

From Crests to Valleys:

# NYC's Battles for Integration 70 Years after Brown

— *A Report by NYU Metro Center and New York Appleseed*



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### About the Metropolitan Center for Research on Equity and the Transformation of Schools

NYU Metro Center advances equity and excellence in education by connecting to legacies of justice work through critical inquiry and research, professional development and technical assistance, and community action and collaboration. Born of the dream of achieving equity in public education, NYU Metro Center was founded in 1978 by NYU Professor LaMar P. Miller. Today, NYU Metro Center is nationally and internationally renowned for its work on educational equity and school improvement.

### About the Education Justice Research and Organizing Collaborative (EJ-ROC)

The Education Justice Research and Organizing Collaborative (EJ-ROC) at the Metro Center brings together researchers, data and policy analysts, and community organizers to provide critical research, data, policy and strategic support for the education justice movement, schools, and districts. We partner with grassroots organizations, schools, and districts to bridge community-based solutions with school and district policy. EJ-ROC aims to democratize education data, research and policy, maximize the synergy between research and community organizing, magnify the voices of grassroots communities of color, and advance the capacity of organizing efforts to design solutions, make demands, and sustain policy wins, and education systems change. EJ-ROC builds on the long tradition of movement-driven, community-derived research and uses an explicit racial justice lens in our two main areas of work.

### About New York Appleseed

New York Appleseed advocates for integrated schools and communities in New York City and New York State. With evidence-based advocacy and close work with stakeholders, we achieve direct impact in the community and beyond. We extend and magnify this impact across North America through participation in the Appleseed network.

### Acknowledgments

Matt Gonzales, director of the Education Justice Research and Organizing Collaborative (EJROC) at NYU Metro Center, and Nyah Berg, executive director, at New York Appleseed authored this report. We'd like to express our gratitude and special thanks to our guest essayists, Sadye Campoamor, Rochelle Du and Felicia Singh, for their powerful contributions. We'd also like to thank Abram Guerra from the NYU Team for support with analysis and research, and Valerie Sauers, for creating the design of this report. Lastly, we wish to thank the National Coalition on School Diversity for featuring this report in their upcoming national State of Integration report to represent progress in New York City.

**The Education Justice Research and  
Organizing Collaborative (EJ-ROC)**

**NYU Metro Center**

**NewYorkAppleseed**

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# From Crests to Valleys: NYC's Battles for Integration 70 Years after Brown

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## Introduction

For well over a decade, New York City has been at the center of research, debates, innovations, and resolutions all in the name of school integration. Starting in 2012 and reaching a peak in 2015, it became abundantly clear that the movement for integration was no longer a sidelined topic in education reform.<sup>1</sup> From 2015 onwards, The New York City Department of Education (DOE) was investing in integration efforts like never before, and City Hall, while not an enthusiastic supporter, was not actively obstructing processes with integration as a goal.

As communities across the nation commemorate the 70th anniversary of *Brown v. Board of Education*, NYU Metro Center partnered with New York Appleseed to gather the highlighted history, data, and resources that have defined the integration movement in New York City over the past decade. As New York City enters a new chapter in the state of integration, this report provides insight into the policy wins for integration that occurred right before the pandemic, and the subsequent changes that have carried this momentum through an unprecedented time for New York City's school system and the students and families it serves.

## Building Momentum

In 2012, on the eve of the 58th anniversary of *Brown v. Board of Education*, The New York Times published an article documenting and visualizing the segregation in New York City schools, solidifying the city's title as one of the most segregated school systems in the country.<sup>2</sup> This pivotal article, amplified by advocacy organizations, began to reinvigorate a movement to address segregation across the city. New York Appleseed took a significant lead, conducting illuminating research on the factors contributing to segregation in elementary and secondary schools, while also providing guidance on the necessary steps to mitigate its consequences throughout NYC's schools. The subsequent years introduced several major wins for the integration movement including piloting

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1 N.R. Kleinfeld, 'Why Don't We Have Any White Kids?', N.Y. Times (N.Y. ), May 11, 2012

2 Ford Fessenden, "A Portrait of Segregation in New York City's Schools," N.Y. Times, May 11, 2012

new student assignment strategies aimed at diversity, starting with one school in 2013 which grew to 7 schools by 2015 and now has well over 200 school programs participating. 2015 also marked the adoption of a new law that required annual mandated reporting on diversity-specific data points. By 2015, the success of policy wins and effective advocacy strategies made the topic of school integration impossible for City leadership to ignore.

Between 2017 to the end of 2019, a number of pivotal and inextricably linked policy developments were underway. In 2017, following a policy statement in support of school diversity,<sup>3</sup> the DOE released a diversity plan commissioning a [School Diversity Advisory Working Group \(SDAG\)](#).<sup>4</sup> The SDAG was tasked with analyzing the state of segregation in NYC schools and developing recommendations for integration within two years.<sup>5</sup> Although the development of a task force prevented any meaningful recommendations from being made at that moment, what emerged from the 45-person working group in 2019 became an essential blueprint for how the City could effectively integrate its schools.<sup>6</sup>

The SDAG produced two reports: *The Path to Real Integration and Equity for NYC Public Schools and Making the Grade II: New Programs for Better Schools*.<sup>7</sup> The [first report](#) utilized the 5 R's of Real Integration,<sup>8</sup> a framework created by students at the student-led advocacy group, IntegrateNYC, to understand and address school segregation. In total, 67 recommendations were made in the first report of which 62 were adopted by the DOE,<sup>9</sup> marking a crucial moment in which student voice became a central tenet of DOE policy. The [second report](#), which focused on eliminating the discriminatory admission policies present at the elementary and secondary levels, was met with severe backlash from a small, but vocal, and well connected group of affluent parents, who staunchly defended a status quo that favored those already privileged. They further weaponized their access and privilege to fearmonger several elected officials vying for higher offices into silence or opposition on the second report. The United Federation of Teachers (UFT), an SDAG member, initially balked at the second report, withholding their public support for several of the recommendations likely in fear of backlash and ultimately contributing to the erosion of political and public support.<sup>10</sup>

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3 NYC Department of Education, Equity and Excellence for All: Diversity in New York City Public Schools, 2, <https://www.schools.nyc.gov/docs/default-source/default-document-library/diversity-in-new-york-city-public-schools-english> (June 6, 2017)

4 *Id.* at 4

5 *Id.* at 5

6 School Diversity Advisory Group, Making the Grade : A Path to Real Integration and Equity for NYC Public School Students, [https://cdn.givingcompass.org/wp-content/uploads/2019/02/22123200/1c478c\\_4de7a85cae-884c53a8d48750e0858172.pdf](https://cdn.givingcompass.org/wp-content/uploads/2019/02/22123200/1c478c_4de7a85cae-884c53a8d48750e0858172.pdf) (Feb. 7, 2019); School Diversity Advisory Group, Making the Grade II: New Programs for Better Schools, [https://docs.wixstatic.com/ugd/1c478c\\_1d5659bd05494f6d8cb2bbf03fcc95dd.pdf](https://docs.wixstatic.com/ugd/1c478c_1d5659bd05494f6d8cb2bbf03fcc95dd.pdf) (Aug. 26, 2019)

7 Group, *supra*

8 Integrate NYC, Real Integration (2020), <https://integratenyc.org/mission>

9 Office of the Mayor, Mayor de Blasio, Schools Chancellor Carranza Announce Adoption of School Diversity Advisory Group Recommendations, <https://www1.nyc.gov/office-of-the-mayor/news/292-19/mayor-de-blasio-schools-chancellor-carranza-adoption-school-diversity-advisory-group> (June 10, 2019)

10 Kirsten John Foy and Michael Mulgrew, *Expand gifted and talented education: A proposal to scrap it would take city schoolchildren in exactly the wrong direction*, NY Daily News (Nov. 19, 2019), <https://www.nydailynews.com/2019/11/19/expand-gifted-and-talented-education-a-proposal-to-scrap-it-would-take-city-schoolchildren-in-exactly-the-wrong-direction/>



Local media also contributed to the sensationalization and in many cases, misrepresentation of the SDAG's recommendations, further feeding into a divisive, misinformed narrative. Unfortunately, Mayor de Blasio, who was also launching a longshot bid for the White House, did not have the political courage to provide the leadership needed in this moment of turmoil, and responded to SDAG II with silence.<sup>11</sup> For many advocates, the accompanied silence from the former “Tale of Two Cities” mayor was a clear demonstration of cowardice to change the status quo and poor leadership to turn the courageous conversations he gladly took credit for into courageous and implementable policy.

