

# Title I, Section 1003(a) Socioeconomic Integration Pilot Program (SIPP) Application Review

## PS 15 Roberto Clemente

### SECTION A – Program Targets:

- **The program targets should be more aggressive. For PS 15 Roberto Clemente, the proposal calls for a 13 percentage point shift. However, the variance with the district average is 25 percentage points. We recommend a target closer to the district average. Please revise Table 2 to include more ambitious program targets, as recommended, or provide a compelling rationale for why more aggressive targets would not be achievable.**

See revised Table 2 with NYSED recommended SES integration targets.

### SECTION B – Program Narrative:

#### **3. NEEDS ASSESSMENT AND PROGRAM SELECTION**

- **The application minimally addresses parental involvement in the program selection for each school. Please provide evidence that documents parents’ support for the selected programs or provide a detailed plan for securing such support during the planning period.**

#### Community Engagement

As set forth in Attachment 2, the mission of the Community Education Council for District One includes advocating for an equitable admissions policy to help schools reflect the diversity of the neighborhood. Over the past 10 years, the CEC has actively worked with District One schools and community members to move towards this goal by creating policy statements and resolutions, hosting town halls, workshops, and speak-outs, in addition to holding legislative breakfasts, and meetings with the NYC DOE. Simultaneously the CEC has worked to establish school based and district-wide task forces and working groups to explore mechanisms that facilitate diverse school populations and improve equity of access through structural changes to admissions policy.

Since January 2013, CEC One has worked with school leaders and parents at The Neighborhood School (PS363) to develop an admissions policy based on the PS 133 set-aside model, approved the year prior by the DOE. Similar school based diversity workgroups exist in a handful of District One schools, including East Village Community School, Children’s Workshop and the School Leadership team of Earth School. While each work group, run by parents for the most part, is designed to respond to the needs of the individual school community that it serves, they generally share three components:

- Work around a district wide diversity conscious admissions policy
- Recruiting and outreach efforts designed to attract and retain a diverse range of families and students
- Training and support groups in cultural competency and school diversity to support a diverse student body and their families.

#### Districtwide Diversity Planning

Prior to submitting the SIPP proposal, CSD 1stakeholders had multiple opportunities to participate in a series of outreach meetings, communication efforts, workshops and town hall-style forums on school diversity issues. A large town hall in September 2015 introduced community members to data describing the current levels of school segregation and the importance of a community-driven diversity-conscious student assignment planning process to achieve more diverse schools. The town hall was followed by six small-group (10-35 attendees) participatory

workshops that have allowed the larger neighborhood and school-based community to provide input from varying perspectives in order to build consensus on school diversity goals and priorities.

#### Workshop Goals

- Expose participants to the current levels of segregation in CSD1 schools
- Familiarize participants from a cross section of the community with the district's admission policy history.
- Create a safe environment of communication and collaboration that encourages responsible dialogue about diversity.
- Provide a conceptual framework for a socioeconomic diversity conscious choice-based student assignment and admissions policy using key school diversity factors.
- Build consensus around the diversity factors and priorities to create a research-based and community-driven controlled choice student assignment policy that is derived from proven best practices.

The format for the Diversity Workshops that will conclude in May 2015 includes a brief overview of the geographic and demographic landscape of the CSD 1 schools by Lisa Donlan, CEC1 President and the identification of the inequities associated with implementation of the open choice student assignment policy described in [Attachment 2](#). Each workshop also includes two learning and participant breakout sessions on diversity conscious choice-based student assignment policies that were conducted by expert planner Michael Alves and trained diversity workshop facilitators.

Learning Session One explains the historical and legal context of controlled choice and provides information on the different types of socioeconomic assignment policies. Session One answers the question *"Is there a legally permissible, transparent, practical and equitable way for school officials to voluntarily and consciously promote diversity and avoid racial/ethnic segregation in the assignment of students to public schools in the United States?"* With support from the trained facilitators, participants then collaborate in teams to build models of their vision of school diversity. Teams share their work and the outcomes of the team's collaboration with the other teams. The team facilitators then share back to the larger group, highlighting common themes and differences as all participants segue into Learning Session Two.

Learning Session Two provides the participants with an overview of the key features and proven best practices of a diversity conscious controlled choice student assignment plan and a description of the various diversity factors that are used in successful socioeconomic integration plans and choice-based admissions policies.

