

Advancing Equity and Excellence in District 15 Through Rezoning and Admissions

Office of District Planning

September 24, 2019



Who is here from the DOE?

- Presenting and/or Speaking:
 - Karin Goldmark, Deputy Chancellor School Planning and Development
 - Anita Skop, Superintendent, Community School District 15
 - Max Familian, Director of North Brooklyn Planning, District Planning
- Additional representatives are here to facilitate and support this evening:
 - Office of District Planning
 - District 15 Superintendent's Office
 - Office of Student Enrollment
 - Office of Pupil Transportation

DOE is Changing its Approach to Planning

- We used to develop proposals and *then* engage community about the proposal we had developed
- Now, we engage in dialogue with *communities in order to develop* the proposal
 - This can take more time
 - This heightens the importance of including all voices earlier in the process
 - This means you will likely see multiple scenarios before there is a proposal

What is the purpose of tonight's meeting?

- Tonight's presentation is part of the discussion
- DOE is not announcing a proposal tonight

What are the norms for tonight's discussion?

- Shared purpose: make every school great, together
- Shared dialogue: we will figure this out, together
- Shared process: what process will work for all involved?
- Shared effort: stay in the dialogue even if it's difficult

What are the goals for tonight?

- Discuss potential rezoning and admissions changes in seven elementary schools in District 15
- While draft maps will be shown, there is no formal proposal being made
- Tonight is an opportunity to:
 - Engage in authentic community dialogue
 - Recap what has happened thus far
 - Share more details about potential plans
 - Discuss next steps

Agenda

1. Presentation
 - Why is the DOE exploring zoning and admission changes?
 - How did we get here and what is under consideration?
 - What have we heard?
 - What are the potential impacts of the rezoning scenarios?
 - What is the timeline and process for this decision?
2. CEC questions and discussion
3. Breakout groups
4. Feedback forms

As we present...what to consider?

- How can rezoning and admissions changes ensure equity and excellence for students in D15?
- How would these potential changes affect:
 - My family?
 - My school?
 - The broader community?
- Do these potential changes address our shared goals for this area?

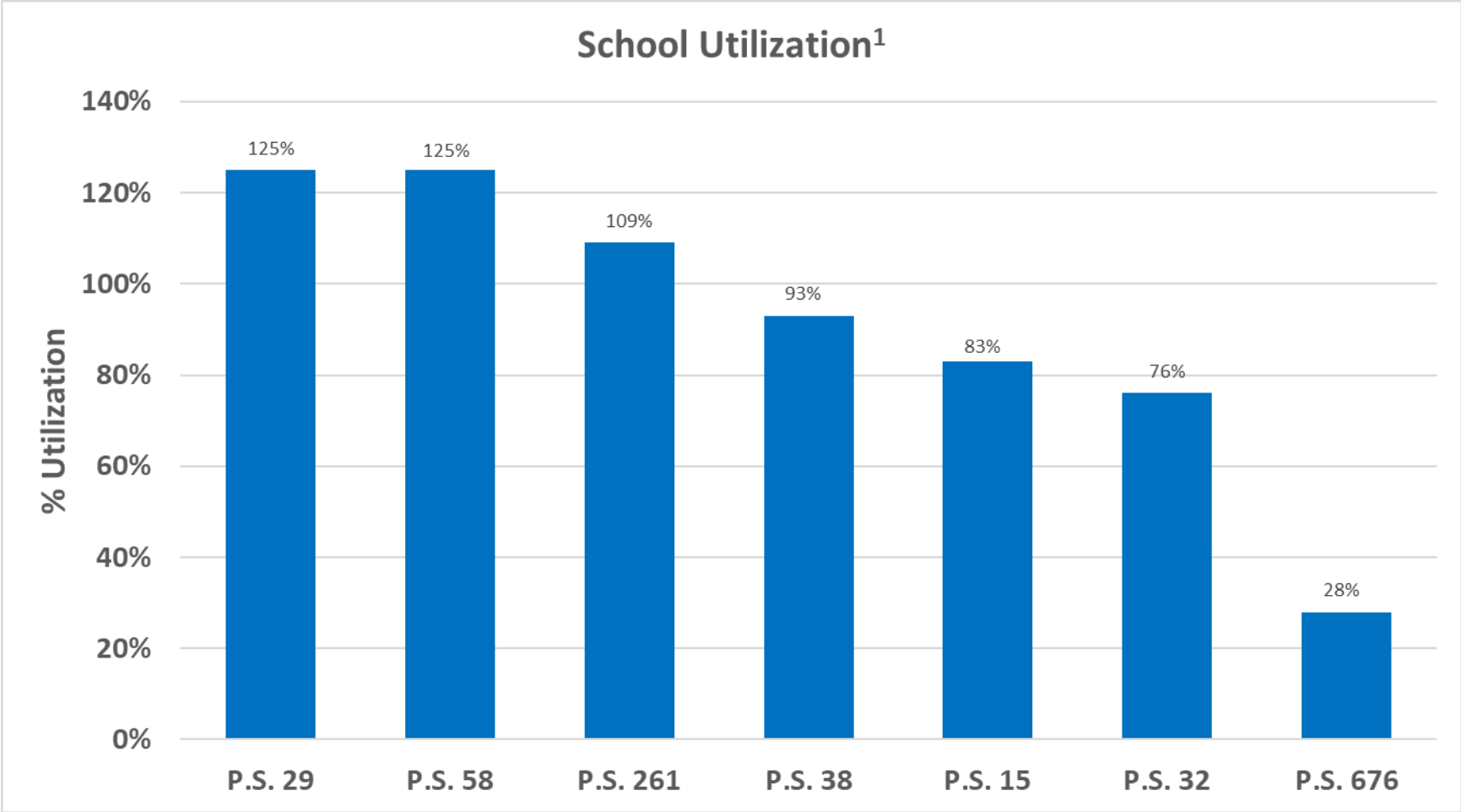
Why is the DOE exploring zoning and admission changes?

Plan for the new addition opening at P.S. 32



- 436 new seats
- Designed early childhood and special education classrooms
- New cafeteria and library
- Rooftop playground

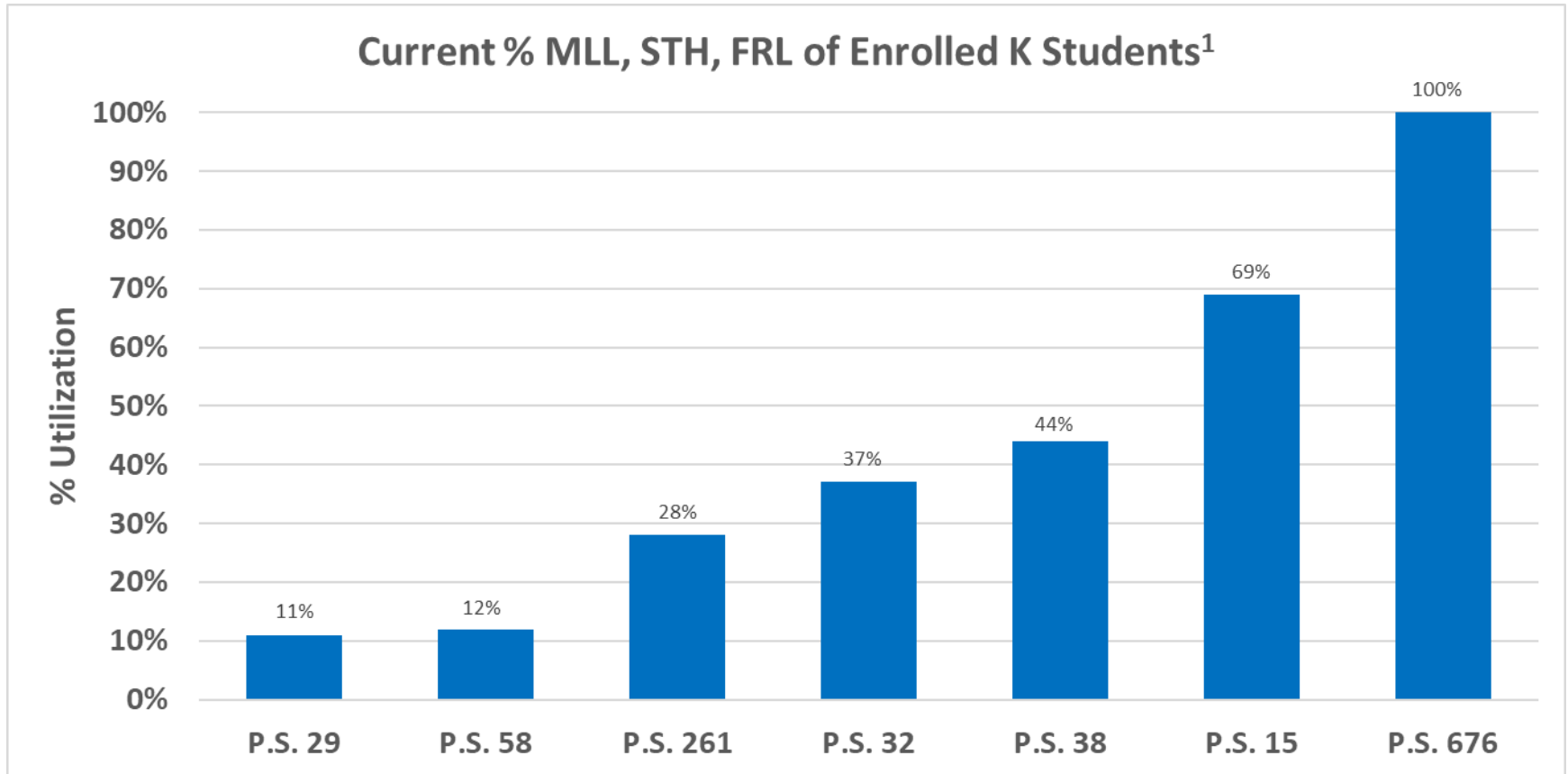
Reduce Overcrowding and Waitlists



(1) Current school (org) utilization based on 2018-19 Audited Register and 2017-18 Blue Book Capacity.