At the same time the SDAG was hard at work, in 2018, after years of advocacy by District 15 Parents for Middle School Equity and then-Councilmember Brad Lander, the DOE agreed to sponsor a community engagement process to address segregation within Community School District 15 (D15).<sup>12</sup> The outcome of this process led to an unprecedented decision to eliminate middle-school screens across the district.<sup>13</sup> The elimination of the absurd practice of determining a student's ability to attend a public middle school based on their educational attainment in the first 9 years of their life, led to overnight change. Eight of the eleven middle schools met their targets for diversity, rather than the prior year when only three met set goals.<sup>14</sup>

Both initiatives, the locally driven District 15 Plan and the SDAG saw initial success and continue to be uplifted by advocates as blueprints to what diversity planning can and should look like at district and city levels.<sup>15</sup> Progression of the recommendations from both plans varies, often dependent on leadership's investments in their continued implementation. For SDAG adopted goals, this report decided to take a closer look into progress—or lack thereof—made.



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11 Ethan Geringer-Sameth, *Pandemic Reinforces de Blasio's Inaction on School Desegregation Recommendations*, Gotham Gazette (May 22, 2020), <https://www.gothamgazette.com/city/9409-pandemic-reinforces-de-blasio-inaction-school-desegregation-recommendations>

12 D15 Diversity Plan, <http://d15diversityplan.com/> (Sept. 20, 2018)

13 D15 Diversity Plan: Final Report 2018, < 8-9 >, [http://d15diversityplan.com/wp-content/uploads/2019/06/190620\\_D15DiversityPlan\\_FinalReport.pdf](http://d15diversityplan.com/wp-content/uploads/2019/06/190620_D15DiversityPlan_FinalReport.pdf) (last updated Aug. 3, 2018)

14 Brad Lander, Nyah Berg & David Tipson, *The White Flight That Wasn't: New Data Reveal That Brooklyn School Integration Is Working*, <https://www.nydailynews.com/opinion/ny-oped-new-data-reveal-brooklyn-school-integration-is-working-20191114-ygw2flcqkngqne5ctz2ewfu3qy-story.html> (last updated Nov. 14, 2019)

15 *Id.*

## SDAG Goals: Tracking Progress and Addressing Unknowns

Of the two reports produced by the SDAG, a total of nearly 100 policy recommendations were proposed to address the persistence of segregation in New York City Schools. The first report outlined 67 recommendations, including goals, metrics, and a comprehensive set of policies to meet the conditions for achieving integrated and inclusive schools and classrooms. The second report included about 30 policies meant to provide the “teeth” needed to desegregate NYC schools.

As recommendations were organized according to the holistic 5 Rs of Real Integration framework, responsibility of implementation cuts across dozens of DOE offices. SDAG goals, first and foremost, are also publicly available recommendations, with 62 of the adopted 67 recommendations listed on the DOE website. To track progress of the 62 adopted recommendations and also evaluate transparency, New York Appleseed and NYU Metro Center initiated a fact-finding search to gauge progress. Our team employed various methods, including analyzing ongoing or past relationships with DOE offices, reviewing public websites and databases like the School Diversity Accountability Reports, and conducting meetings with coalition partners involved in DOE equity-related initiatives. ***Tables 1, 2, and 3 in the appendix offer a detailed breakdown of each policy recommendation and its estimated status.***

In analyzing overall progress the following patterns and key insights come to light:

There is a clear lack of central leadership and intention by the current administration to fulfill outlined goals on a citywide scale and in the name of specifically integrating schools;

1. Despite this, **more than half** of the adopted goals are “in progress” or “complete,” often due to smaller initiatives and/or programming led by bureaucrats, school leaders, or even communities committed to educational equity and integration.
2. Of the goals marked as in progress or complete, many have not advanced past the bare minimum of fulfilling their purpose, with some in peril of being reversed.
3. Many goals marked as “in progress” are likely intended for continuous advancement and would benefit from monitoring, rather than being marked as completed and set aside.
4. Since their adoption in 2019, SDAG I goals have not been revisited or acknowledged by the Adams administration. Many of the goals would benefit from an annual revision and monitoring by the New York City Council.

Despite inconsistent and uncoordinated implementation efforts, the SDAG reports and recommendations continue to provide a critical blueprint for building equitably integrated schools. Despite the Adams administration largely ignoring or undermining these recommendations, endeavors to establish integrated schools persist. Progress will remain sluggish until decisive and unwavering leadership becomes imperative to upholding the promise of Brown for the nearly one million students in New York City.

## 2017-2020: Crucial Success and the Promise of Investments

Despite being stuck with a lame-duck mayoral administration, the building blocks for Real Integration had already been set. This is largely due to persistent advocacy efforts from several nonprofit organizations such as the ones we represent (New York Appleseed, and NYU Metro Center) in addition to advocacy from community members and leaders within the DOE who believed in investing and prioritizing integration efforts. By the end of 2019, the following initiatives supporting integration efforts in the City were active:

- Over 100 (212 as of 2024) schools participated in the Diversity in Admissions (DiA) program.<sup>16</sup> This program started with only 1 school in 2013.<sup>17</sup>
- 13 community school districts (CSD) received grants from the New York State Education Department's New York State Integration Program – Professional Learning Community ("NYSIP-PLC") grant.<sup>18</sup> By 2020, 6 CSDs would receive over \$2 million dollars each as part of the third and final phase of this grant.<sup>19</sup>
- 5 community school districts received city diversity grants to fund a community-driven diversity planning process in 2019.<sup>20</sup> In December 2020, the DOE announced an additional 5 would receive support.<sup>21</sup>
- 3 CSDs had districtwide diversity plans in place.

The beginning of 2020 had many advocates for integration optimistic, particularly regarding the challenging but necessary work being pushed forward at the district level. Our optimism was interrupted by a global crisis that changed the trajectory of integration and education policy work across the City.<sup>22</sup>

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16 NYC Department of Education, Diversity in Admissions, <https://www.schools.nyc.gov/enrollment/enrollment-help/meeting-student-needs/diversity-in-admissions> (last visited July 19, 2021)

17 New York Daily News, Class Distinctions, <https://www.nydailynews.com/opinion/class-distinctions-article-1.1215882> (Dec. 10, 2012)

18 NYSED.gov, <http://www.p12.nysed.gov/funding/2020-23-title-1-nysip-plc/home.html> (last updated Apr. 23, 2020)

19 New York State Education Department, State Education Department Announces \$19.4 Million to Support Integrated Schools and Classrooms (Oct. 23, 2020), <http://www.nysed.gov/news/2020/state-education-department-announces-194-million-support-integrated-schools-and-classrooms>

20 Christina Veiga, With New Grants, These Five NYC Districts Are Taking Their Own Approaches to School Integration (July 2, 2019), <https://ny.chalkbeat.org/2019/7/2/21108527/with-new-grants-these-five-nyc-districts-are-taking-their-own-approaches-to-school-integration>

21 Office of the Mayor, Mayor de Blasio and Chancellor Carranza Announce 2021-22 School Year Admissions Process (Dec. 18, 2020), <https://www1.nyc.gov/office-of-the-mayor/news/874-20/mayor-de-blasio-chancellor-carranza-2021-22-school-year-admissions-process>

22 Ethan Geringer-Sameth, *Pandemic Reinforces de Blasio's Inaction on School Desegregation Recommendations*, Gotham Gazette (May 22, 2020), <https://www.gothamgazette.com/city/9409-pandemic-reinforces-de-blasio-inaction-school-desegregation-recommendations>



## The COVID-19 Pandemic & A National Racial Reckoning

As the rest of the country watched with caution and disbelief, New York City became one of the first major cities to experience COVID-19. The eerie silence was interrupted by sirens so often that many New Yorkers still hold anxiety for the sound.<sup>23</sup> From April 2020 to June 2020, Black and Latinx New Yorkers were 1.5 times more likely to be infected and twice as likely to die from the disease.<sup>24</sup> The same communities that were experiencing immeasurable loss were keeping the City's essential stores and operations running, with 77% of NYC's essential workforce being people of color.<sup>25</sup> In New York City, the destructive path of COVID-19 followed the patterns of segregation, compounding decades of separation and divestment in communities of color.

As COVID-19 was laying bare the disparities of this city, this nation was also forced to grapple with yet another consequence of systemic racism; police brutality. The brutal murder of George Floyd at the hands of police sparked national outrage and protests, NYC included.<sup>26</sup>

These two major events that shined a light—albeit temporarily—on the deadly consequences of systemic racism became inseparable from the discussions to address school segregation.<sup>27</sup>



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23 Rachel Holliday Smith, *Sirens in COVID-19 Hot Spots Rekindle Anxieties as Ambulance Crews See Signs of Shift*, The City, <https://www.thecity.nyc/coronavirus/2020/10/8/21508683/sirens-in-covid-hot-spots-rekindle-anxieties> (last updated Oct. 8, 2020)

24 ArcGIS StoryMaps. 2020. *Segregation is Killing Us...* [online] Available at: <<https://storymaps.arcgis.com/stories/b9d7b073400c4c18950469ef79efe98a>> [Accessed 17 July 2021].

25 *Id.*

26 Derrick Bryson Taylor, *George Floyd Protests: A Timeline*, The New York Times (Mar. 28, 2021), <https://www.nytimes.com/article/george-floyd-protests-timeline.html>

27 Shapiro, E., 2021. *A School Admissions Process That Caused Segregation Fell Apart in Weeks* (Published 2020). [online] Nytimes.com. Available at: <<https://www.nytimes.com/2020/06/11/nyregion/coronavirus-nyc-schools-admissions.html>> [Accessed 18 July 2021].



