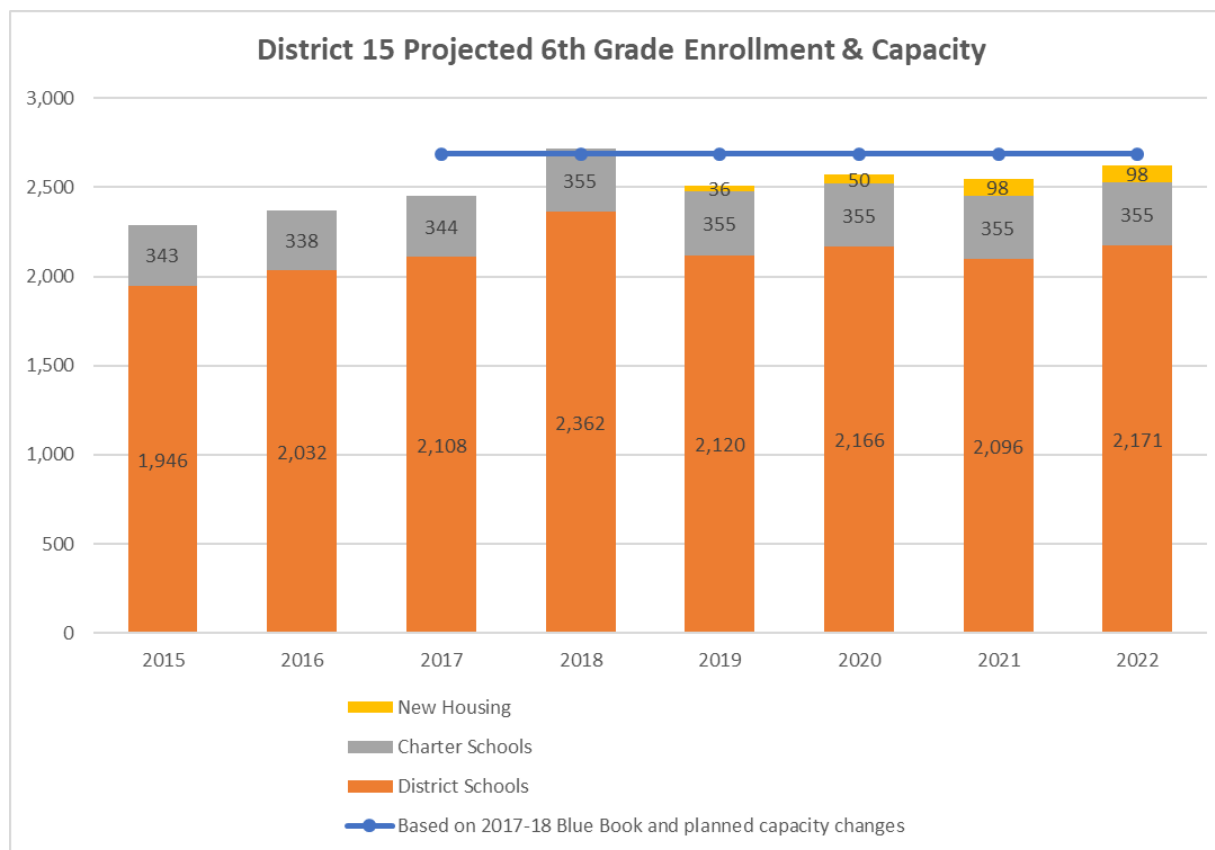
Kindergarten enrollment is projected to increase slightly over the next few years. New capacity is expected to open for the 2020-2021 school year as well as in subsequent years.¹



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 2015-16 through 2018-19 is from Audited Register. Enrollment for 2019-20 and beyond is projected based on the average of the last three years of kindergarten.