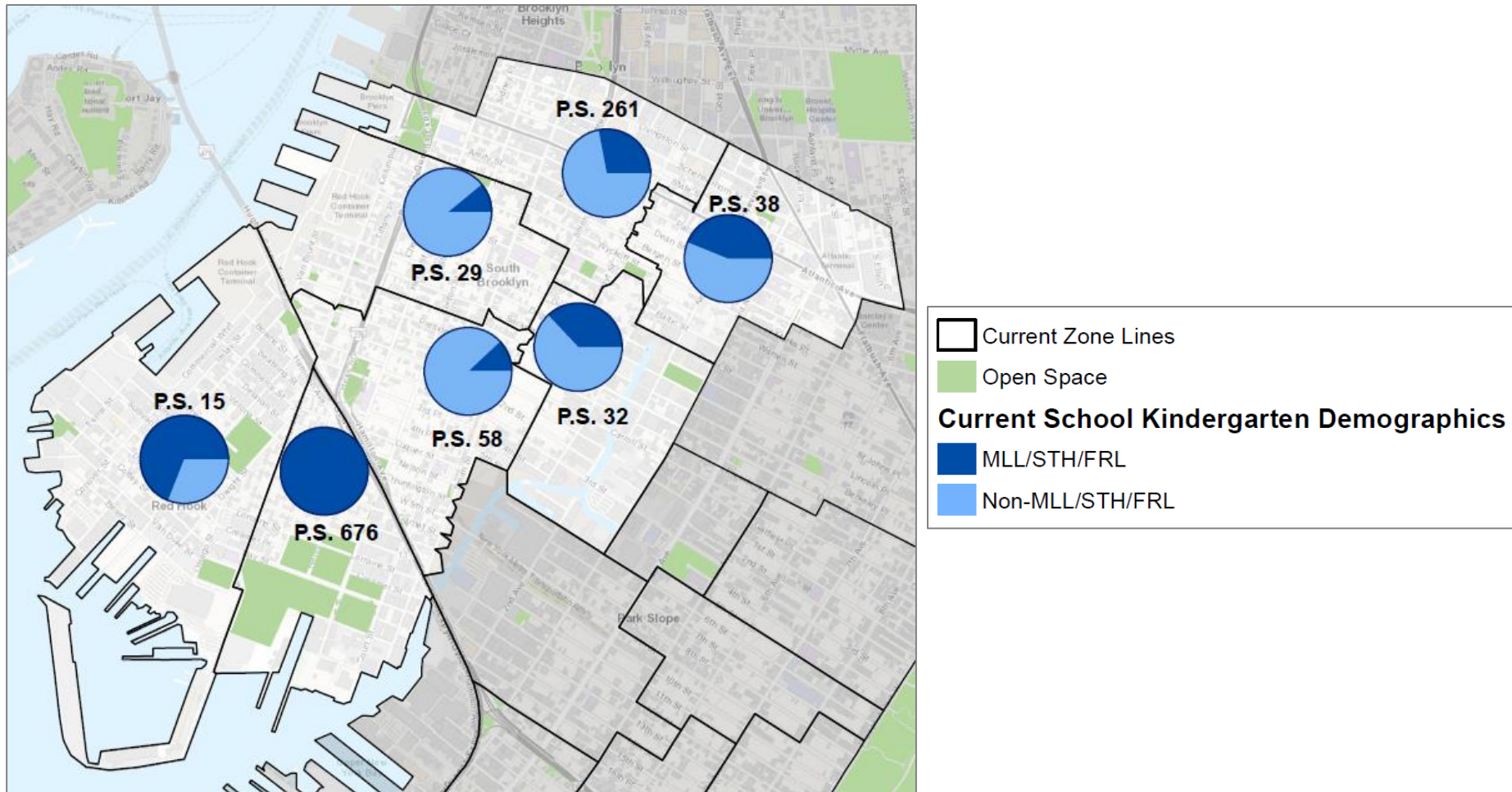
(2) P.S. 58 utilization only pertains to grades K-5 enrollment and building K058 capacity

Address demographic disparities



(1) Students in Temporary Housing (STH), Multilingual Learners (MLLs), and students who are income-eligible for Free and Reduced-Price Lunch (FRL). Current % STH, MLLs, FRL students based on 2018-19.

Address demographic disparities



(1) Students in Temporary Housing (STH), Multilingual Learners (MLLs), and students who are income-eligible for Free and Reduced-Price Lunch (FRL). Current % STH, MLLs, FRL Kindergarten students based on 2018-19.

How did we get here and what is under consideration?

Development of Proposed Approaches

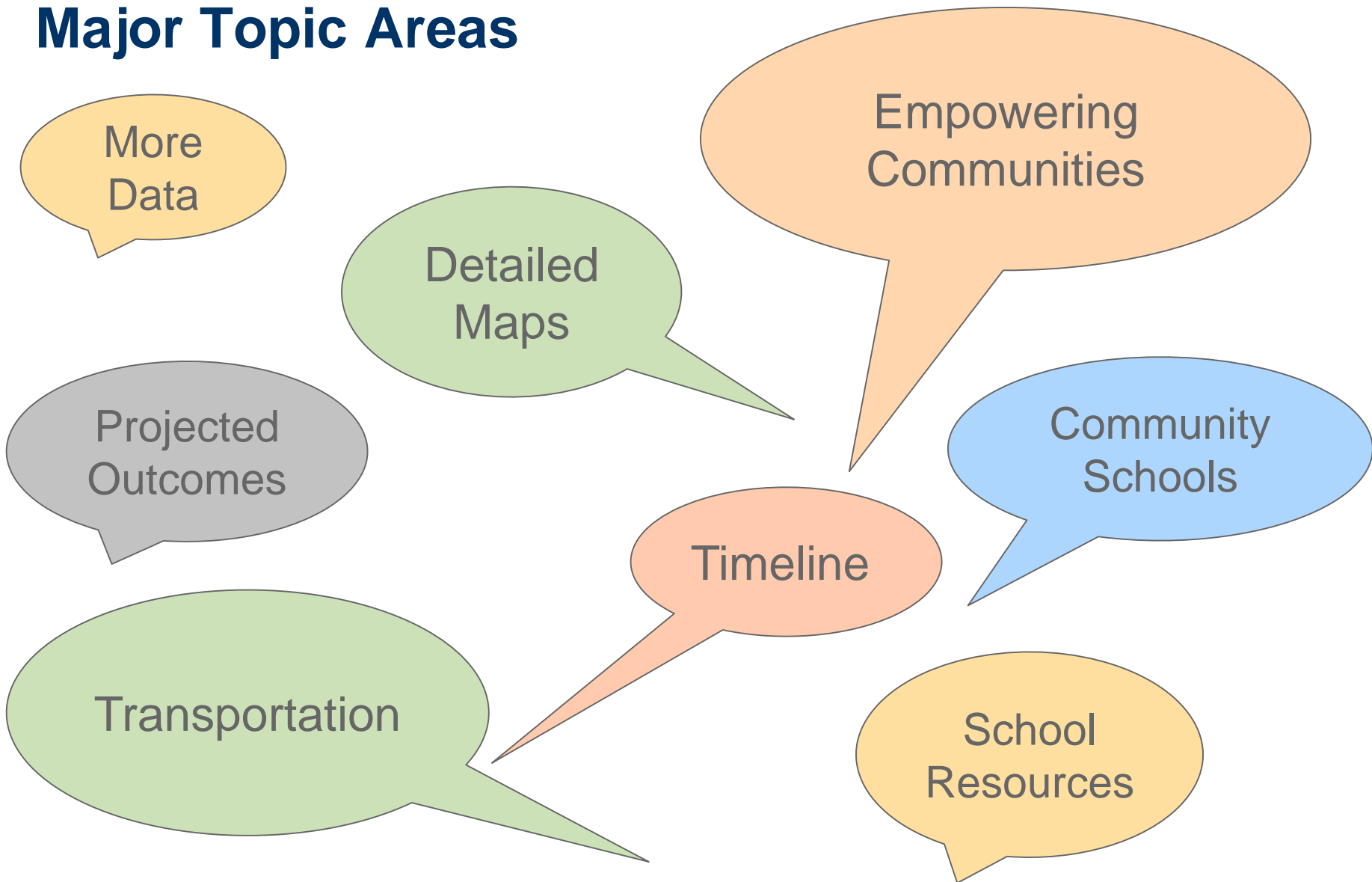
- In April and May 2019, the DOE and CEC 15 engaged the community to inform the rezoning process and heard a variety of feedback including:
 - Commitment to integration
 - Need to address overcrowding
 - Desire to maintain zones and walking distances for families
 - Interest in expanding choice to promote diversity, equity, and inclusion
- Using this feedback, in June 2019, the DOE presented two potential approaches to rezoning and admissions changes
- The DOE and CEC 15 continued discussing these approaches with the community throughout the summer