## **Bridging the Movement: Cross-Racial Solidarity Pre and Post-Covid-19**

*Guest Essay: The Impact of Creating Community Conversations about  
Black and Asian Solidarity*

By Rochelle Du and Felicia Singh

What does cross-racial solidarity look like to you? This is a question we have repeated in workshops, events, and town halls over the past 4 years in tandem with conversations regarding the integration of New York City public schools. Integration is too often seen as a Black and white issue, and too often the Asian diaspora was being left out of larger conversations on how to integrate NYC public schools—fueling longtime tensions and highlighting unhelpful and inaccurate narratives that policies for integration created less opportunity for Asian students. Too many conversations were lacking historical knowledge— that America’s Black and Asian communities have a long history of shared struggles and solidarity, and the fight for integration is no exception.

Black and Asian solidarity has been the foundation for many movements. New York Appleseed and the Coalition for Asian American Children and Families (CACF) have been at the forefront of integration efforts, pushing for an educational environment that is respectful, open, and representative of Black, Asian, and other students from marginalized backgrounds. One of the integration movement’s successes was the implementation of District 15’s Diversity Plan. In 2018, diverse members of Community School District 15 such as students, school faculty, and advocates came together to create the District 15 Diversity Plan that detailed authentic representation, how to uphold it, and how to achieve equitable distribution of resources and opportunities. The rollback of discriminatory middle school screenings as a result of the plan also led to greater access at several of the most in-demand middle schools for both Black and Asian students. Success of the District 15 plan set the stage for other districts to follow suit while also giving NYC a prime model for bringing diverse communities together across racial lines for the benefit of all. The District 15 community engagement process

served as further proof that cross-racial solidarity and solutions are best formed through critical conversations.

New York Appleseed, the Coalition for Educational Justice's (CEJ) Liberation Schools, and the Coalition for Asian American Children and Families co-created a year-long Black and Asian Solidarity Workshop series to create a space for exploration on different themes around solidarity and education. Our organizations hosted 4 workshops, each with its own theme. The first focused on "How School Curriculum Can Strengthen Solidarity," sparking intergenerational conversations on racial tensions. The second delved into school integration history and relayed school segregation cases, such as *Lum v. Rice* or *Tape V. Hurley*, that have largely been forgotten to history, while the third featured Dr. Harvey Dong discussing his own cross-racial activism in the Third World Liberation Front. Our final workshop emphasized the importance of Black and Asian solidarity, providing strategies for continuing these conversations independently.

We found that when we create spaces for people to share their thoughts, ask questions and envision the future of our schools, we build a platform for them to feel confident in their actions and ability to continue sharing and building with others. Each workshop provided language translation and interpretation, child care services, and food. This was particularly important to the type of participants the organizations wanted to attract to attend: intergenerational voices of different experiences who wanted to learn and share together. A large part of cross-racial solidarity is about bringing people together to have important and sometimes even uncomfortable conversations about the history that ties them together. Participants enjoyed learning from each other and sharing their identities and lived experiences and our organizations made sure that participants had multiple opportunities to build with one another during every workshop. From small group conversations to drawing and presenting, participants had critical conversations that fostered empathy and trust. The workshops gave participants an honest and open space for their experiences in school and allowed them to reflect on what solidarity can look like, now and in the future.

We culminated the series with a vision-boarding activity and supplied participants with materials and guiding questions to help them with their visualization. Their vision boards depicted how they'd show up for cross-racial/cross-cultural solidarity and how participants felt about the future. They came out of the series with feelings of hope, joy, and abundance, as well as tools that helped them understand the intersection of their experiences and identities. This workshop series reaffirms the fact that when we create spaces that build on solidarity, we are reshaping the lens we must have in order to successfully create a more integrated educational experience.

*Rochelle Du coordinates the Integrated School Project at New York Appleseed. Felicia Singh serves as the Director of Policy and Government Relations at the Coalition for Asian American Children and Families.*

## Dismantling Exclusionary Admission Methods

The same communities that were disproportionately harmed by the pandemic were also the very same communities that research has shown are disproportionately impacted by the exclusionary admission policies responsible for segregating NYC students.<sup>28</sup> With pandemic-related shifts in grading and standardized testing policy by the City and State, and considerations around remote learning, school admissions again became a topic of intense debate. Suddenly, there was renewed momentum for admission changes that would dismantle unnecessary barriers for students trying to attend public-schools. Years of advocacy benefited from a final collective push from Community Education Council (CEC) resolutions, City Council resolutions, social media campaigns, letter campaigns, and timely reports all demanding greater equity for admissions at elementary gifted and talented programs, middle-school programs and high-school programs. The following policy wins were achieved:

- **The use of screens at the middle-school level has been dramatically reduced citywide with only 78 screened programs remaining today.** Although a 2022 decision by NYC Public Schools Chancellor Banks allowed for the reinstatement of middle school screens at the discretion of district superintendents—effectively ending a two year citywide pause—only 78 of previously 196 programs decided to revert back to the exclusionary practice.<sup>29</sup> 23 of the 78 currently screened programs are concentrated in District 20.
- **Changes to the high-school admission process were made to increase transparency and inclusivity.** In December 2020, changes to centralize and standardize the high-school admissions process were announced including, most critically, ending the policy of individual schools managing their ranking of student applicants with no public oversight.<sup>30</sup> Additionally, inequitable selection criteria such as state test scores and attendance were eliminated. These changes have thankfully been sustained by the Adams administration.
- **The permanent elimination of district geographic priority for high-school admissions first announced in December 2020.**<sup>31</sup> The elimination of district priority led to dramatic increases in access for marginalized student groups at several highly sought-after schools (particularly in District 2). It is key to note, this change, while welcome, reflects only a portion of the original policy announcement made by former Mayor de Blasio which would have phased out all geographic preferences in the following admissions cycle. De Blasio rescinded his original promise to include all geographic preferences in December 2021.<sup>32</sup>

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28 School Diversity Advisory Group, Making the Grade II: New Programs for Better Schools, [https://docs.wixstatic.com/ugd/1c478c\\_1d5659bd05494f6d8cb2bbf03fcc95dd.pdf](https://docs.wixstatic.com/ugd/1c478c_1d5659bd05494f6d8cb2bbf03fcc95dd.pdf) (Aug. 26, 2019)

29 Troy Closson, *More Than 100 N.Y.C. Middle Schools Will Drop Selective Screens*, New York Times, (Oct. 26, 2022), <https://www.nytimes.com/2022/10/26/nyregion/nyc-middle-schools-selective.html>

30 Christina Veiga, *NYC Announces Sweeping Changes to Middle, High School Application Process*, Chalkbeat New York (Dec. 18, 2020, 9:31 AM), <https://ny.chalkbeat.org/2020/12/18/22188384/changes-nyc-school-application-process>