Each participant is then asked to prioritize various diversity factors on a worksheet and then, again in small teams, collaboratively deciding on their team priorities. The entire working group then participates in a charrette style consensus building "vote" and negotiation on their commonly shared diversity factor priorities and values. Each group's outcome is shared with the other groups, questions are answered and presenters deliver concluding remarks that highlight the next steps in the planning process.

#### Outreach for Diversity workshops:

The CEC for District 1 has done extensive outreach to include community members in the hands-on workshops. Flyers for each session that targeted strategically diverse clustering of school communities were sent to each school Principal, Parent Coordinator, PTA President along with individual parent contacts at each school. Flyers were given out at various PTA and SLT meetings, school events and community gatherings. The final two workshops have targeted the community members who live in NYCHA housing and receive services from Community Based Organizations, so additional flyering took place in libraries, children camps and after school programs as well as at grocery stores and laundry mats.

As described in [Section B2](#), the CSD1 Diversity Workshops documented above have provided the foundation for the Planning Team's SES Integration Work Group's development of the diversity conscious choice-based student

assignment and admissions policy for the Roberto Clemente target school and other CSD1 elementary schools that will be carried in accordance with the Planning Period Work Plan as set forth in Section C.

- **For PS 15 Roberto Clemente, the Renzulli SEM was selected. What data or research is available that shows these are the programs needed to address socioeconomic integration at each school?**

#### Renzulli SEM and Socioeconomic Integration

As set forth in Section B4, the CSD 1 reviewed the extensive research on the Renzulli Schoolwide Enrichment Model provided by the National Center for Gifted Education and Talent Development at the University of Connecticut. The review strongly suggests that the SEM is highly effective at serving high-ability students in a variety of educational settings and is particularly effective in schools serving a diverse socioeconomic student populations and high ability students with learning disabilities from all racial and socioeconomic groups.

Our research indicated that Renzulli SEM is being used to promote voluntary socioeconomic and racial/ethnic integration in magnet schools in Fulton County, GA, Pinellas County, FL and Moorpark, CA. That the Renzulli SEM is particularly well suited for the Roberto Clemente elementary school was affirmed by Halley Potter, education policy researcher at the Century Foundation, who reviewed the Renzulli SEM at Bell Academy M.S. 294 in Queens, New York in 2014 and concluded she “came to Bell in search of a more equitable approach to gifted education and found a model I think other city schools should examine closely.” According to Potter, “New York City’s gifted and talented programs have a long history of creating socioeconomic and racial segregation within schools. But Bell Academy offers a promising alternative: extending enrichment opportunities to all students.” (Halley Potter, “The city’s gifted education system needs to shift”, Chalkbeat New York, July 14, 2014.)

#### Additional Sources:

Halley Potter, “Beyond Stuyvesant: How Other NYC High Schools Are Promoting Equity,” The Century Foundation, February 16, 2015. Veritas Academy Renzulli SEM, <http://www.the.veritasacademy.com/>

Halley Potter and David Tipson, “Eliminate Gifted Tracks and Expand to a Schoolwide Approach,” New York Times, September 16, 2014. <http://nytimes.com/roomfordebate/2014/06/03/are-new-york-citys-gifted-classrooms-useful-or-harmful/eliminate-gifted-tracks-and-expand-to-a-schoolwide-approach>.

Gentry, M; Moran, C & Reis, S.M., “Expanding Enrichment Opportunities to All Students,” in *Gifted Child Today*, 22, 36-48 (1999).

Baum, S.M., “An Enrichment Program for Gifted Learning Disabled Students,” in *Gifted Child Quarterly*, 32, 226-230 (1988).

Baum, S.M.; Renzulli, J.S. & Hebert, T.P. “Reversing Underachievement: Creative Productivity as a Systematic Intervention,” in *Gifted Child Quarterly*, 39, 224-235 (1999).