Review of Proposed Approaches

- Approach 1: Maintain Individual Zones
- Approach 2: Create Shared Zone
- Both approaches aim to achieve the stated goals through **changes to zone lines** and the inclusion of **admissions priorities** for Students in Temporary Housing (STH), Multilingual Learners (MLL), and students income-eligible for free or reduced price lunch (FRL)

What have people said?

Major Topic Areas



What common questions have we heard?

- “How would the zone lines change under Approach 1?”
 - Draft maps
- “We need more data to provide informed feedback.”
 - Data packet
 - Projected impacts
- “More time is needed to ensure all voices are heard and all options considered—can we take more time to do this?”
 - Timeline options and constraints
- “How would my child get to school?”
 - Transportation policies
 - Eligibility maps
- “How would these approaches affect our schools?”
 - Enrollment and utilization
 - Demographics
 - Admissions impacts

What are the potential impacts of the rezoning scenarios?

Approach 1: Maintain Individual Zones

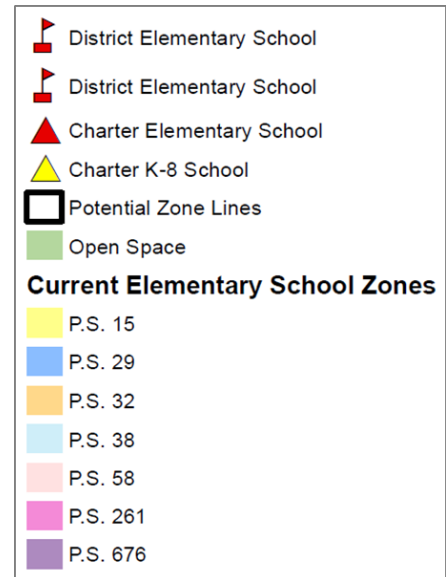
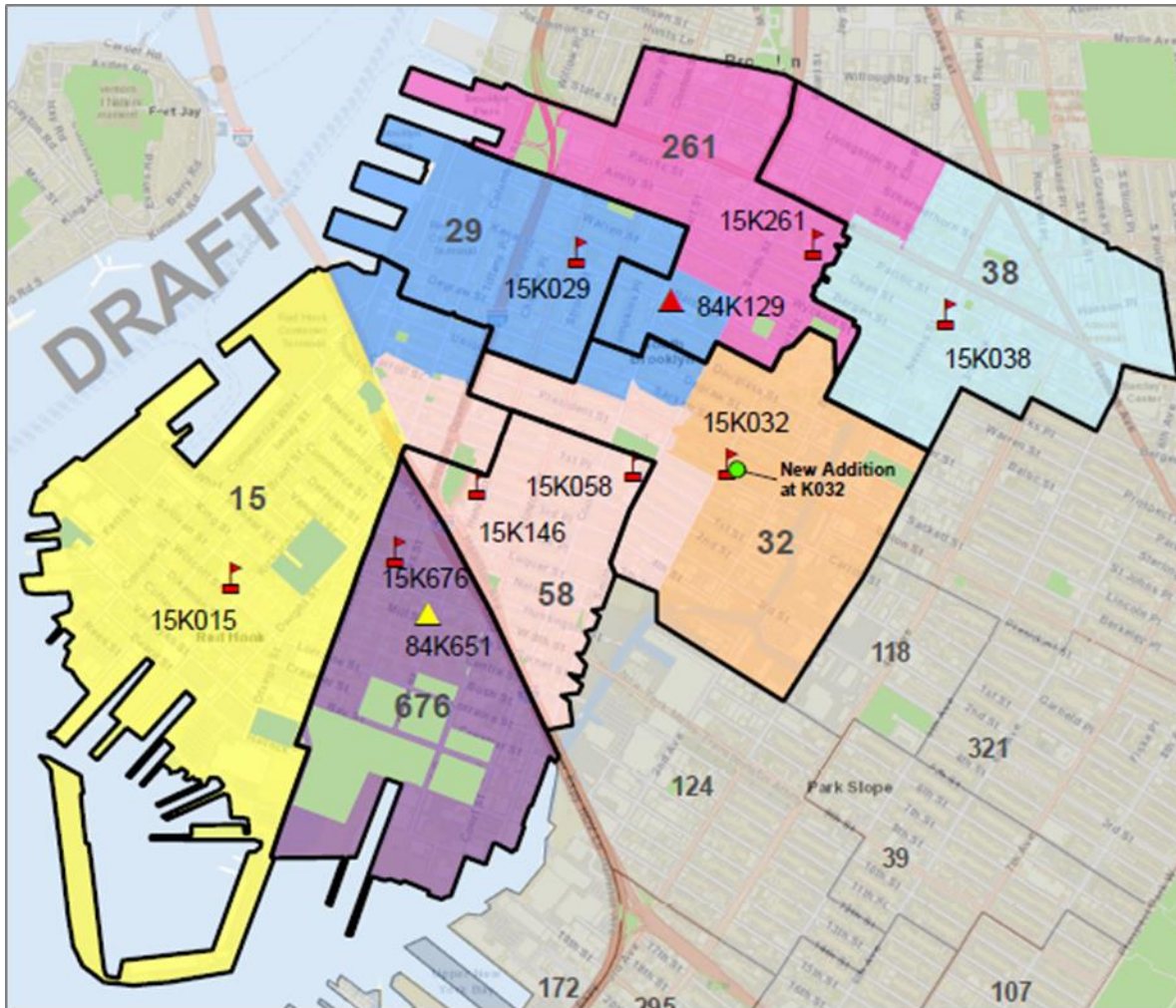
How does the DOE develop draft zone lines?

- In order to draw new zone lines, the DOE:
 1. Determines the appropriate number of students that should live in each zone (“target zone size”) based on space and historic demand trends
 2. Projects future students residing in both existing housing and upcoming new residential construction
 3. Draws new zones that:
 - Are projected to contain the target zone size for each school
 - Keep the school geographically within the zone boundaries
 - Promote diversity and integration across schools
 - Take into account geographic barriers and travel distance
- Under Approach 1, target zone sizes at some schools leave space for out-of-zone students to enroll through the admissions priorities.