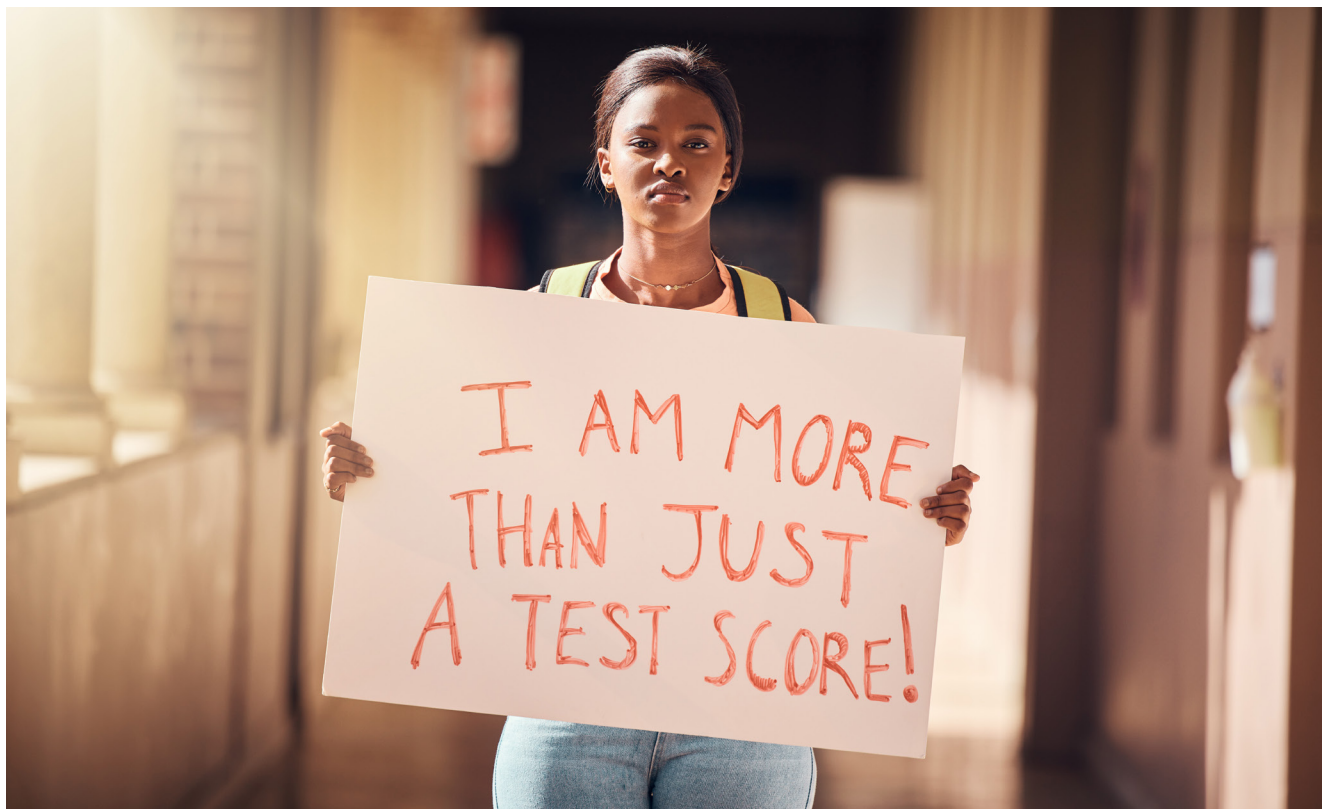
31 *Id.*

32 Michael Elsen-Rooney, *NYC will keep some geographic admission preferences for high schools*, New York Daily News, (Dec. 14, 2021, 11:03 AM)



- **The gifted and talented admissions test was eliminated.** A historic [vote](#) by a New York City education panel rejected the Pearson testing contract and effectively eliminated the standardized test taken by 4-year-olds.<sup>33</sup>

The above policies marked groundbreaking changes in favor of a more equitable and inclusive school system. And yet, many policies also lacked the promise of permanence—resulting in swift reversals by an incoming administration far less favorable to addressing segregation and furthering integration. For example, not included in the above policy wins was the 11th-hour announcement by former Mayor de Blasio to phase out segregated G&T programs in favor of a more inclusive and equitable program called BrilliantNYC. This is because it only took four months into the Adams administration for newly appointed leadership to backtrack this policy and instead choose to expand segregated G&T programming.<sup>34</sup> Additionally, the significant resurgence of middle school screens in districts like 20 marks another unfortunate regression in accessibility, a concern clearly overlooked by senior City Leadership. The backtracking of several policies made with the intent to further equity, integration, and inclusion on a systemic level has become a frustrating pattern of the past two years with new City leadership.<sup>35</sup>



33 Michael Elsen-Rooney, *NYC Education Panel Blocks Gifted Testing Contract in Stunning Rebuke to Mayor*, New York Daily News (Jan. 28, 2021, 6:55 PM), <https://www.nydailynews.com/new-york/education/ny-pep-gifted-testing-contract-vote-20210128-d2izups4yfbzfgo7aqxwv2izy-story.html>

34 Christina Veiga, *NYC unveils changes to 'gifted' program, adding 1,000 seats to third grade*, Chalkbeat NY, (Apr. 14, 2022, 12:08 PM), <https://ny.chalkbeat.org/2022/4/14/23024384/nyc-gifted-and-talented-programs-kindergarten-third-grade>

35 Nyah Berg and Matt Gonzales, *School segregation is still NYC's problem to fix*, New York Daily News Opinion, (Nov. 16, 2022 at 5:00 AM) <https://www.nydailynews.com/opinion/ny-oped-segregation-nyc-schools-20221116-7aouqy6wg-zeqbg5p7mq33f6wa-story.html>





## **Bridging the Movement: Equitable Admissions Changes**

### ***Testimony to the City Council Education Committee: NYC Department of Education's Admissions Processes and the Path to Achieving a Less Segregated NYC School System***

Submitted by Sadye L. Campoamor,  
Chief Equity Officer for NYC Comptroller's Office  
January 25, 2023

My name is Sadye Campoamor and I serve as Chief Equity Officer at the Office of the NYC Comptroller. I am a proud New York City Public School graduate and current public-school parent and School Leadership Team member. I also served at the NYCDOE [New York City Department of Education] for 8 years most recently as the Executive Director for Family & Community Empowerment where I supported and led the DOE's efforts in School Diversity and Integration.

It is a great honor to be here today. These issues are not only of significant professional importance but also informed by my lived experience as a student in segregated schools, and now as a parent.

I come before you today to reiterate what the Comptroller shared, that this is not a call for moving children of color into predominantly white spaces, as we know this has caused harm, and reinforces mental models that perpetuate both interpersonal, and internalized racism. Nor is this a call to replace or devalue much needed affinity spaces.

As a member of the D15 Diversity Plan's Working Group I recall being enlightened and educated by student activists from the group *IntegrateNYC*. Their *5R framework*, later adopted by the Mayor and Chancellor in 2019 offered the NYCDOE a chance to depart

from old habits of 20th century “desegregation” and offered us all an invitation to 21<sup>st</sup> century, “*Real Integration*.”

So, what are the **5Rs**?

**Representation** – asks us to look at the racial representation of the educators and all school staff in the building and the impact that has on school culture and academic achievement. In New York City close to 80% of the teaching staff self-identify as white women when nearly 85% of all NYC Public School students identify as Asian, Black or Latine.

**Resources** – asks us to fund schools equitably. It requires that we take an expansive view of what it means to be an “equitably resourced school.” Access to internships, PTA funding, and social capital that leads to upwards mobility. I want to applaud the hard work of the FSF [Fair Student Funding] Task Force, the Mayor and the Chancellor for adding additional weights to the FSF formula, as it puts into practice centering our most institutionally marginalized students and marshaling the resources to support them.

**Restorative Practices** – asks us to rethink our approach and relationship to school discipline. It asks us to ask ourselves who gets suspended and why. It interrogates the notion of safety, and requires that restorative justice is explicitly embedded in all integration planning. Models at Harvest Collegiate High School such as: Student Circles, Restorative Justice Coordinators, and mediation trainings are informed and successful practices we must draw from and expand across the system.

**Real Relationships** – invites school communities to build with one another on a consistent and ongoing basis. I was born in El Salvador and am from the Nahua People. I had never heard my country, nor this tribe of indigenous people mentioned once. At best, this can make students feel how I felt: invisible, and at worst give students a sense of shame about who they are and where they come from. The NYC Outward Bound Schools have a wonderful model called “Crew” that embeds this time of: relationship building, mentorship and whole child strategy into every school day that we can all learn from.

Last, but not least – **Race in Enrollment**, which speaks to student demographics in schools. Across the City, 77% of Black and Latine students attend schools that are less than 10% white. And according to a Stanford University study “the average Black student in New York City had a poverty rate 22 percentage points higher than that of the average white student.”

Concentrations of poverty are associated with disparities in academic achievement, endemic violence, higher levels of stress, and many other disadvantages. This coupled with racial isolation are the conditions that conspire to make segregation so pernicious.

Before I go, I wanted to share a few key ingredients that made our D15 Working Group successful. Councilmembers, as you continue to encourage the NYCDOE to follow through with their mandate under the “Local Law in relation to district diversity working groups.” I believe harnessing and improving on proven successful strategies is mission critical to achieving our shared goals.

The following practices can reduce barriers and increase public participation:

- 1. Shared anti-racist and DEI training for all working group members** to ensure shared language and that a student-centered equity lens is front and center
- 2. Providing childcare**
- 3. Meals**, especially if you are meeting during dinner
- 4. Translation and interpretation** so all members can truly participate
- 5. Transportation and/or stipends**
- 6. Student voice paired with Youth/Adult practices** so that young people are heard and feel valued
- 7. Visually Accessible Data** that is transparent, and digestible for all

These community-driven processes are not a destination, nor are they a one size fits all model. Instead, they are a participatory mechanism to foster a more integrated school system that does more than just moves bodies or recreates harm from the past. Diversity plans are critically examining and interacting with our admissions policies and local communities for a more equitable and anti-racist future.

Fear not! We have educational models to draw from right now, in: Integrated Co-Teaching (ICT) classes, School-wide enrichment, Community Schools, School Re-design and building utilization, performance-based and portfolio based assessment schools and many more!

The invitation today is for us to keep going as if our multiracial democracy depends on it.

Because it does.

Thank you for the opportunity to come before you. This is generational work. I am proud to be a small part of it alongside you all.