Sixth Grade Capacity and Projected Enrollment

Although middle school enrollment increased over the past several years, District 15 is projected to have sufficient capacity to accommodate all students.¹

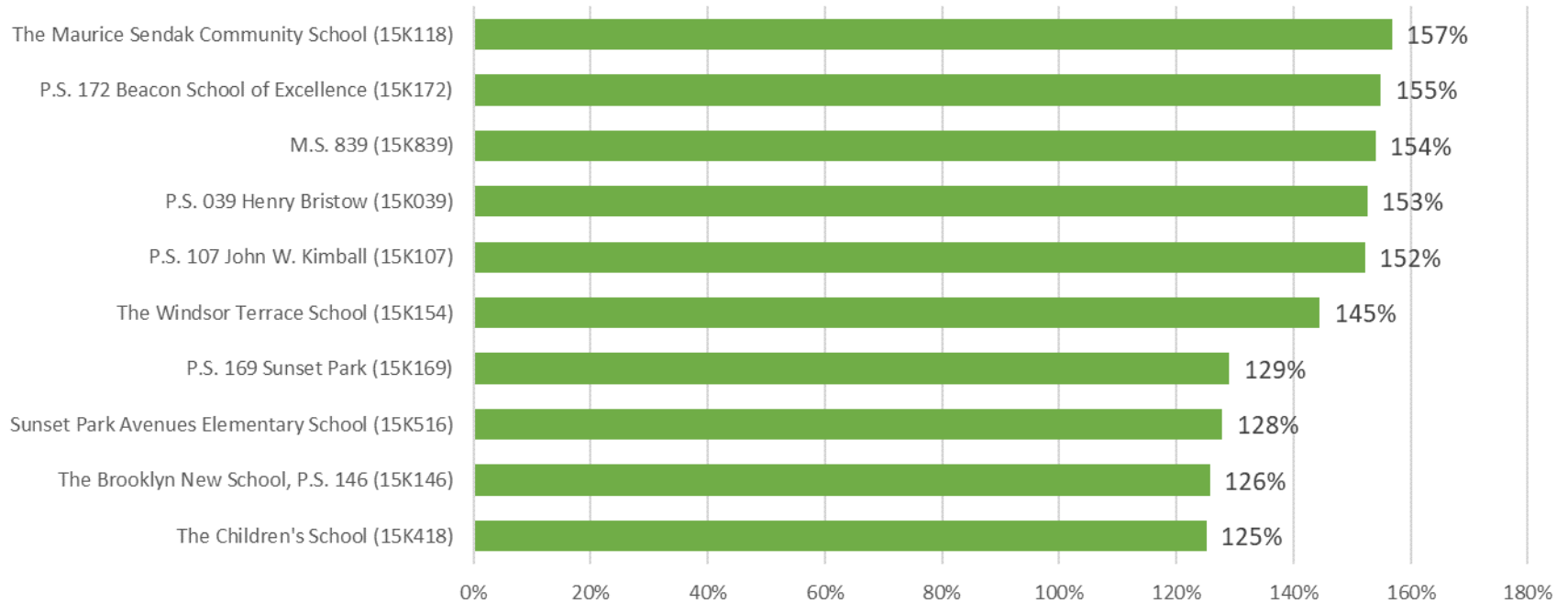


1. Based on historical growth, K-6 cohort retention, and projected new students from new construction; chart includes district and charter enrollment and capacity within the district. Enrollment for 2015-16 through 2018-19 is from Audited Register. Enrollment for 2019-20 and beyond is projected based on the cohort size of the younger grades and the historical grade-to-grade attrition.

Over-Utilized Schools

The DOE uses many strategies to alleviate overcrowding and address increases in enrollment. This includes opening new school buildings, rezoning schools, siting new schools or programs in under-utilized buildings, supporting principals in programming space more efficiently, and creating capacity through repurposing or converting rooms.

District 15 Schools Over 100% Utilization (Top 10)



Source: 2018-2019 Blue Book

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.