Interpreting the Maps

- The **colors** represent existing zones
- The **thick black** lines represent new draft zone lines
- The **green** represents open space
- Draft zone lines go down the middle of the street
- The number of students who live in a zone does not correlate to how large a zone is geographically
- Every city block is accounted for on the maps and in school zones, not just residential areas

Approach 1: Initial Draft Map

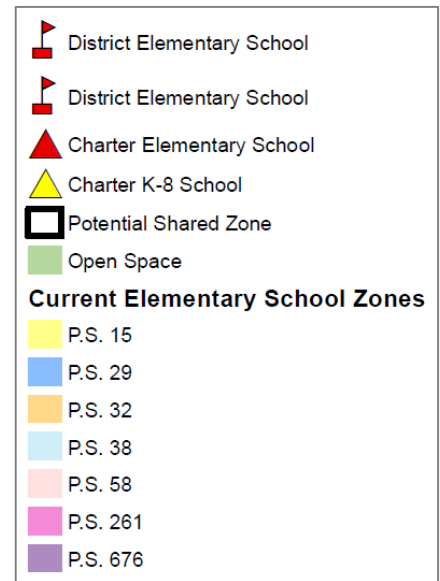
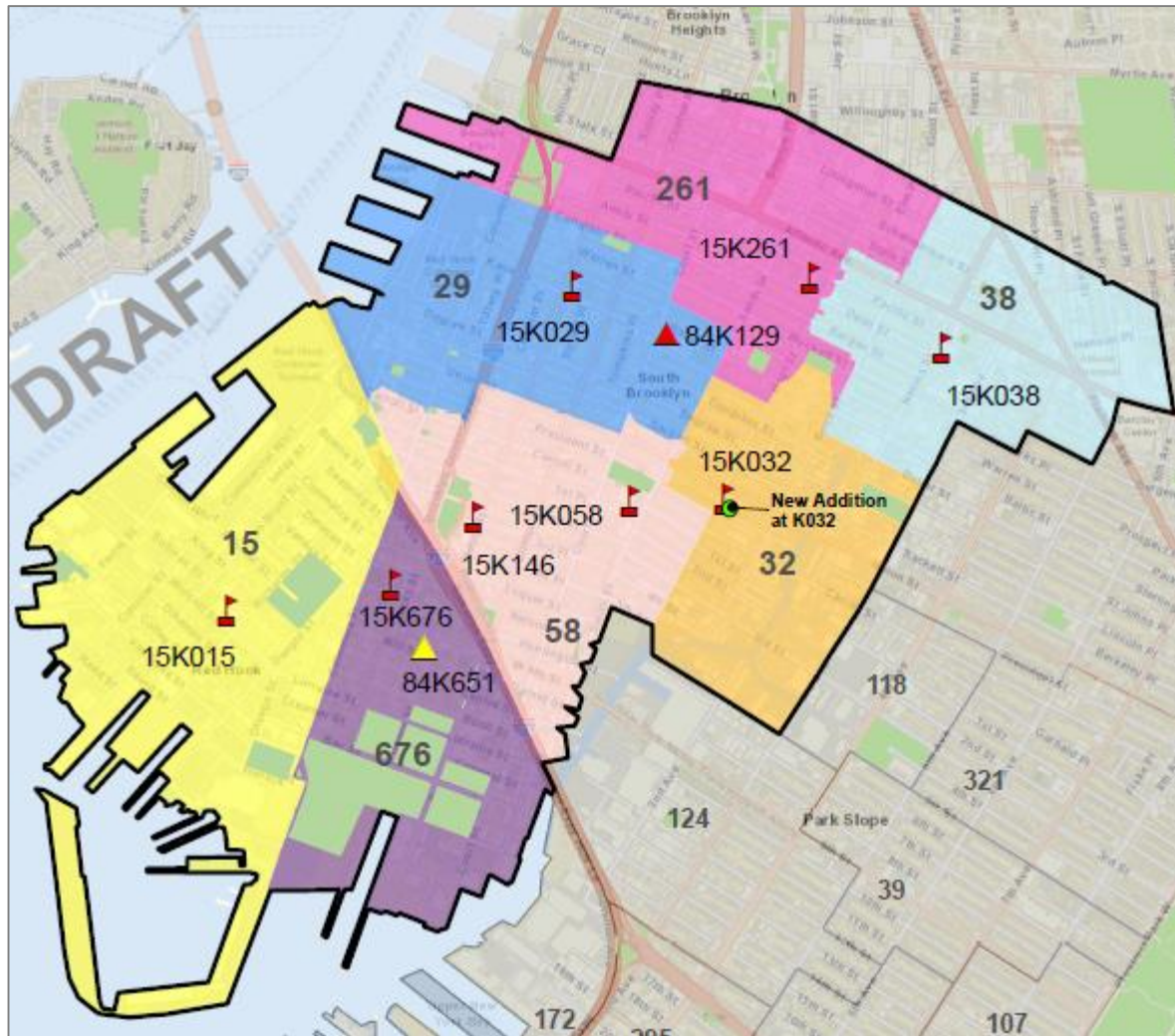


Approach 1: Impact of Potential New Zones

- P.S. 58 and P.S. 29
 - Decreases the number of students living in the zones to reduce overcrowding and leaves space for out-of-zone seats to help meet priority admissions goal
- P.S. 15, P.S. 32 and P.S. 38
 - Increases the number of students living in the zones and brings the zones closer to priority admissions goal
- P.S. 261 and P.S. 676
 - The size and demographics of the zones remain relatively consistent

Approach 2: Create Shared Zone

Approach 2: Shared Zone



Approach 2: Impact of Choice Admissions

- The choice process under Approach 2 includes admissions priorities for 25%-35% of seats for STH, MLL and students income-eligible for FRL
- Currently, 90% of D15 families receive one of their top three choices in the admissions process
- Three districts are unzoned at the elementary school level and show similar results:

District	Percent Received Top 3 Choices
1	86%
7	91%
23	85%
Citywide	83%

- District 15 middle schools are unzoned with a similar new diversity plan, which has shown promising early results:
 - 78% of students received an offer to one of their top three choices
 - 7 of 11 schools were within 10% of the district MLL/STH/FRL average

Which students may be impacted by rezoning?

- Incoming pre-kindergarten and kindergarten students
- New students to the system

Which students are not impacted by rezoning?

- Currently enrolled students
- Siblings
 - Children who live where a zone is changing can retain their zoned sibling priority for elementary school, if they have a sibling attending that school in grades K-5, pending CEC approval

How will my child get to school?

- General education transportation eligibility is based on a student's grade level and the distance between home and school

Grade Level	Less than 0.5 mile	0.5 mile or more, but less than 1 mile	1 mile or more
K-2	Half-Fare Metrocard	School Bus or Full-Fare Metrocard	School Bus or Full-Fare Metrocard
3-5	Not Eligible	Half-Fare Metrocard	School Bus or Full-Fare Metrocard

- Any public school may request and receive busing service as long as the request is made by July 1 before school starts and there are enough students to meet the eligibility for a route.
- In the implementation of any plan the DOE would work to support schools and families with transportation services, including bus service, in accordance with Chancellor's Regulation A-801.

Approach Specific Feedback

- **In support of Approach 1**
 - Maintains access to neighborhood school
 - Limits travel distance
 - Simpler admissions process for families
 - More certainty for families about where their child can go to school
 - Still gives STH, MLL and students income-eligible for FRL increased choice
 - Families more likely to go to a newly zoned school with rezoned neighbors
- **In support of Approach 2**
 - Increases access and choice for all
 - More inclusive - all families participate in the same system
 - Removes priority to school based on home address advances equity
 - Quicker potential impact to integration
 - Easier to adapt to residential and demographic changes
- Some community members support neither approach and have recommended other strategies

Feedback on Timeline and Process

- The DOE has received feedback to consider delaying a proposal and vote until Spring 2020 in order to:
 - Provide more time for community dialogue
 - Increase efforts to empower historically underserved families in the process
 - More fully consider other approaches
 - Provide more time and resources to prepare for the changes

What is the timeline and process for this decision?

Timeline and Process for Implementation

September-October 2019

- Continued dialogue with the community on the information shared this evening through:
 - SLT meetings
 - CEC conversations
 - Discussions with other key stakeholders
 - Email feedback
 - Other recommended means for best ways to engage school communities

October 2019

DOE and CEC collaboratively determine timeline based on community input

Fall 2019 Target Vote

- More quickly advances equity for students in the area and addresses overcrowding
- Aligns with opening of the P.S. 32 addition
- Less time for additional engagement prior to proposal

Spring-Fall 2020 Target Vote

- More time for community empowerment and collaboration (ex. Participatory Action Research)
- P.S. 32 addition would open without appropriately-sized zone
- Demographic disparities and overcrowding would persist for an additional year