## Background on The D15 Diversity Planning Process:

After persistent organizing by students through IntegrateNYC and Teens Take Charge, and ongoing advocacy by the Alliance for School Integration and Desegregation (ASID), which we initially convened in the City Council cafeteria in the spring 2017, the DOE finally announced their commitment to supporting learning environments that reflected the diversity of New York City and launched the School Diversity Advisory Group. The commitment declared: *“We believe all students benefit from diverse and inclusive schools and classrooms, where all families and school staff are supported and welcomed.”*

As part of its plan, the DOE offered resources to community school districts to examine segregation in their schools, to conduct deep engagement with students, families, and educators, and develop plans to integrate their schools. As the City Council Member for District 15, working together with the D15 Community Education Council, ASID, Appleseed, IntegrateNYC, and Parents for Middle School Equity, my Council office petitioned DOE to make District 15 the first to undergo a diversity planning process. We then engaged in a year-long community engagement process that created the *“D15 Diversity Plan.”*

The D15 Community School District-based planning process was grounded in family and community engagement with the goal of fostering more diverse learning environments for D15 middle schoolers. District 15 is a diverse district, including Sunset Park, Red Hook, Park Slope, Carroll Gardens, Windsor Terrace and Kensington. However, at that time, 10 out of the 11 middle schools in the district were screened schools, resulting in highly segregated learning environments. Despite the district’s overall diversity, three of the middle schools were overwhelmingly white, while others were nearly entirely black and Latino.

The planning process was anchored by a 16-member working group, which held 4 public workshops, and dozens of community conversations and meetings. The proposed recommendations included:

- The removal of all middle school screens, while maintaining family choice through ranking preferences.
- Creation of an admissions priority for students who qualify as low-income, English Language Learners (ELLs) or Students in Temporary Housing for 52% of all seats at all D15 middle schools—a threshold that mirrored the overall representation of these students across the district.
- Detailed proposals for achieving this transition, including an equity team in every D15 school, professional development for teachers, and support for each school, so that the plan is not just about moving bodies around, but about everything that needs to happen after to support all students in getting an excellent education.

In September 2018 the Mayor and Chancellor approved the D15 Diversity Plan and nearly all of its 60 recommendations. In the fall of 2019, a far more integrated set of 6<sup>th</sup> graders reported to our middle schools. According to a report by the MIT School of Economics, *“Integrating New York City Schools:*

*The Role of Admissions Criteria and Family preferences*” from 2015-2021 economic segregation in D15 middle schools declined by 27%, and racial segregation in D15 middle schools declined by 14%.

The planning firm WXY Studio is currently working with D15 Superintendent Rafael Alvarez and the D15 CED on a multi-pronged evaluation of the D15 Diversity Plan, which will examine multiple data sets with a student-centered lens, including surveys, focus groups in every middle school, and a review of data. While the full findings will not be available until the spring, feedback from the focus groups so far indicate:

- Many families and staff celebrate the values of the plan and the work to integrate D15 middle schools.
- Many families and staff said that the admissions process without screens has decreased stress for students.
- Transportation has been a major challenge in the implementation of the plan.
- The loss of Title I funds from schools that previously had 60% low-income students and have dropped just below that threshold is a harmful consequence, and a needless one, since the district is serving just as many low-income students, but they are now more evenly spread across its schools.
- Some parents/caregivers desire support around building out inclusive PTAs.
- Thoughtful implementation of the diversity plan takes resources, support, alignment, collective feedback and review, and oversight.

## **Shifting Battlegrounds**

The interruptions to progressive policies, years in the making, can be traced back to the disruptive and hierarchical school governance system in New York City, also known as Mayoral Control. Under this system, most of the city’s major policy shifts are centralized, granting sole decision-making power to the Mayor, with minimal or merely symbolic checks and balances. Mayor Adams was inaugurated into office on January 1st, 2022 electing a new Chancellor of New York City public schools, Chancellor David Banks, and ushering in a new set of priorities. Unfortunately, this new direction has embraced several changes including to school admissions policies that exacerbate segregation.

In regards to student assignment policies, previously paused selection criteria for selective middle school programs has been reinstated under the discretion of superintendents. Furthermore, the high school admissions process—while still much more transparent than it was pre-pandemic—employed changes to its selection criteria to make the pool of students who receive first priority to the most sought-after public high schools much smaller. Other changes to high school selective admissions, such as the removal of segregative geographic preferences in Manhattan has also been under



continuous danger of being reversed.<sup>36</sup> A new attitude on what and which students “deserved” access to in-demand public schools was made clear early on, with the chancellor vocalizing reasoning for new changes with quotes such as:

“If you’ve got a child who works really hard on weekends, and putting in their time and energy and they get a 98 average — they should have a better opportunity to get into a high-choice school, then, you know, the child you have to throw water on their face to get them to go to school every day.”<sup>37</sup>

The shift away from addressing school segregation is not only apparent in student assignment changes but also in the retraction of policies and programming meant to advance additional tenants to Real Integration such as resource equity, culturally responsive education, and restorative justice practices. For example, advocates for integration and other education justice issues have redirected their attention to fighting Mayor Adams persistent school budget cuts. As of March 2024, nearly \$2 billion dollars has been cut from New York City schools.

While the Mayor largely maintains unchecked control over NYC public schools, the shift away from hard-won progressive policies has found friendly support among local conservative groups inclusive of elected officials and parents. These voices resonate with larger national movements opposing any diversity-related initiatives. The notable opposition to integration and diversity policies have emerged across the City and taken the form of groups like PLACENYC, who state they advocate for accelerated learning opportunities and academic rigor and often stand against any policies that threaten “merit.” PLACENYC is one of several new groups that emerged in 2020, gaining notoriety for opposition to integration, as well as having rather disturbing connections to dangerous and harmful national groups like [Moms 4 Liberty](#), which has been designated an [extremist group](#) by the Southern Poverty Law Center (SPLC). It would seem that the demonstrated progress of the past decade finally reached a level of success that threatened the status quo enough to bring the folks this status quo worked for out of the woodworks. The backlash is not unfamiliar to that of the 60s in which parents formed groups such as Parents and Taxpayers to rally against changes to address segregation back then.<sup>38</sup>

Despite the Adams administration’s shift back towards segregationist policies, and the rise of conservative voices and power, many individual schools and Community School Districts (CSDs) across New York City continue to work to implement school policies that foster desegregation and integration. Debates and decisions about school integration policy remain at the school and community level.

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36 Michael Elsen-Rooney, NYC to restore a controversial admissions boost for Manhattan students, Banks says,” Chalkbeat NY, (May 3, 2024) <https://www.chalkbeat.org/newyork/2024/05/03/high-school-admissions-priority-for-manhattan-district-2-could-return-under-david-banks/>

37 Alex Zimmerman, “NYC schools chief criticized for saying some kids deserve top schools more than others,” Chalkbeat NY, (Oct. 13, 2022)

38 <https://calendar.eji.org/racial-injustice/sep/24>

## Where Do We Go From Here?

On May 17th 2024, this nation will celebrate the 70th anniversary of *Brown v. Board of Education*. The NYU Metro Center will host its annual [Equity Conference](#) on this day to commemorate and reflect on the moment. Seventy years after the declaration of separate being inherently unequal, we are still fighting for inclusive and integrated schools. It is all the years of advocacy that led to *Brown* and all the years of advocacy and nonlinear progress thereafter that can and should inspire communities to continue the fight for integration.

And New York City is not without its own resources and tools to advance integration at the school, district and even city level. NYU Metro Center and Territorial Empathy continue to host the [Real Integration Hub](#), an online resource that includes an interactive map of NYC integration, a timeline, and various other resources to archive and memorialize the work to date. New York Appleseed continues to publish research with guidance and recommendations on ways new laws and policies can and should be informed with a framework for Real Integration in addition to hosting workshops and events to hold space for continuing conversations on school integration.

Looking ahead, there will be a need to support the following to secure a future for NYC public schools that is equitable, inclusive, and integrated:

- Implementation of 21st-century student assignment policies that increase access, promote inclusivity, and actively work to repair the historical harm of segregation at the elementary, middle school, and high school levels.
- Sustainment of progress made to dismantle exclusionary admission methods by providing research and platforms for collective action against any efforts to resume segregative policies.
- Oversight and accountability for past adopted laws and policies meant to further integration at the City and state levels, such as the New York State Integration (NYSIP) grants, NYC local law 225 from 2019, and a revisitation of accountability for data distributed by the annual School Diversity and Accountability Reports.
- In compliance with Local Law 225 of 2019, investment from the City Council for community outreach and engagement processes for city and district-wide diversity planning.
- Adoption of conditions and accountability structures necessary for meaningful integration such as supporting restorative justice and culturally responsive and sustaining education initiatives and professional development.

Additionally, there is a need for new research on the ways current demographic shifts and policies are intersecting with school segregation and the integration movement in New York City. It is strongly encouraged that scholars and research institutions begin to explore the following:

- The impact of new arrivals on school segregation and integration measures.
- The implementation of the NYS Class Size Reduction mandate on school diversity and integration. New York Appleseed in partnership with the NYC Comptroller's Office has already initiated research with their recent report regarding intentional and inclusive school mergers.

The fight to dismantle school segregation in NYC has been decades in the making and has never lacked incentivization by those who want, see, and demand equitable and inclusive futures for NYC's children. Despite NYC's current administration's lack of explicit interest or concern regarding the harms of segregation, we know that the fight for integration continues in many communities today. The political climate for school integration will be undeniably tumultuous in the coming years, but the advocacy community is ready.