Figure 4: District 15 Under-Utilized Buildings with 150-299 Seats¹

Excess Seats	Building Code	Schools in Building	Building Utilization Rate ²
150 – 299 seats	K293	Digital Arts and Cinema Technology HS, The Boerum Hill School for International Studies, Success Academy – Cobble Hill, P.S. 368	86%
	K804	Cobble Hill School of American Studies, P.S. 373	70%
	K917	Brooklyn College Academy, P.S. K077	65%

1. From a preliminary space analysis based on the 2018-2019 Blue Book.
2. Please note this represents the utilization rate for the building overall. Utilization rates for individual schools within co-located campus vary and may be higher or lower than the overall building utilization rate. For more details on individual school capacity, please see the School Construction Authority's Enrollment, Capacity, and Utilization Report at : <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>

Under-Utilized Buildings – Continued

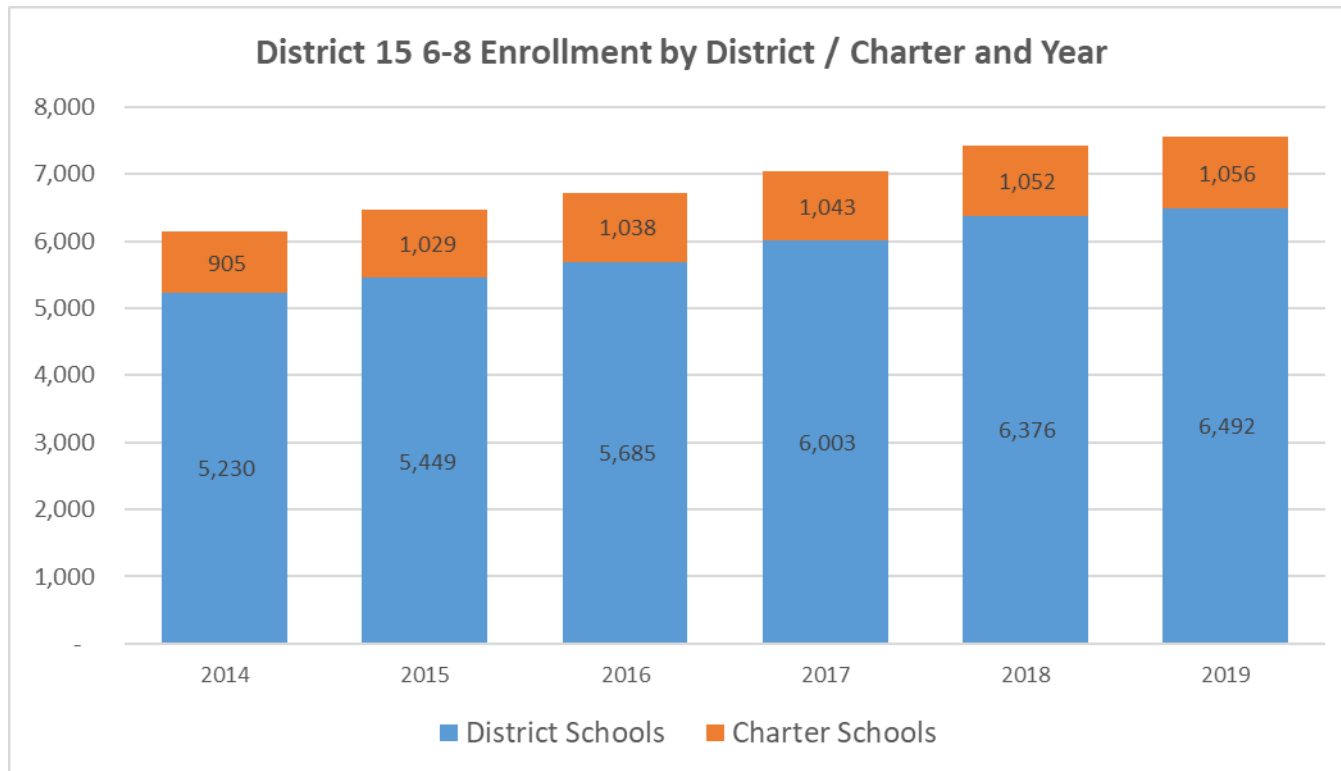
Figure 5: District 15 Under-Utilized Buildings with 300+ Seats

Excess Seats	Building Code	Schools in Building	Building Utilization Rate
300+ Seats	K027	Red Hook Neighborhood School, Summit Academy Charter School	42%
	K460	John Jay School for Law, Cyberarts Studio Academy, Park Slope Collegiate, Millennium Brooklyn HS	86%
	K655	The Math & Science Exploratory School, Brooklyn High School of the Arts	81%

District Needs Discussion

District Need: Middle School Enrollment

- Manage growing enrollment at middle school level
 - Over the past five years, middle school enrollment in the district has increased by 24%, but has begun to stabilize as of 2019-2020.
 - District Planning will continue to monitor enrollment patterns at the middle school level across the district and work with the Superintendent to identify opportunities to add additional sections at schools serving middle school grades.