2020-2021 Implementation

2021-2022 Implementation

For Feedback and More Information

Community Education
Council 15

- CEC15@schools.nyc.gov

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Community
Superintendent

- askop@schools.nyc.gov

Office of District
Planning

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

CEC Questions and Discussion

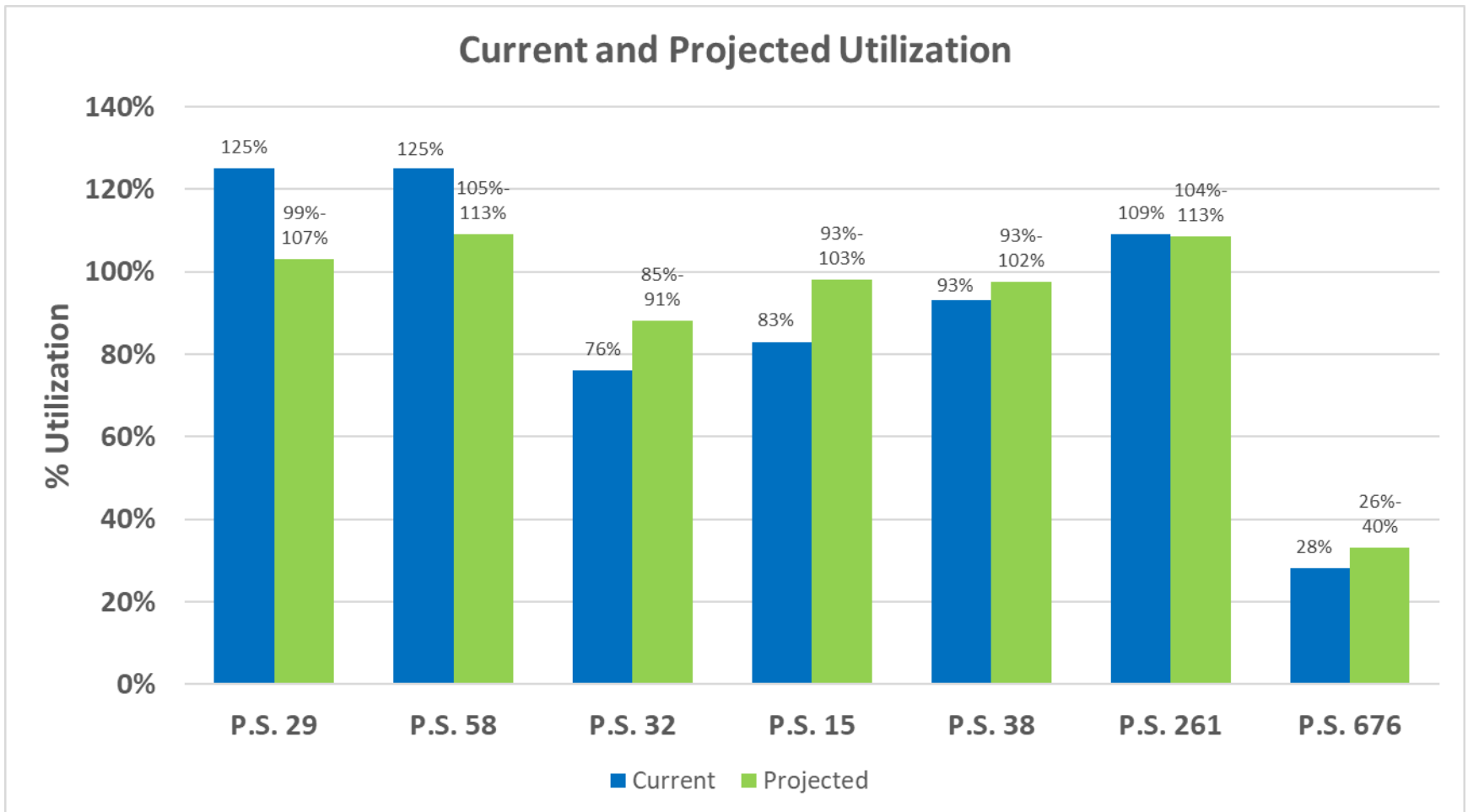
Break-Out Discussions

Break-Out Discussions

- Small group discussions will take place in the gym
- Each table will have 1-2 facilitators from the CEC and/or DOE who will lead a discussion and can help answer questions
- Other DOE employees with specific expertise will be floating to answer specific questions
- Comment forms are available at each table to submit additional feedback

