

NYC D 2 Feedback

Problem statement

As the vast majority of our elementary school students attend their zoned school and/or remain in District, housing patterns are leading to segregation in our elementary schools. While we have elementary schools working to maintain or increase diversity through admissions initiatives, these initiatives have not resulted in discernible shifts. In our middle and high school admissions processes, screened middle schools and D2 Priority schools tend to be linked with less diversity in the student population.

While District leaders and many school leaders are working towards cultivating culturally responsive and sensitive environments, the disproportionality in student achievement data, special education identifications, suspensions data, and participation in AP courses indicates that more work needs to be done. This is also confirmed by the data collected from students via surveys and focus groups.

We sincerely hope that D2 is afforded the opportunity to engage in Phase II of the NYSIP-PLC so that we may expand on our district diversity plans and make our vision a reality.

Feedback:

The revised draft of your problem statement is a good step in articulating the problems associated with segregation that you have identified as a district. You do a good job of generalizing from your demographic work to articulate the barriers to diversity at the elementary, middle, and high school levels of your districts – and you make an effort to identify trends. Your use of the term “diversity,” however, fails to clearly and transparently capture how segregation manifest in your district among different groups and measures – such as socioeconomic status, race, ELL/MLL status, and student who are differently abled. For instance, when your problem statement identifies “less diversity” as an issue, it is not clear what that means. (e.g., race/ethnicity, socioeconomic, ELL/MLL, students who are differently abled). What types of segregation are reflected in your data?

Your problem statement does a good job of identifying issues that are within the district’s control, such as admissions processes, special education identifications, and discipline. Again, however, a clearer articulation of the types of segregation and the impact of the named disproportionalities will substantially assist your understanding of the problem and your ability to solicit meaningful community feedback.

Consider also whether your problem statement should be revised to include more actors and stakeholders. For instance, while you identify “District leaders and school leaders” working toward culturally responsive practices, your statement does not reference families, students, instructional staff – or broader elements of the community.

Alignment:

The problem statement **should be aligned** to your vision statement. This means that **each key component** of one statement should be reflected in the other. As you work on revisions to both statements, check for alignment to make sure that the subgroups mentioned in the problem are

also mentioned in the vision and vice versa. Ask: If we solve the problem as we have articulated it, will we achieve all aspects of our vision? Reflect on what pieces may be missing.

Vision statement

In partnership with students, families and surrounding communities, District 2 will provide equitable access and opportunity for all students to attend an inclusive and diverse learning community. As culturally responsive and sensitive environments, all District 2 schools will enable each student to maintain a positive self-image, be socially responsible, and achieve academic success to thrive in our emerging world.

Feedback:

Your vision statement represents a very strong step in the continuous revision process that will continue as you go through additional rounds feedback and review from your PLC partners. As you continue to revise, remember that the vision statement will serve as an engagement tool for the community around your integration strategy.

Your statement is clear, concise, and accessible. Consider revising the statement to articulate the impact you'd like to see **over time** as you are implementing your integration strategy. Also consider including more specific details about the types of integration that you hope to see – while your problem statement includes many details, your vision statement is more general. Ask, for instance, what you mean by “an inclusive and diverse learning community.” What does that mean for District 2?

Moreover, as much of your community engagement feedback seemed to come in the form of survey responses, think about how you can ensure that your vision statement reflects the ideas generated from the community as well as language used to express those ideas.