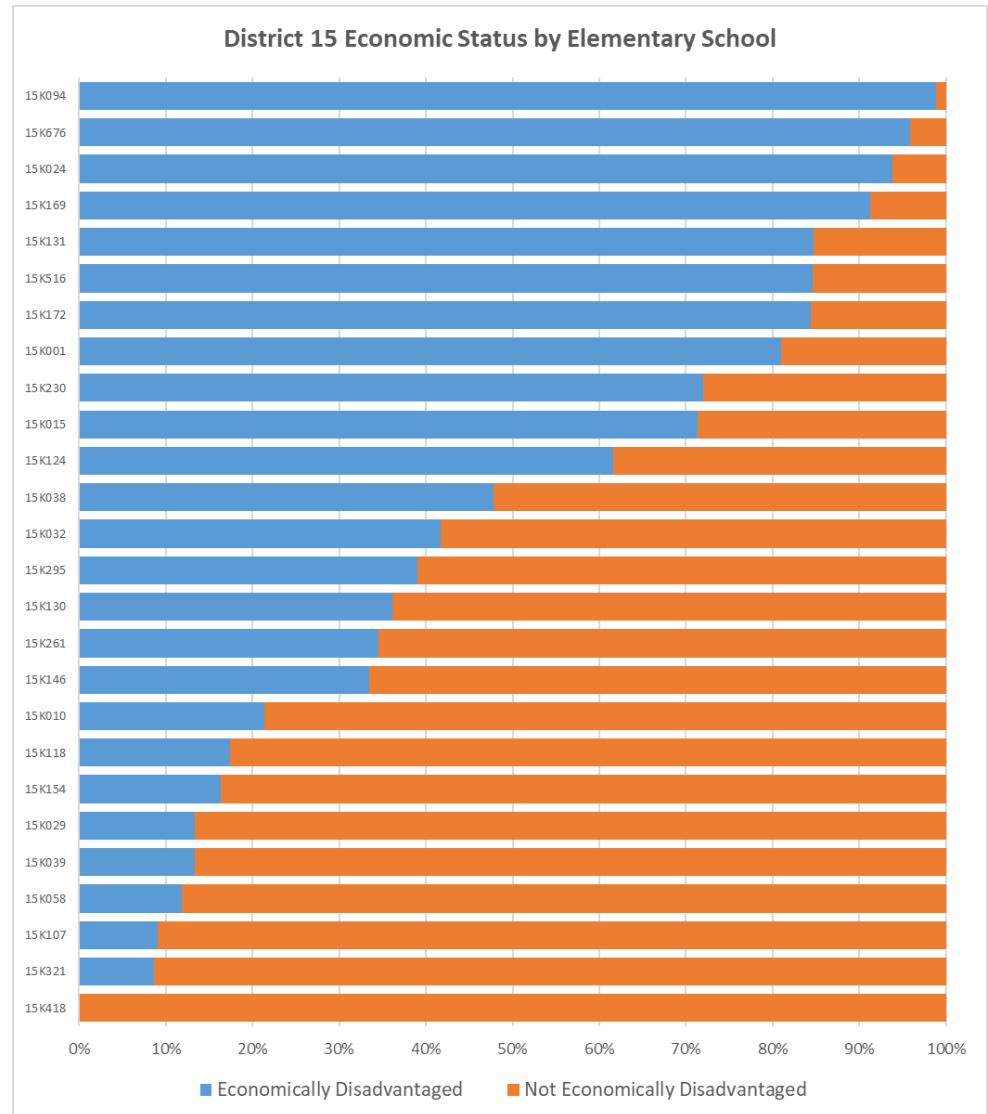
District Need: Planning for New Capacities

- A 436-seat addition at P.S. 32 is scheduled to open in 2020-2021.
- Several new buildings are projected to open in 2021-2022 and beyond.
 - These new buildings will further help address overcrowding in District 15, particularly in Sunset Park.
- The DOE will collaborate with the CEC and broader D15 community to develop plans for new capacity that are aligned with community needs and priorities.