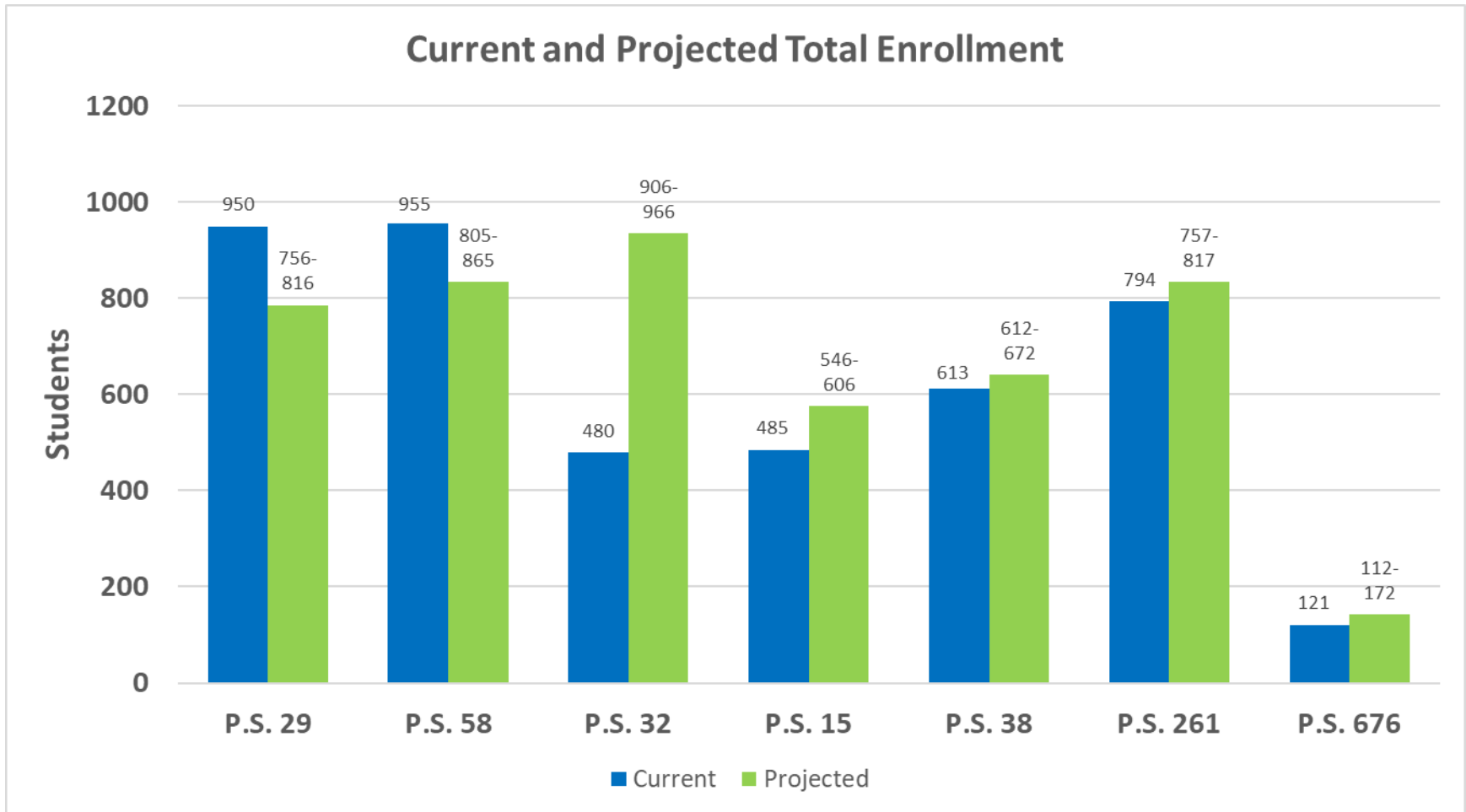
Impact Data for Breakout Discussions

Projected Impact on Utilization



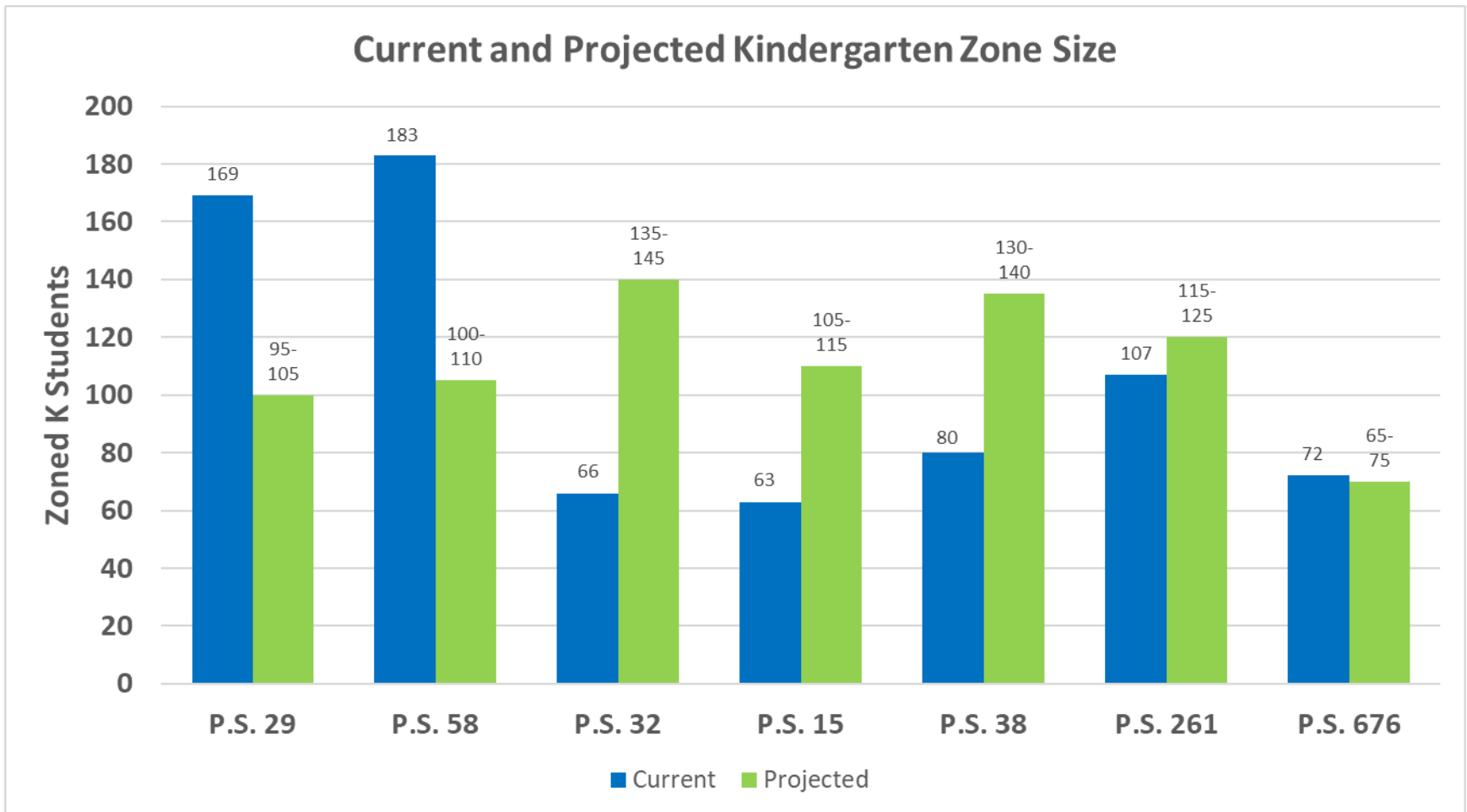
- (1) Current school (org) utilization based on 2018-19 Audited Register and 2017-18 Blue Book Capacity.
- (2) Projected enrollment is when the rezoning is at scale.
- (3) P.S. 58 utilization only pertains to grades K-5 enrollment and building K058 capacity

Projected Impact on Enrollment



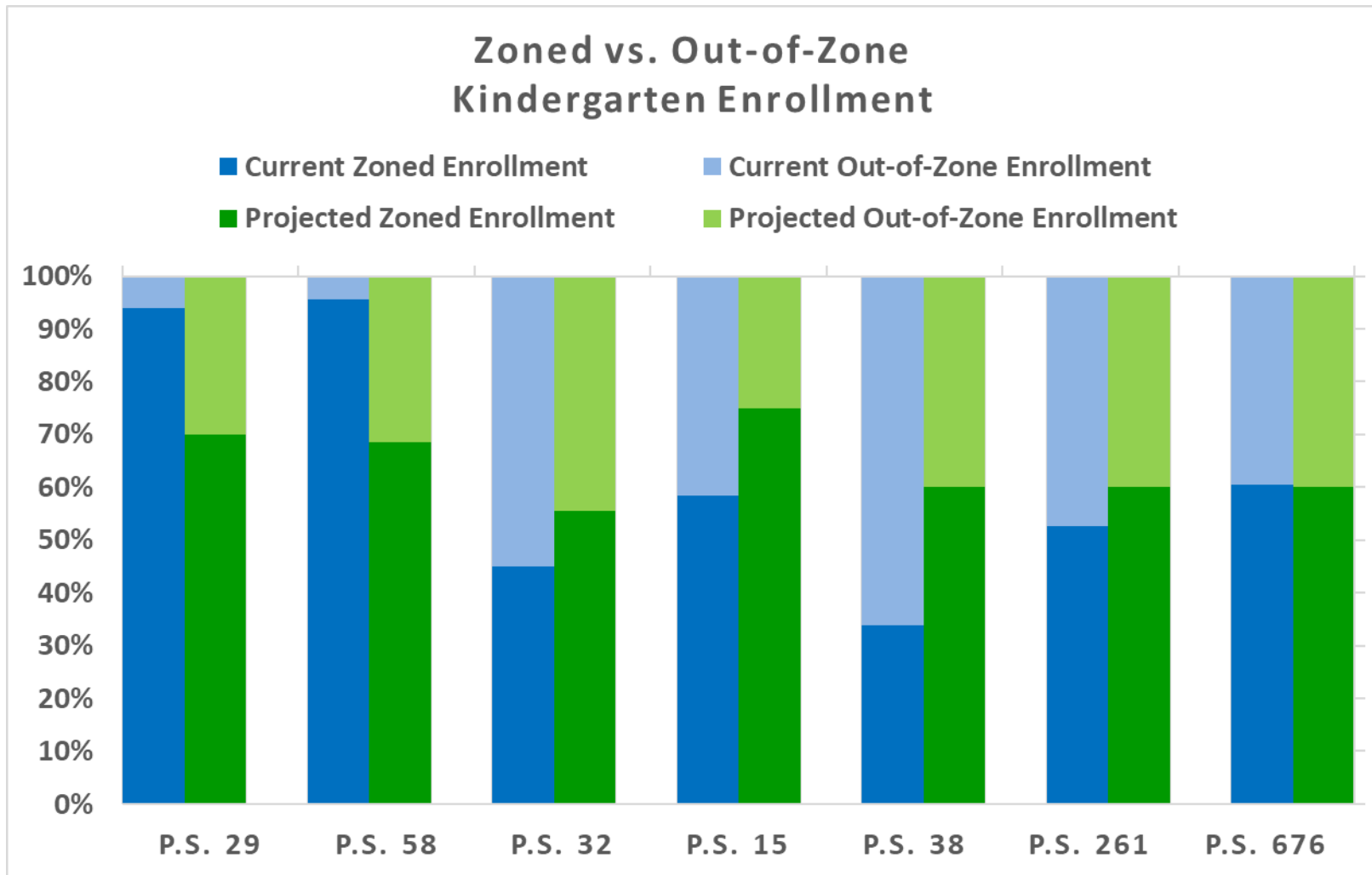
- (1) Based 2018-2019 enrollment.
- (2) Projected enrollment is when the rezoning is at scale.
- (3) P.S. 58 enrollment only includes grades in building K058 (K-5).

Approach 1: Impact on Kindergarten Zone Size



- (1) Based on three-year 2016-2018 average.
- (2) Projected zone size is when the rezoning is at scale