## APPENDIX

### ■ School Diversity Advisory Group (SDAG) Report I

TABLE 1: SDAG Report I Recommendations Breakdown		
SDAG Recommendation	Status	Notes/Evidence
Permit districts to apply jointly for school diversity planning funds	<b>Complete</b>	
Consult the SDAG on the roll-out of the school diversity grant program	<b>Complete</b>	
Increase access to tools related to application and enrollment for families without internet access or a computer at home.*	<b>Complete</b>	The pandemic response and influx of Federal and State funds provided for the deployment of digital infrastructure and devices
To the extent that DOE is able to collect this information in a valid and reliable manner, report on the diversity of school-based staff by position at the district- and city-level, and at the school level where appropriate (considering sufficient numbers).*	<b>Complete</b>	<a href="https://infohub.nyced.org/reports/government-reports/report-on-school-based-staff-demographics">https://infohub.nyced.org/reports/government-reports/report-on-school-based-staff-demographics</a>
Support efforts in Albany to collect all Campaign for Fiscal Equity funding owed to the City's schools.	<b>Complete</b>	Foundation Aid Fully Funded
Adopt a common definition of Culturally Relevant Education (CRE) that will inform and shape work across the DOE	<b>Complete</b>	<a href="#">Definition</a> approved by Panel for Educational Policy in 2019
Create a new leadership position within the central DOE office to focus on student voice	<b>Complete</b>	Student Voice Manager Hired in 2019
Invest in programming that would create intentionally diverse communities at all City schools.*	<b>In Progress</b>	See "Diversity Efforts" Tab on School Diversity Accountability reports
Invest in program offerings to ensure high poverty schools have the same curricular, extra-curricular and after school opportunities as schools in more affluent communities.	<b>In Progress</b>	NYC Reads, <a href="#">PSAL changes</a> (these actions were the result of unrelated litigation)
* indicates recommendations changed from the original SDAG language.		

**TABLE 1:**  
**SDAG Report I Recommendations Breakdown**

<b>SDAG Recommendation</b>	<b>Status</b>	<b>Notes/Evidence</b>
Invest in growing and strengthening high-performing schools in communities with historic underinvestment*	<b><i>In Progress</i></b>	<a href="https://www.nyc.gov/office-of-the-mayor/news/028-24/mayor-adams-chancellor-banks-30-million-federal-funding-create-nyc-s-first-ever">https://www.nyc.gov/office-of-the-mayor/news/028-24/mayor-adams-chancellor-banks-30-million-federal-funding-create-nyc-s-first-ever</a> , <a href="https://www.bard.edu/news/releases/pr/fstory.php?id=19475">https://www.bard.edu/news/releases/pr/fstory.php?id=19475</a> ,
Track and publish a single set of metrics related to diversity in an annual report.	<b><i>In Progress</i></b>	<a href="https://infohub.nyced.org/reports/students-and-schools/school-quality/school-quality-reports-and-resources">https://infohub.nyced.org/reports/students-and-schools/school-quality/school-quality-reports-and-resources</a>
Goals should be developed by communities and districts, and we will support mechanisms for students, parents, and others to reinforce these goals and ensure transparency and progress at the district/community level.*	<b><i>In Progress</i></b>	the DOE agreed to the specific mechanisms that the SDAG proposed for involving students in decision-making. <a href="#">DOE adoption of SDAG1 point-by-point</a>
All admissions fairs and events should be held in fully accessible buildings.	<b><i>In Progress</i></b>	<a href="https://infohub.nyced.org/in-our-schools/operations/school-recruitment-toolkit/how-to-support-families-of-students-with-accessibility-needs">https://infohub.nyced.org/in-our-schools/operations/school-recruitment-toolkit/how-to-support-families-of-students-with-accessibility-needs</a>
School staff should be trained to welcome and accommodate students and family members with disabilities as well as immigrant families, and students and families who need interpreters on tours and school visits, as well as at school fairs	<b><i>In Progress</i></b>	
All Family Welcome Center staff should be trained to support students with disabilities and should be prepared to help students consider all school options within their community	<b><i>In Progress</i></b>	<a href="https://www.schools.nyc.gov/enrollment/enrollment-help/family-welcome-centers">https://www.schools.nyc.gov/enrollment/enrollment-help/family-welcome-centers</a>
As the City moves more of its admissions processes online, we have aligned materials to Web Content Accessibility Guidelines (WCAG) 2.0.*	<b><i>In Progress</i></b>	<a href="https://infohub.nyced.org/in-our-schools/operations/accessibility-and-websites/digital-accessibility-overview#:~:text=As%20per%20the%20NYC%20DOE's,speak%20a%20language%20other%20than">https://infohub.nyced.org/in-our-schools/operations/accessibility-and-websites/digital-accessibility-overview#:~:text=As%20per%20the%20NYC%20DOE's,speak%20a%20language%20other%20than</a>
Invest in programs and offerings that will attract more diverse families to schools they might not have considered before.	<b><i>In Progress</i></b>	MSAP grants, unclear what current status is
Invest in college and career prep resources.	<b><i>In Progress</i></b>	<a href="https://www.schools.nyc.gov/learning/student-journey/college-and-career-planning">https://www.schools.nyc.gov/learning/student-journey/college-and-career-planning</a>

\* indicates recommendations changed from the original SDAG language.



**TABLE 1:**  
**SDAG Report I Recommendations Breakdown**

<b>SDAG Recommendation</b>	<b>Status</b>	<b>Notes/Evidence</b>
Develop and implement ethnic and culturally responsive courses that include religious literacy and disability studies, and support teachers to embed culturally responsive material in existing courses.*	<b><i>In Progress</i></b>	Black Studies Curriculum close to publication, Hidden Voices (AAPI) units launched, no plans for religious and disability studies.
Assess the roles and responsibilities of School Safety Agents in school communities.	<b><i>In Progress</i></b>	<a href="https://www.uft.org/your-rights/safety-and-health/school-safety/school-safety-glance">https://www.uft.org/your-rights/safety-and-health/school-safety/school-safety-glance</a>
Expand community schools initiative and other models that connect schools to community based organizations.	<b><i>In Progress</i></b>	<a href="https://www.rand.org/content/dam/rand/pubs/research_reports/RR2100/RR2100/RAND_RR2100.pdf">https://www.rand.org/content/dam/rand/pubs/research_reports/RR2100/RR2100/RAND_RR2100.pdf</a>
Include metrics for accountability related to school climate directly on Quality Review/School-wide Comprehensive Education Plan (CEP) Goals.	<b><i>In Progress</i></b>	<a href="https://infohubstg.nyced.org/docs/default-source/default-document-library/cep-sample-2017-18.docx">https://infohubstg.nyced.org/docs/default-source/default-document-library/cep-sample-2017-18.docx</a>
Utilize varied outreach efforts to meaningfully engage parents in school decision-making processes with the goal of including families that have not participated in prior activities. These may include altering the time, location, setting, or language of the gathering to reflect family needs.	<b><i>In Progress</i></b>	
Increase availability of information in most common languages other than English about changes to admissions policies and procedures.*	<b><i>In Progress</i></b>	
Explore opportunities to build an educator career pipeline for high school students.	<b><i>In Progress</i></b>	Chancellor Banks has made several efforts or announcements around build the teacher pipeline for students
Seek partnerships with qualified vendors who supply Culturally Responsive instructional materials, training, and resources	<b><i>In Progress + Milestone</i></b>	Working with NYU Metro Center, Dr. Ghoddy Muhommad, etc.
Support current efforts to share best practices between teachers, administrators and parents on CRE, school climate, and parent empowerment.	<b><i>In Progress... however</i></b>	No updates or evidence found, PLC for CRSE and research hub for CRSE all work partnering crse
* indicates recommendations changed from the original SDAG language.		