Building ID	Projected Opening	Description	Location	Seats
K032	2020-2021	P.S. 32 addition	317 Hoyt St. (Gowanus)	436
K671	2021-2022	New ES capacity	5 th Ave and 36 th Street (Sunset Park)	404
K730	2021-2022	P.S. 896 grades 3-5	8 th Ave and 46 th Street (Sunset Park)	328
K557	2022-2023	New ES capacity	4 th Ave and 43 rd Street (Sunset Park)	332
K330	2023-2024	P.S. 1 Annex	4 th Ave and 43 rd Street (Sunset Park)	328
K654	TBD	New capacity @ 80 Flatbush	362 Schermerhorn Street (Downtown Brooklyn)	350

District Need: Diversity, Integration, and Equity

- This year, District 15 implemented a diversity plan for middle school admissions
- ODP has been working closely with the District 15 community to explore opportunities to increase diversity, integration and equity in elementary schools through rezoning and admissions changes, specifically in the Red Hook/Carroll Gardens/Gowanus area



Rezoning Update

- The DOE has been collaborating with the District 15 community since Spring 2019 on a potential rezoning for P.S. 15, P.S. 29, P.S. 32, P.S. 38, P.S. 58, P.S. 261 and P.S. 676.
 - This rezoning would utilize the new capacity at P.S. 32 to address enrollment, space and demographic disparities across the impacted schools.
- The DOE has committed to engaging in a **Participatory Action Research (PAR)** process to empower potentially impacted communities and develop equitable rezoning plans in this area as well as in Sunset Park.
- The PAR process will build on the knowledge, lived experiences, and expertise of community members potentially impacted by a rezoning.
- In support of this, the DOE has issued two Scope of Service Needs to solicit proposals for PAR and Diversity, Equity, and Integration (DEI) services for these rezonings.

Rezoning Update –PAR and DEI

- The PAR process will enable diverse community stakeholders, particularly those in historically underrepresented communities, to meaningfully participate in a process that will shape the proposal and its intended outcomes, including the goal of school integration.
- DEI supports alongside the PAR process will ensure PAR researchers and community members are equipped to embark on conversations around equity and integration. The DEI efforts may be in support of the research of the PAR team, the development of the PAR researchers' recommendation, community engagement and education, and/or the implementation of the ultimate rezoning proposals in schools and communities.
- These processes will result in a formal set of recommendations that advance equity and integration to inform the DOE's ultimate proposal to the CEC. Recommendations could pertain to the following topics:
 - Potential changes to admissions priorities to increase diversity and integration across potentially impacted schools
 - Direction and magnitude of potential zone line changes
 - Ideas for interventions beyond admissions and zoning that can promote equity and excellence in all impacted schools
 - Proposed supports to be provided between a rezoning approval and implementation

Rezoning Update –PAR and DEI

- The PAR process will seek to deeply understand communities’ needs, priorities, and desires around equity and access in order to inform the assumptions that will ultimately underlie the DOE’s rezoning proposal:
 - What does equity mean and what does it look like for different school communities?
 - What do families value most when it comes to deciding where to send their children to elementary school? (Diversity, performance/quality, distance/geography, school culture and environment, etc.)
 - Do families want greater access to options beyond their zoned school? Why or why not?
 - Do families in historically underserved neighborhoods want to be rezoned to higher-demand schools in different neighborhoods? What concerns persist in the context of implementing such a rezoning proposal?
 - What supports do impacted schools need to ensure they are prepared to welcome and support a more diverse student enrollment? What do parents need to feel confident their child’s needs will be met?
 - Aside from rezoning and admissions changes, what other levers could the DOE use to increase equity and excellence across all potentially impacted schools?
- The PAR process can lead to a rezoning proposal that is aligned with one of the two previously shared by the DOE, or an entirely different proposal.