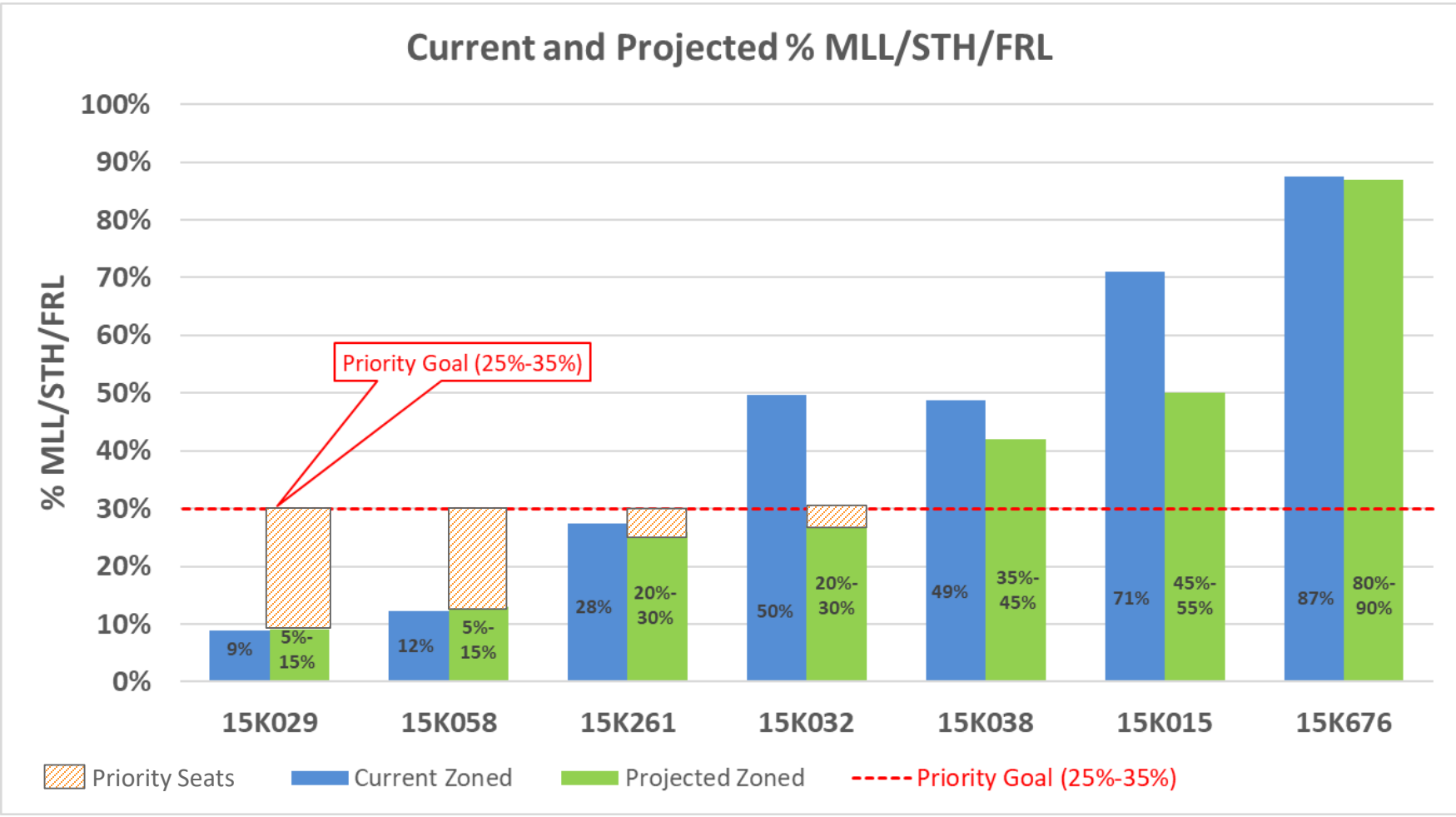
Approach 1: Impact on Zone Enrollment



(1) Based on three-year 2016-2018 average.

(2) Projected zone size is when the rezoning is at scale.

Approach 1: Demographics



1. Based on three-year 2016-2018 average.
 2. Projected enrollment is when the rezoning is at scale.

Appendix

Appendix

- A. Impact Data Pertaining to Both Approaches
- B. Impact Data Pertaining to Approach 1
- C. Students by Census Block
- D. Transportation Eligibility
- E. Rezoning Policies and Impacts
- F. Rezoning Methodology

Appendix A1: Current Kindergarten Enrollment

DBN	School Name	Current K Enrollment ¹
15K015	P.S. 15	67
15K029	P.S. 29	147
15K032	P.S. 32	65
15K038	P.S. 38	84
15K058	P.S. 58	177
15K261	P.S. 261	143
15K676	Red Hook Neighborhood School	14

(1) Current K enrollment based on 2018-2019.

Appendix A2: Both Approaches 1 and 2: Projected Impact on Enrollment

DBN	School Name	Current K Enrollment _{t¹}	Projected K Enrollment _{t²}	Current Total Enrollment ₁	Projected Total Enrollment ₂
15K029	P.S. 29	147	120-130	950	756-816
15K058	P.S. 58	177	145-155	955	805-865
15K032	P.S. 32	65	145-155	936	906-966
15K015	P.S. 15	67	65-75	485	546-606
15K038	P.S. 38	84	80-90	613	612-672
15K261	P.S. 261	143	140-150	794	757-817
15K676	P.S. 676	14	10-20	121	112-172

(1) Based on 2018-2019 enrollment.

(2) Projected enrollment is when the rezoning is at scale.

(3) P.S. 58 total enrollment only includes grades in building K058 (K-5).

Appendix A3: 2018-2019 Elementary School Section Counts

School Name	PK	K ¹	Grades 1-5 ¹	Self-Contained
P.S. 15	5	3	1-3	6
P.S. 29	2	6	5-7	0
P.S. 32	2	5	4-5	0
P.S. 38	6	4	3-4	4
P.S. 58	3	7	5-6	1
P.S. 261	2	6	5	1
Red Hook Neighborhood School	1	1	1	1

(1) Includes GE/ICT only.

Appendix A4: Both Approaches 1 and 2: Projected Elementary School Section Counts

School Name	PK	K ¹	Grades 1-5 ¹	Self-Contained
P.S. 15	5	3	3	6
P.S. 29	2	5	4-5	0
P.S. 32	2	7	7	0
P.S. 38	6	4	4	4
P.S. 58	3	6	5	1
P.S. 261	2	6	5	1
Red Hook Neighborhood School	1	1	1	1

(1) Includes GE/ICT only.

Appendix A5: 2018-2019 Average Class Sizes

School Name	PK	K ¹	Grades 1-5 ¹	Self-Contained
P.S. 15	16	20	23	11
P.S. 29	19	25	27	N/A
P.S. 32	17	22	26	N/A
P.S. 38	16	21	23	9
P.S. 58	18	25	27	10
P.S. 261	18	24	25	6
Red Hook Neighborhood School	10	14	18	8

(1) Includes GE/ICT only.

Appendix A6: Both Approaches 1 and 2: Projected Average Class Sizes

School Name	PK	K ¹	Grades 1-5 ¹	Self-Contained
P.S. 15	16-18	20-22	20-22	10-11
P.S. 29	16-18	24-26	26-28	N/A
P.S. 32	16-18	21-23	23-25	N/A
P.S. 38	16-18	20-22	20-22	8-9
P.S. 58	16-18	23-25	26-28	9-10
P.S. 261	16-18	23-25	23-25	5-6
Red Hook Neighborhood School	16-18	14-16	16-18	7-8

(1) Includes GE/ICT only.

Appendix A7: Kindergarten Zone Demand

School Name	Current Zone Retention ¹	Current Zone Enrollment ²
P.S. 15	63%	58%
P.S. 29	83%	94%
P.S. 32	45%	45%
P.S. 38	33%	34%
P.S. 58	88%	95%
P.S. 261	67%	53%
Red Hook Neighborhood School	17%	60%

(1) Current zone retention based on a three-year 2016-2018 average.

(2) Current zone enrollment based on a three-year 2016-2018 average.

Appendix A8: Kindergarten Zone and School Demographics - Multilingual Learners (MLLs)

School Name	Current % (School) ¹	Current % (Zone) ¹
P.S. 15	4%	6%
P.S. 29	1%	2%
P.S. 32	9%	5%
P.S. 38	6%	5%
P.S. 58	2%	5%
P.S. 261	3%	5%
Red Hook Neighborhood School	14%	8%

(1) Current school % MLLs based on 2018-2019.

(2) Current zone % MLLs based on a three-year 2016-2018 average.

Appendix A9: Kindergarten (School) Demographics - Current Ethnicity¹

School Name	Asian	Black	Hispanic	White	Other
P.S. 15	1%	31%	43%	21%	3%
P.S. 29	6%	2%	11%	72%	9%
P.S. 32	17%	17%	18%	42%	6%
P.S. 38	11%	27%	24%	25%	13%
P.S. 58	4%	1%	10%	75%	10%
P.S. 261	6%	11%	16%	60%	7%
Red Hook Neighborhood School	-	57%	43%	-	-

(1) Current Kindergarten (school) ethnicity based on 2018-2019.

Appendix A10: Kindergarten (Zone) Demographics - Current Ethnicity¹

School Name	Asian	Black	Hispanic	White	Other
P.S. 15	3%	36%	35%	21%	6%
P.S. 29	3%	2%	10%	75%	9%
P.S. 32	8%	23%	25%	40%	4%
P.S. 38	9%	29%	25%	30%	7%
P.S. 58	4%	2%	11%	72%	11%
P.S. 261	10%	7%	16%	59%	9%
Red Hook Neighborhood School	1%	45%	49%	2%	3%

(1) Current ethnicity (zone) based on a three-year 2016-2018 average.

Appendix A11: Kindergarten Zone and School Demographics - Students in Temporary Housing (STH)

School Name	Current % (School) ¹	Current % (Zone) ¹
P.S. 15	6%	5%
P.S. 29	-	-
P.S. 32	6%	5%
P.S. 38	-	3%
P.S. 58	-	-
P.S. 261	3%	2%
Red Hook Neighborhood School	-	6%

(1) Current school % STH based on 2018-2019.

(2) Current zone % STH based on a three-year 2016-2018 average.

Appendix A12: Kindergarten Zone and School Demographics - Students with Disabilities

School Name	Current % (School) ¹	Current % (Zone) ²
P.S. 15	27%	17%
P.S. 29	13%	9%
P.S. 32	22%	17%
P.S. 38	8%	13%
P.S. 58	6%	9%
P.S. 261	10%	11%
Red Hook Neighborhood School	36%	23%

(1) Current Kindergarten (school) % students with disabilities based on 2018-2019.

(2) Zone current % students with disabilities based on a three-year 2016-2018 average.