**TABLE 1:**  
**SDAG Report I Recommendations Breakdown**

<b>SDAG Recommendation</b>	<b>Status</b>	<b>Notes/Evidence</b>
Add metrics to the School Quality Report related to diversity and integration	<b><i>In Progress... however</i></b>	Released metrics for diversity but not integration: <a href="https://infohub.nyced.org/reports/students-and-schools/school-quality/school-quality-reports-and-resources">https://infohub.nyced.org/reports/students-and-schools/school-quality/school-quality-reports-and-resources</a>
Strongly support and encourage the nine districts with sufficient demographic diversity of population to develop diversity and integration plans (Districts 1, 2, 3, 13, 15, 22, 27, 28, 31).*	<b><i>In Progress... however</i></b>	This was in progress with city diversity grants that were largely paused during the pandemic and never restarted again. 28 and 31 never got off the ground, 13 continued largely on their own accord and 15 and 3 used state funding to continue assuming with support from DOE
Provide culturally responsive pedagogical practices at all schools and for all students.	<b><i>In Progress... however</i></b>	Year 2 of DED Programming in partnership with NYU Metro Center, however successive budget cuts have threatened programming.
Create a Student Leadership Team, comprised of one student from each BSAC to meet regularly (i.e., quarterly) with the Chancellor*	<b><i>In Progress... however</i></b>	Elections held in BSACs for delegates to CSAC, which meet at Tweed monthly <a href="https://www.schools.nyc.gov/get-involved/students/student-advisory-councils">https://www.schools.nyc.gov/get-involved/students/student-advisory-councils</a> (no change from before SDAG recommendations)
Explore career pipeline opportunities for parent coordinators within the school system.	<b><i>In Progress... however</i></b>	Chancellor Banks has made efforts to build the teacher pipeline for students, but not for PCs or other non-pedagogical staff
Consider a separate pot of funds for districts that have not yet begun conversations about integration	<b><i>In Progress... however</i></b>	This began but was interrupted by COVID and was not resumed
Collaborate with the New York State Education Department and Alternative Certification Programs (i.e. NYCTF/ Americorps/Teach for America/NYC Men Teach) to utilize CRE principles as part of teaching certification.	<b><i>In Progress... however</i></b>	NYCMT implemented a lot of programmatic changes within such as building curricula for CRSE instruction, racial literacy, and how teachers deal with microaggressions, but not sure about DOE level
Work with NYSED, under the state's ESSA plan, to secure additional funding to train and support teachers and staff in culturally responsive instruction.	<b><i>No Progress / Unknown</i></b>	Unclear
DOE will strongly support and encourage districts to examine different admissions policies and programs as they explore potential changes. The specific programs and policies under consideration may vary by district.*	<b><i>No Progress / Unknown</i></b>	No updates or evidence found

\* indicates recommendations changed from the original SDAG language.

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<b>SDAG Recommendation</b>	<b>Status</b>	<b>Notes/Evidence</b>
Create partnerships with institutions of higher education to ensure CRE is an essential component of all pre-service teacher training efforts.	<b>No Progress / Unknown</b>	
Long-term: DOE should aim for all schools to look more like the city. This will encourage the DOE to challenge the neighborhood segregation that exists and support schools in further diversifying their populations	<b>No Progress / Unknown</b>	No updates or evidence found
Launch a task force to investigate the current state of the DOE's workforce in greater detail and make recommendations about best practices learned from existing efforts. This task force should also look at examples of success from other school districts and sectors.	<b>No Progress / Unknown</b>	No updates or evidence found
Create opportunities for all educators, including coaches and school-based mentors, to share best practice across schools, especially as it relates to culturally responsive education.*	<b>No Progress / Unknown</b>	No updates or evidence found
In the short-term, DOE's goals for diversity at the elementary and middle schools should be based on district demographics, and goals for diversity at high schools should be based on borough demographics. In addition to the goals set by the DOE in its 2017 report, which will be amended based on SDAG recommendations, goals for diversity should be developed by school, district, and community leaders based on the racial, economic, Multilingual Learner (MLL), and Students with Disabilities (SWD) percentages of their community.*	<b>No Progress / Unknown</b>	No updates or evidence found
In 2017, the DOE set a goal to increase the number of students in a racially representative school. Based on the SDAG's recommendation, the DOE will expand its definition of representative to include a broad range of racial groups.*	<b>No Progress / Unknown</b>	No updates or evidence found

\* indicates recommendations changed from the original SDAG language.

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<b>SDAG Recommendation</b>	<b>Status</b>	<b>Notes/Evidence</b>
School- and district-level goals for socioeconomic integration should be based upon research.*	<b>No Progress / Unknown</b>	No updates or evidence found
In 2017, the DOE set a goal to increase the number of inclusive schools that serve Emergent Multilingual Learners (MLLs) and Students with Disabilities (SWDs). All schools should serve MLLs and SWDs; based on the SDAG's recommendations, the DOE encourages communities, schools, and districts to strive to enroll MLLs and SWDs in proportions close to district averages.*	<b>No Progress / Unknown</b>	No updates or evidence found
For schools in economically stratified communities, we should consider other factors beyond poverty to ensure that schools are serving representative populations of students.*	<b>No Progress / Unknown</b>	No updates or evidence found
Consider incentives to secure charter school commitments to diversity and integration goals	<b>No Progress / Unknown</b>	No updates or evidence found
Launch a Task Force to examine PA and PTA capacity – including with resources/fundraising and structure/organizing– to make recommendations to increase capacity for PTAs overall*	<b>No Progress / Unknown</b>	No updates or evidence found
Examine Title 1 and its relationship to integration	<b>No Progress / Unknown</b>	No updates or evidence found
Gather information from schools to determine what resources and changes in policies they feel they need to create greater diversity in their communities	<b>No Progress / Unknown</b>	No updates or evidence found
Every school should have the resources for a high-quality student council	<b>No Progress / Unknown</b>	“Student Advisory Councils” (SACs) are discussed on NYCPS website, but seem to have no central reporting or management vehicle. <a href="https://www.schools.nyc.gov/get-involved/students/student-advisory-councils">https://www.schools.nyc.gov/get-involved/students/student-advisory-councils</a>

\* indicates recommendations changed from the original SDAG language.

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<b>SDAG Recommendation</b>	<b>Status</b>	<b>Notes/Evidence</b>
Borough Student Advisory Councils should be expanded to include seats for student council representatives from every high school	<b>No Progress / Unknown</b>	According to language on the website, it doesn't look like BSACs have expanded, but it is unclear. The "Climate Manager" in each Field Support Center oversees the monthly meetings of BSACs <a href="https://www.schools.nyc.gov/get-involved/students/student-advisory-councils">https://www.schools.nyc.gov/get-involved/students/student-advisory-councils</a>
A General Assembly should be created with representatives from every high school to develop a citywide student agenda and vote on key issues	<b>No Progress / Unknown</b>	No indication that a general assembly exists, no known announcements or measures
The Chancellor's Student Advisory Committee should be transformed into a leadership body that utilizes youth-adult committees to promote authentic partnership	<b>No Progress / Unknown</b>	No indication that the structure or processes of the CSAC have changed since 2019 <a href="https://www.schools.nyc.gov/get-involved/students/student-advisory-councils">https://www.schools.nyc.gov/get-involved/students/student-advisory-councils</a>
Create a standing committee on high school admissions to advise the Chancellor in decision-making	<b>No Progress / Unknown</b>	BSAC and CSAC the only current student voice committees, and it is unclear what if any feedback those students have been asked for as far as enrollment policy.
Utilize trauma-informed research to guide the development and implementation of curricula	<b>No Progress / Unknown</b>	No updates or evidence found
Train School Safety Agents, and Family Welcome Center, DOE central- field- and school-based staff in CRE.	<b>No Progress / Unknown</b>	No updates or evidence found
Bolster school-based equity teams and ensure they include parent and student reps to advance welcoming school climates.	<b>No Progress / Unknown</b>	No updates or evidence found no comprehensive work around this
Require all schools to monitor student discipline practices and develop a plan to reduce any disparities in how students are disciplined.*	<b>No Progress / Unknown</b>	No updates or evidence found
Consider cultural relevance or acceptance of new tools for families and students (e.g., online application and enrollment) before release and establish supports for families who will likely not utilize new tools	<b>No Progress / Unknown</b>	No updates or evidence found
<i>* indicates recommendations changed from the original SDAG language.</i>		



**TABLE 1:**  
**SDAG Report I Recommendations Breakdown**

<b>SDAG Recommendation</b>	<b>Status</b>	<b>Notes/Evidence</b>
Increase translation of Individualized Education Programs (IEPs) and provision of interpretation and translation support for IEP-related meetings.*	<b>No Progress / Unknown</b>	<a href="https://www.schools.nyc.gov/learning/special-education/the-iep-process/the-iep">https://www.schools.nyc.gov/learning/special-education/the-iep-process/the-iep</a>
DOE continues to work through recommendations from the Mayor's Leadership Team on School Climate and Discipline and will share an update on the recommendations implemented to date.*	<b>No Progress / Unknown</b>	No updates or evidence found
Study the impact of current initiatives to recruit diverse staff (i.e., NYC Men Teach) and make targeted investments to expand diversity in staff across the City.*	<b>No Progress / Unknown</b>	Some studies have happened, but nothing outside of the normal program evaluation/funding cycle, not related to SDAG recommendation
To the extent that DOE is able to collect this information in a valid and reliable manner, report annually on the diversity of the DOE's workforce. DOE OEO already does regular reporting on diversity and inclusion pursuant to 2590-h.*	<b>No Progress / Unknown</b>	No updates or evidence found to note. Chancellor has hired Chief Diversity Officer, but no initiatives or policies have been announced
Create the position of "Chief Integration Officer"	<b>Rejected</b>	
Make resources available for any district to receive support for planning diversity, if the DOE receives more applications than the \$2 million can support.	<b>Rejected</b>	This specifically was affected by pandemic. the 5 original districts did not all get off the ground and were disrupted and then another "5" districts were promised by deBlasio that just never happened
Develop and invest in accelerated enrichment programs in elementary schools	<b>Rejected</b>	<a href="#">BrilliantNYC</a> created and then rejected.
Analyze the benefits and drawbacks of moving School Safety Agents to DOE supervision from NYPD supervision.	<b>Rejected</b>	
Note: *indicates recommendations changed from the original SDAG language.		
<i>* indicates recommendations changed from the original SDAG language.</i>		