Rezoning Update –Timeline

- Responses to the Scope of Service Needs are due on Friday, December 20th.
- The DOE aims to select vendors by early January.
- The DOE anticipates issuing proposals based on the recommendations developed through the PAR process for a vote by CEC 15 in late Spring 2020 for Red Hook/Gowanus/Carroll Gardens and in Fall 2020 for Sunset Park.

ODP Contact Information

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**Office of District
Planning Website**

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

Guiding Questions to Consider

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- 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?
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Appendix

Additional District Data

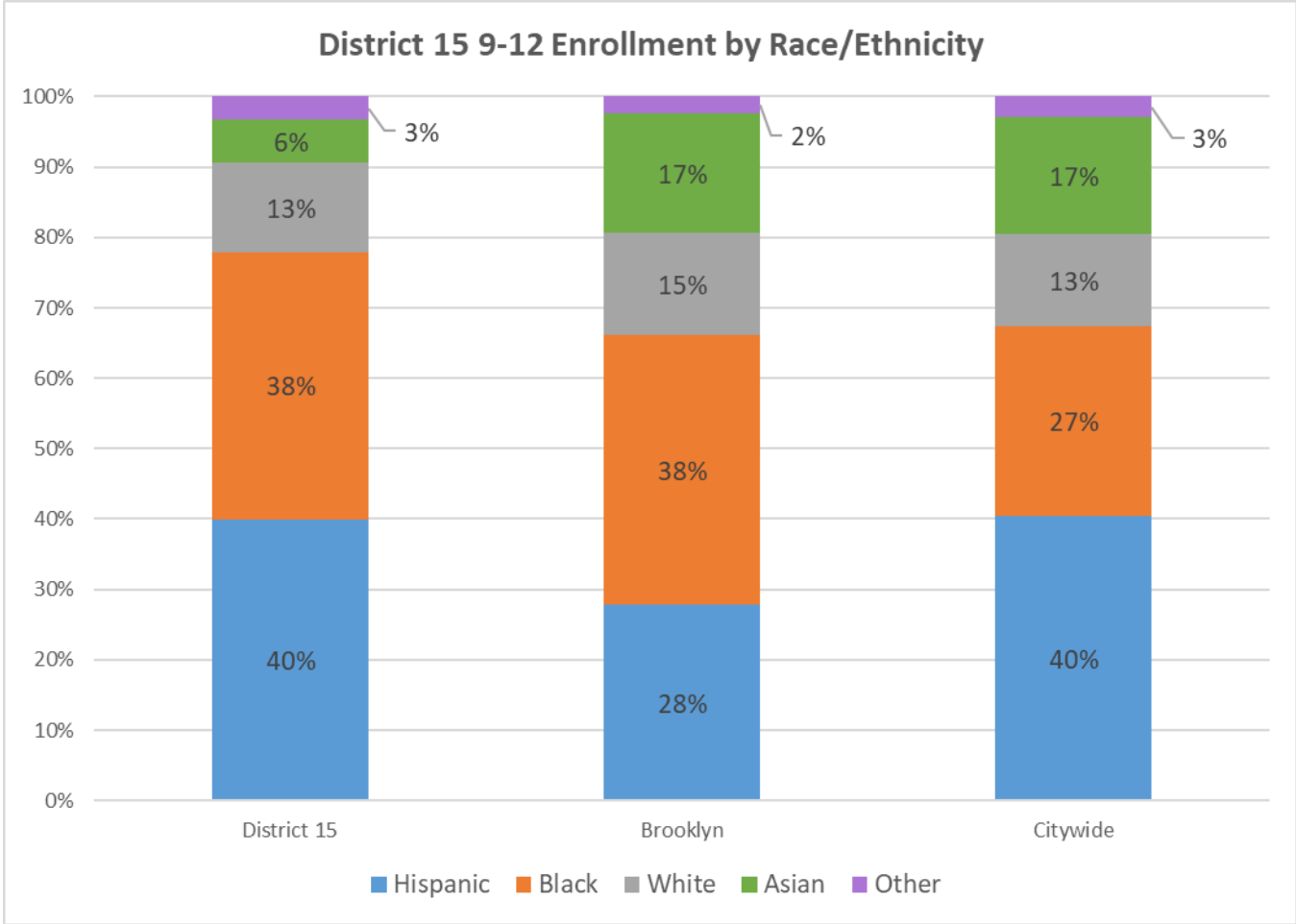
District 15 School Count

Figure 9: School Count¹

School Type	District Count	Charter Count
Pre-K Center	4	0
Early Childhood Center	0	0
Elementary School	28	1
K-8	0	2
Middle School	9	1
6-12	3	2
K-12	0	0
High School	8	0
Transfer High School	3	0
Total	55	7