Appendix A13: Kindergarten Demographics - Income-Eligible for Free and Reduced-Priced Lunch (FRL)

School Name	Current % (School) ¹	Current % (Zone) ²
P.S. 15	69%	71%
P.S. 29	10%	7%
P.S. 32	32%	49%
P.S. 38	42%	47%
P.S. 58	10%	9%
P.S. 261	28%	26%
Red Hook Neighborhood School	100%	87%

(1) Current Kindergarten (school) % FRL or HRA Eligible based on 2018-2019

(2) Current % FRL or HRA Eligible based on a three-year 2016-2018 average

Appendix A14: Current Capacity & Utilization Rates

DBN	School Name	Current Total Enrollment ¹	Org Capacity ²	Current Org Utilization ³
15K015	P.S. 15	485	587	83%
15K029	P.S. 29	950	761	125%
15K032	P.S. 32	480	634	76%
15K038	P.S. 38	613	659	93%
15K058	P.S. 58	955 ⁴	765 ⁴	125%
15K261	P.S. 261	794	726	109%
15K676	Red Hook Neighborhood School	121	433	28%

(1) Current total enrollment based on 2018-2019 Audited Register and includes Pre-Kindergarten.

(2) Org Capacity based on 2017-2018 Blue Book.

(3) Utilization based on 2018-2019 Audited Register and 2017-2018 Blue Book Capacity.

(4) Does not include capacity of Building K751

Appendix A15: Both Approaches 1 and 2: Projected Impact on Utilization

DBN	School Name	Capacity ¹	Current Org Utilization ²	Projected Org Utilization ³	Change
15K029	P.S. 29	761	125%	99%-107%	Decrease
15K058	P.S. 58	765 ⁴	125% ⁴	105%-113%	Decrease
15K032	P.S. 32	634	76%	85%-91%	Increase
15K015	P.S. 15	587	83%	93%-103%	Increase
15K038	P.S. 38	659	93%	93%-102%	Increase
15K261	P.S. 261	726	109%	104%-113%	No change
15K676	P.S. 676	433	28%	26%-40%	No change

1. Based on three-year 2016-2018 average.
2. Current Utilization based on 2018-19 enrollment and 2017-18 Blue Book.
3. Projected enrollment is when the rezoning is at scale.
4. P.S. 58 Capacity and Utilization only includes grades K-5 in Building K058.

Appendix B1: Approach 1: Projected Kindergarten Zone Demand

School Name	Projected Zone Retention	Projected Zone Enrollment
P.S. 15	45%-55%	70%-80%
P.S. 29	85%-95%	65%-75%
P.S. 32	55%-65%	50%-60%
P.S. 38	35%-45%	55%-65%
P.S. 58	90%-100%	65%-75%
P.S. 261	65%-75%	55%-65%
Red Hook Neighborhood School	10%-20%	55%-65%

Appendix B2: Approach 1: Impact on Kindergarten Zone Size

DBN	School Name	Current Zone Size ¹	Projected Zone Size ²
15K029	P.S. 29	169	95-105
15K058	P.S. 58	183	100-110
15K032	P.S. 32	66	135-145
15K015	P.S. 15	63	105-115
15K038	P.S. 38	80	130-140
15K261	P.S. 261	107	115-125
15K676	P.S. 676	72	65-75

1. Based on three-year 2016-2018 average.

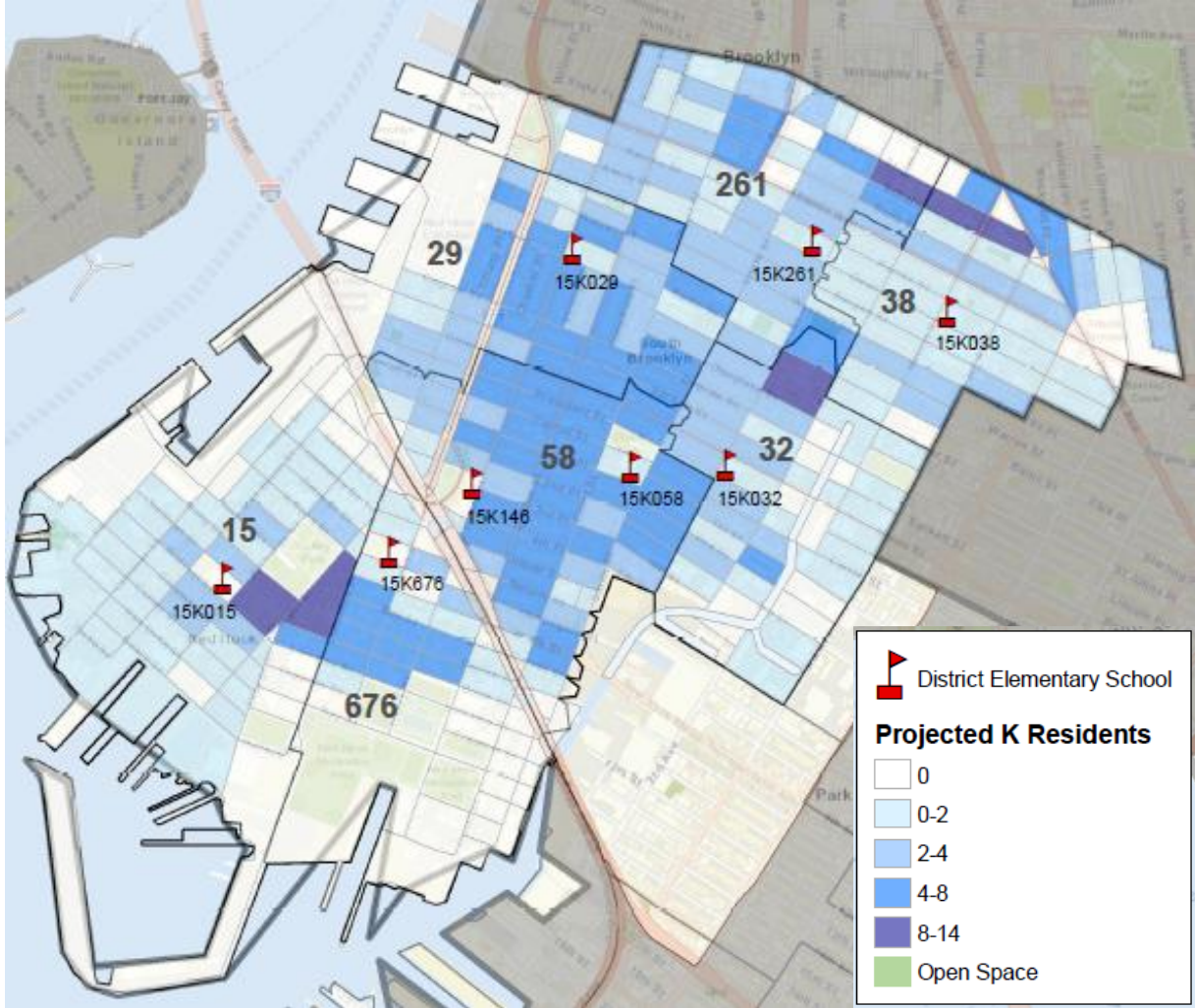
2. Projected zone size is when the rezoning is at scale

Appendix B3: Approach 1: Current and Projected Demographics

DBN	School Name	Current Zoned MLL/STH/FRL (%)	Zoned MLL/STH/FRL Students before Priority seats (%)*
15K015	P.S. 15	71%	45%-55%
15K029	P.S. 29	9%	5%-15%
15K032	P.S. 32	50%	20%-30%
15K038	P.S. 38	49%	35%-45%
15K058	P.S. 58	12%	5%-15%
15K261	P.S. 261	28%	20%-30%
15K676	P.S. 676	87%	80%-90%

1. Based on three-year 2016-2018 average.
2. Projected enrollment is when the rezoning is at scale.

Appendix C: Current ES Zone Lines – Density Map



Appendix D: Rezoning Policies and Impacts

- **When would a rezoning be implemented?**
 - Pending submission of rezoning proposal for approval by the CEC in 2019, proposed changes would take effect for the 2020-2021 academic year.
- **Which students would be impacted by a rezoning?**
 - Proposed changes would primarily impact incoming pre-kindergarten, kindergarten, or new students to the system in 2020-2021.
- **Sibling Grandfathering**
 - When applying to a school impacted by a rezoning, children entering pre-kindergarten and kindergarten who live where a zone is changing can retain their zoned sibling priority if they have a sibling attending that school.

Appendix E1: Developing Proposed Zone Lines

Steps:

1. Determine the target kindergarten zone size for each school
2. Project future kindergarten residents
3. Draw new zone line scenarios

Appendix E2: Developing Proposed Zone Lines

- **Factors we take into consideration**
 - New residential construction
 - Geographic barriers
 - Travel distance
- **We draw zone lines in a way that:**
 - Contains appropriate number of residents for a school's size, based on recent public school enrollment trends.
 - Promotes diversity across schools.
 - Keeps each school geographically within the zone boundaries.