#### **7. STUDENT SELECTION CRITERIA/PROCESS:**

- **For each school’s program, describe in detail the student selection process. The use of socio-economic status (SES) data is helpful, but more detail is required. Please describe how the goal of socioeconomic integration will be achieved.**

#### SES Student Selection Process

In accordance with the research and best practices of the SES Integration plans that have been referenced in the RFP, the SIPP choice-based SES student selection process will achieve the CSD 1 elementary schools socioeconomic integration goals that are set forth in the revised Table 2 by ensuring that each school’s available seats are

equitably *allocated* and *assigned* to all newly enrolling low-income “at-risk” students and non-low-income students and to English Language Learners, Students with Disabilities, and Students in Temporary Housing . As described in SECTION B: 2 “SES Integration Pilot Program Implementation” and as delineated in the SECTION C – WORK PLAN , the CSD1 SES student selection process will include the PK and K entry-grade assignment lottery, the Grades K-5 post-lottery newly enrolling “walk-in” assignments and all Grades K-5 voluntary transfers. The implementation of the CSD 1 SES assignments will be coordinated and carried out in collaboration with the DOE.

- **What strategies will be implemented to ensure students with disabilities are represented in each program?**

The Family Resource Center will actively recruit low and non-low income students with disabilities to enroll in the Roberto Clemente Renzulli SEM, and a percentage of seats will be allocated to these students in accordance with their Individual Education Plans. The allocation of seats for students with disabilities in will be collaboratively determined by the Principal of the Roberto Clemente elementary school, the Community Superintendent, the District’s Leadership Team and the DOE’s special education department.

- **Each proposal states that outside experts will provide assistance and guidance for the selection process. Please identify these outside experts and provide information about their credentials relating to socioeconomic integration. If these outside experts have not yet been selected, please provide a detailed plan for how they will be selected during the planning period.**

**Michael Alves** is a nationally recognized educational planner with extensive experience in designing and implementing choice-based socioeconomic integration plans and magnet schools admissions policies in school districts throughout the United States. Mr. Alves has provided invaluable assistance and guidance to the CSD 1 diversity workshops and community engagement efforts through his existing contract with the DOE and his expertise and work is cited by the NYSED in the Socioeconomic Integration Pilot Program RFP’s references. Mr. Alves credentials as an SES Integration Expert are attached to this document and clearly demonstrate that he is uniquely qualified to assist CSD 1 with the planning and implementation of its Socioeconomic Integration Pilot Program’s diversity conscious choice-based SES selection process.

## **9. RECRUITMENT AND PROFESSIONAL DEVELOPMENT**

- Describe the selection process for staff for each of the programs. In addition, include a description of the professional development activities focused on socioeconomic integration that will be offered to the staff selected.

All teachers are highly qualified and certified to teach the age level (PreK – grade 5) and content of PS 15 elementary school. Additionally, staff will attend the Renzulli SEM intensive summer training in July 2015 at the University of CT in order to plan for phases of implementation beginning in 2015-16. During the year, there will be cycles of professional development weekly for 80 - 110 minutes on enrichment strategies, addressing needs of different learning styles, differentiation, and guided interventions, among other topics. Many of those PD sessions will be at PS 15, while some will be in collaboration with teachers and staff at the Island School PS/MS 188, a neighboring District 1 school that has implemented Renzulli SEM program for the past ten years. Therefore, there will be planned intervisitations and shared professional development between the two schools.

## **11. SUSTAINABILITY & EXPANSION**

- **The proposal states other resources will be sought to sustain the programs after the grant period expires. Please identify these resources and describe how these resources will be used to expand the programs to other schools.**

Beyond the period of the grant, CSD1 will work to sustain the Renzulli SEM program at P.S. 15 and expand the program's implementation to other CSD 1 schools. With other competitive grants—including 21<sup>st</sup> Century, EST (Extended School Time), and Community Schools funding—CSD 1 will build upon the PS 15 and Island School PS/MS 188 implementation of Renzulli SEM by partnering with other local schools for shared professional development, resources, and programming.

CSD 1 will also apply for a U.S. Department of Education Magnet Schools Assistance Program grant that will be developed in collaboration with the District 1 Leadership Team, Roberto Clemente administrators and staff, and the NYCDOE Office of State/Federal Education Policy and School Improvement Grants.

CSD 1 will also pursue funding to support the continuation and expansion of the SIPP through Philanthropy New York and its Education Funders Initiative which have made socioeconomic integration a priority for the NYC public schools.

**SECTION C - Work Plan:**

- **The Work Plan is a required section of the application and was not completed for either program. Please complete the Planning and Implementation Work Plans for both applications and provide all required information as directed.**

See attached CSD1 PLANNING AND IMPLEMENTATION WORK PLANS.