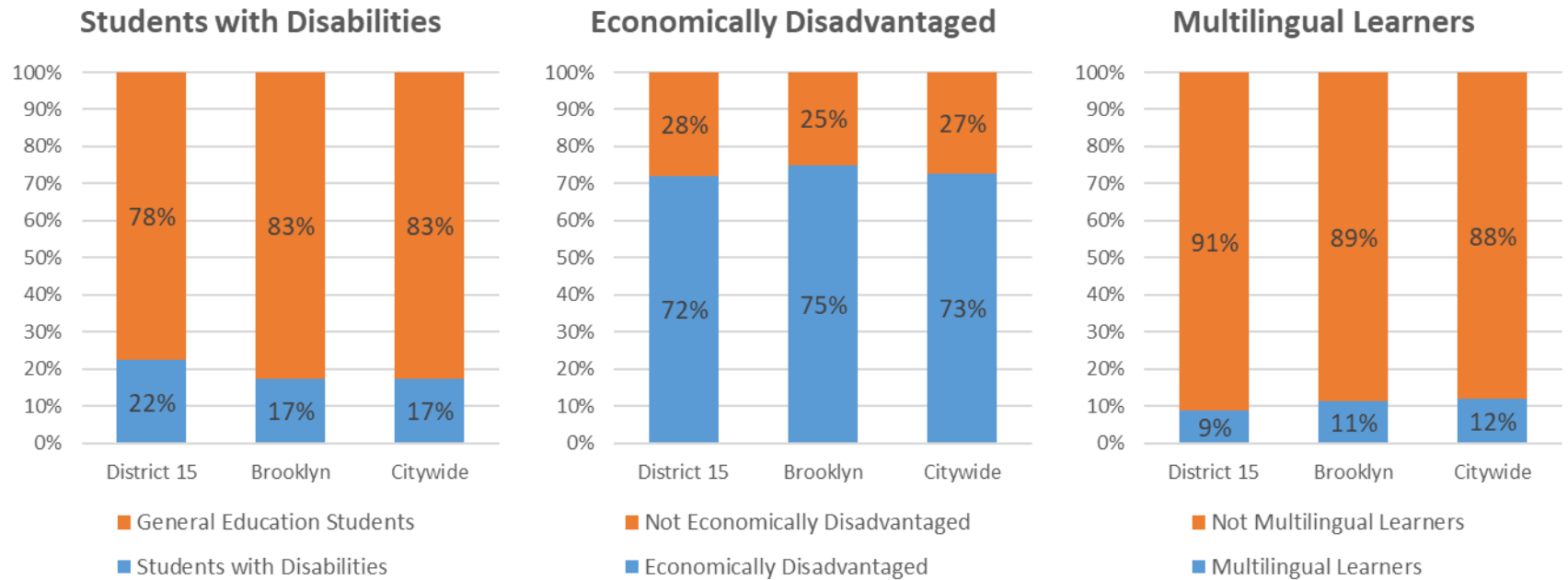
1. As of the 2018-2019 school year

District 15 Demographics: 9-12



District 15 Demographics: 9-12

Figure 10: 9-12 Student Groups



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, including four in District 15.
- 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

Figure 6: 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-sitings
 - 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