## ■ School Diversity Advisory Group (SDAG) Report II

*\*Note that none of the recommendations from the second report were officially endorsed by the DOE. Any labeled as “in progress” or “complete” reflect decisions made independently of initial acceptance of the SDAG II recommendations. All others are assumed to have been rejected.*

TABLE 2: SDAG Report II Recommendations Breakdown		
SDAG Recommendation	Status	Notes/Evidence
<b>Elementary Schools</b>		
We recommend that the DOE resource community school districts pilot creative, equitable enrichment alternatives to G&T, resource community engagement and implementation appropriately and measure, track and publicize impacts.	<b>Rejected</b>	Five districts received funds to engage in diversity planning but were interrupted by the COVID19 pandemic. The Adams administration never resumed this work.  De Blasio orchestrated BrilliantNYC which was promptly reversed by the Adams Administration
Consult the SDAG on the roll-out of the school diversity grant program	<b>Complete</b>	Completed in 2019.
Discontinue the use of the Gifted & Talented admissions test.	<b>Complete</b>	This goal was achieved in 2020 when the Panel for Educational Policy (PEP) refused to renew the contract for Pearson, ending the use of the test in favor of teacher recommendations.
Institute a moratorium on new Gifted & Talented programs, while phasing out existing programs	<b>Rejected</b>	DOE has increased the number of segregated G&T programs under the Adams administration
Eliminate rigid academic tracking in elementary school that results in economic and racial segregation of students.	<b>Rejected</b>	DOE continues to operate segregated and tracked programs in elementary schools.
<b>Middle Schools</b>		
Expand and support the use of inclusionary admissions practices that promote integrated schools and ensure that all students are challenged.	<b>No Progress/ Unknown</b>	
Provide resources for community school districts to develop district wide admissions priorities with community and stakeholder engagement. District wide admissions priorities must intend to achieve the integration goals adopted by the DOE.	<b>Rejected</b>	
Eliminate the use of exclusionary admissions practices that create segregation by race, class, disability, home language, and academic ability. This includes the exclusionary use of school screens such as grades, test scores, auditions, performance in interviews, behavior, lateness, and attendance.	<b>Rejected</b>	This recommendation was temporarily implemented during the COVID19 pandemic but was reversed by the Adams administration.

**TABLE 2:**  
**SDAG Report II Recommendations Breakdown**

<b>SDAG Recommendation</b>	<b>Status</b>	<b>Notes/Evidence</b>
Preserve the use of inclusionary admissions practices that are used to identify and serve vulnerable student populations (i.e. International Schools, dual language programs, Diversity in Admissions pilot).	<b><i>In Progress</i></b>	Dual Language and DiA used at many MSs and been preserved by the communities or their diversity plans
Eliminate the use of “Gifted and Talented” nomenclature in middle school programs, to ensure it matches the values and vision of real integration.	<b><i>Rejected</i></b>	
<b>High Schools</b>		
Institute a moratorium on the creation of new screened high schools, unless the admissions process explicitly intends to meet the integration goals adopted by the DOE	<b><i>Rejected</i></b>	
Implement new inclusionary admissions practices which ensure all high schools are reflective of their boroughs’ racial and socio-economic demographics.	<b><i>No Progress</i></b>	NYCDOE has made many changes to ensure transparency and fairness in NYC high school admissions. However there has been no intention to continue making changes, and in fact many policies that increased diversity and inclusion are in peril of being reversed.
Prioritize high performing selective high schools that have an opportunity to serve a more racially representative student population. Require identified high schools to adopt an inclusionary admissions practice that intends to increase racial and socio-economic diversity.	<b><i>Rejected</i></b>	Although many of the most sought-after high schools have seen increases to diversity thanks to changes to centralize and standardize the selective high school admissions process—the DOE never required specific high schools to make specific changes and NYC’s specialized high schools remain highly segregated and their policies untouched.
Eliminate lateness, attendance, and geographic zones as a criteria for high school admissions and enrollment.	<b><i>Complete**</i></b>	**District-based priority was eliminated, however all other geographic preferences remain.
Preserve the use of inclusionary admissions practices that are used to identify and serve vulnerable student populations (i.e. International and Transfer High Schools, and Diversity in Admissions).	<b><i>In Progress</i></b>	
Ensure that all high school admissions criteria are transparent and designed to reduce the racial and socioeconomic isolation currently prevalent in most high schools	<b><i>In Progress</i></b>	

**TABLE 2:  
SDAG Report II Recommendations Breakdown**

<b>SDAG Recommendation</b>	<b>Status</b>	<b>Notes/Evidence</b>
<b>Systemwide</b>		
In accordance with New York State law, the DOE should redraft district lines to support the long-term goal of having all schools reflect the city population and meet the goals accepted in Making the Grade.	<b><i>Rejected</i></b>	
Commission group to study academic diversity strategies based on research and best practices and resources needed. year to ensure diversity & appropriate placement.	<b><i>Rejected</i></b>	
Develop a strategy to support students who enter school outside of the standard admissions process (over the counter, off-season admissions) that improves real integration goals (system wide) and pairs students with schools and programs that meet their specific needs	<b><i>Rejected/ unknown</i></b>	
Provide students with disabilities in Community School Districts 1-32 and District 75 schools who receive busing pursuant to their IEPs with transportation support they need to be able to participate in after-school programs at their schools.	<b><i>Rejected</i></b>	
Convene a committee that includes students with disabilities, along with their parents, educators, and advocates, to develop strategies to promote integration of students with disabilities throughout the school system.	<b><i>Rejected</i></b>	
<b>District 75</b>		
Prioritize enrollment of District 75 students in their school district of residence.	<b><i>In Progress</i></b>	
Require the DOE to report annually on the number of District 75 students enrolled outside their school district of residence.	<b><i>Unknown</i></b>	

## ■ School Diversity Advisory Group Report II Recommendations (3-5 year goals)

**Table 3:**  
**SDAG Report II Recommendations (3-5 year goals)**

<b>Elementary Schools</b>	
Evaluate the ways enrichment alternatives are helping or getting in the way of real integration and expand anything that is working.	<i><b>Rejected</b></i>
Require districts to develop new strategies to increase participation from underrepresented groups if the enrichment alternatives are found to have a segregating effect.	<i><b>Rejected</b></i>
<b>Middle Schools</b>	
Evaluate the integrative impact of inclusionary admissions methods and expand anything that is working.	<i><b>Rejected</b></i>
Monitor academic tracking within middle schools. Implement the best practices developed by the academic diversity commission to ensure diverse classrooms within schools.	<i><b>Rejected</b></i>
<b>High Schools</b>	
Assess and publicly report on the impacts of the inclusionary admissions practices adopted in years 0-3.	<i><b>Rejected</b></i>
Redesign the high school admissions process to ensure all high schools are reflective of citywide racial and socioeconomic demographics.	<i><b>Rejected</b></i>



## ■ New York City and State Integration Program Funding

**Table 4:**  
**New York City and State Integration Program (NYSIP) Funds**

District Name	NYSIP Phase I	NYSIP Phase II <sup>1</sup>	NYSIP Phase III	City Diversity Grant	Total
<b>1</b>	\$57,500	\$115,000			\$172,500
<b>2</b>	\$65,000	\$130,000	\$2,688,562		\$2,883,562
<b>3</b>	\$65,000	\$130,000	\$2,292,494		\$2,487,494
<b>9</b>				\$200,000	\$200,000
<b>10</b>	\$65,000	\$130,000			\$195,000
<b>13</b>	\$65,000	\$130,000	\$2,669,937	\$200,000	\$3,064,937
<b>15</b>	\$65,000	\$130,000	\$2,699,919		\$2,894,919
<b>16</b>				\$200,000	\$200,000
<b>20</b>	\$65,000				\$65,000
<b>21</b>	\$65,000	\$130,000			\$195,000
<b>22</b>	\$65,000	\$130,000			\$195,000
<b>24</b>	\$65,000	\$130,000	\$2,699,978		\$2,894,978
<b>27</b>	\$65,000	\$130,000			\$195,000
<b>28</b>	\$65,000	\$130,000		\$200,000	\$395,000
<b>30</b>	\$65,000	\$130,000	\$2,550,294		\$2,745,294
<b>31</b>	\$65,000	\$130,000		\$200,000	\$395,000
					<b>\$19,178,684</b>

1 Funding allocations are taken from the New York State Department of Education's New York State Integration Project Phase II grant application. Initial allocations may not reflect the final total funding received to listed districts. Application is available at: <https://www.p12.nysed.gov/funding/2018-title-1-nysip-plc/nysip-phase-ii-rfp.pdf>