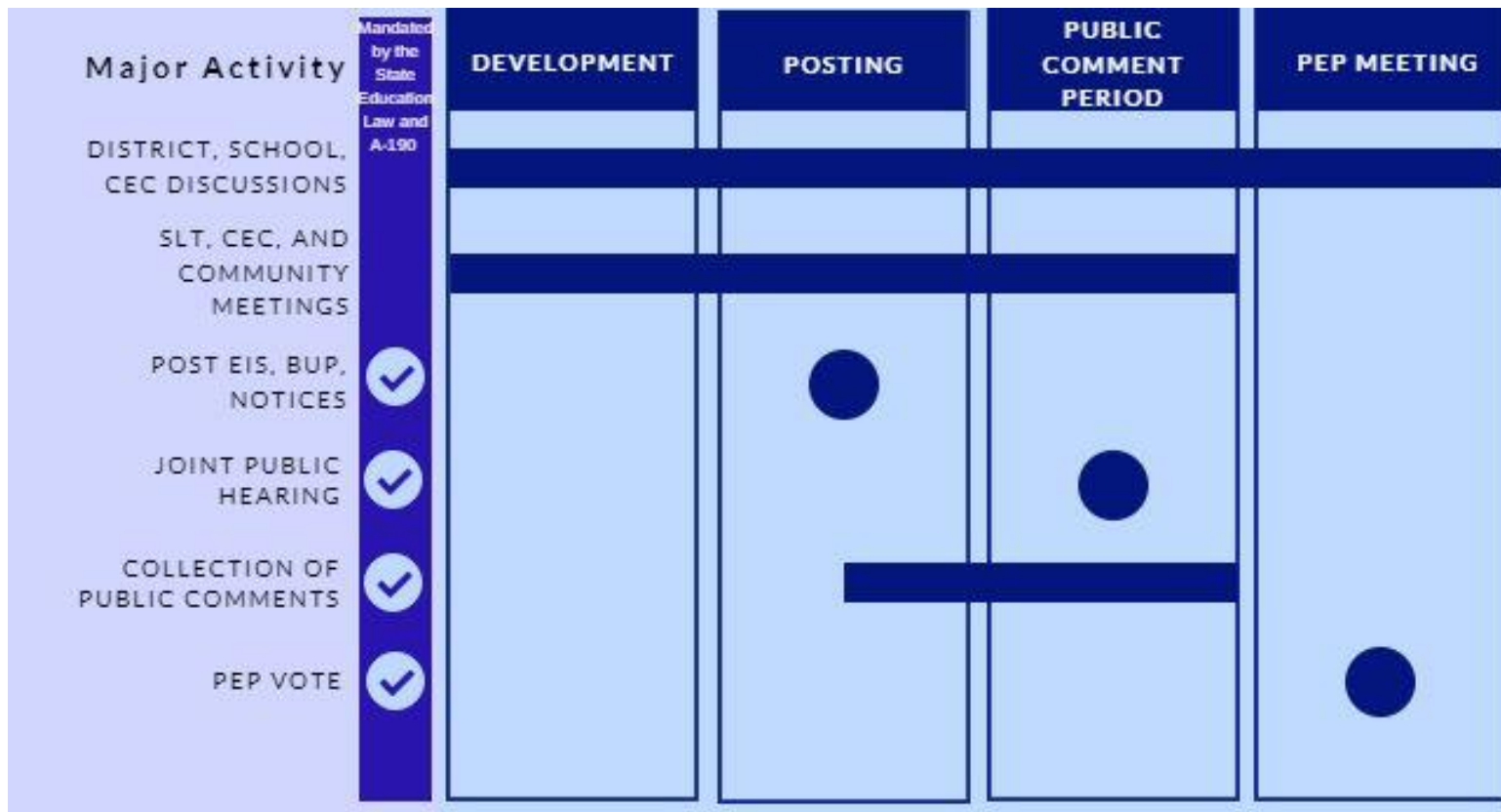
* On July 31, 2019, the PEP approved amendments to Chancellor's Regulation A-190 that incorporate recent changes to the state Education Law.

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



**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 Rezonings Accomplish?

- Rezonings are 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
1. Identify Needs: The need to rezone can be raised by the DOE, CEC, schools, and/or the community	█														
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				█											
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					█										
4. Presentation of Proposed Zone Lines to CEC: ODP and the Superintendent present zone line changes to the CEC at a public meeting													█		
5. CEC Votes: Within 45 days of proposal submission, the CEC votes on zonings scenario*															█

*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.