



# CITYWIDE COUNCIL ON HIGH SCHOOLS

NYC DEPARTMENT OF EDUCATION

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## MINUTES

### Calendar Meetings

Wednesday, May 14, 2014

#### ATTENDANCE

Brooklyn Representative	Kenneth Cera	<b>Absent</b>
Brooklyn Representative	Marianne Russo	Present
Bronx Representative	<b>Vacant</b>	
Bronx Representative	Neyda Franco	Present
Manhattan Representative	Stanley Ng	Present
Manhattan Representative	Terri Watson	Present
Queens Representative	Alleyne Hughley	Present
Queens Representative	Alex Lee	<b>Absent</b>
Staten Island Representative	Martin Krongold	Present
Staten Island Representative	Don McQueen	Present
Public Advocate Appointee	Theresa Hedrington	Present
CCSE Appointee	Noah Kaufman	Present
CCELL Appointee	<b>Vacant</b>	
Student Representative	<i>Jaden Baird</i>	Present
Superintendent Liaison	Karen Watts	Present

#### Absences

Kenneth Cera (excused absence). Alex Lee (unexcused absence). We have quorum.

### CALENDAR MEETING

Call to order by President Ms. Hughley at 6:05 pm.

#### Program Presentation

#### Town Hall meeting with Deputy Chancellor Phil Weinberg.

CCHS question: The lack of equity (racial imbalance) in test-only schools regarding the recent NY Times article on the segregation in NYC's public schools.

Mr. Weinberg's response is that he acknowledges that the NYC public schools have an issue with racial imbalance, but currently the Chancellor is trying to improve instructions in schools for everyone. The school choice process has problems for many years and it will take a long and difficult process to correct it. Recently they had a meeting with the principals of the specialized schools talking about this issue. And they are trying to find possible ways to resolve it. HS enrollment and admissions needs to be address and fixed.

CCHS question: There are shortages of HS seats in Queens. What does the DOE plan to do about it?

Mr. Weinberg's response is that we have had this problem for the last 10 years and he introduced Ms. Yael Kalban from the Office of Portfolio Management to assist him in answering the question.

Ms. Kalban states that in the 2015-2019 budget, Queens would be receiving 2800 new HS seats but they are currently looking for land to build the HS's on and would welcome the community to suggest possible building sites for new HS's. As a way to alleviate the lack of seats, the DOE is looking into using existing spaces in underutilized schools and repurposing building usage. Currently they are working on four new high schools in Queens to add more seats.

The following schools are schedule to open in the fall:

PTech 914 HS on the Martin Van Buren Campus

CTE HS on the Campus Magnet Educational Campus

Q226 HS in District 27

Q646 HS in Richmond Hill

CCHS question: We are concern that 3 out of every 4 incoming citywide HS Freshman for Sept 2014 do not seem to be prepared for HS level work. And the statics for Citywide 37% of the NYS received a level '1' on the 7th grade ELA for 2013 and Citywide 37% of the NYS received a level '2' on the 7th grade ELA for 2013. It seems that some of the JHS do not have any high performing students and even worst, a few of the local school districts do not have any high performing students.

What are the plans to improve this situation?

Mr. Weinberg states that the Mayor and Chancellor is concern about this problem. If we want high performing HS students, we need to focus on the Middle grades to prepare them for HS. The state tests are only one indicator of how the student is performing and last month we changed the promotion policy to include using multiple measurements for student promotion. The common core is not aligned with the teaching materials and we need to work on that area. Currently we have a Target Reading program in MS 84 and we are looking for additional successful programs to add to that MS program.

CCHS question: Are there new afterschool programs for HS's?

Mr. Weinberg said that only MS after schools programs are being developed with 63 Learning Center Programs. However the Child and Family Services has a afterschool program called Advance and HS's with winning applications can have this program at their school. Advance after school programs concentrate on academic enrichment, parent engagement and youth development that aligned with the common core standards.

CCHS question: The previous administration was criticized for managing with data too heavily without a similar commitment to teacher and school success. While most parents are appreciative that there are no longer high schools with extremely low graduation rates, they also didn't like the turmoil that school phase outs caused. What management concerns do you have to gauge the success of 1800 schools and how will you do so? And how will the Progress Report to be put into the Quality Review?

According to Mr. Weinberg the Progress Report started in 2006 with using the letter grades to assist us with understanding the data. It became grade driven and the data was not looked at by most. We will aligned the Quality Review by asking parents, teachers, students and principals what's missing from their schools? And how they can improve or resolve that situation. We will issue a new reporting

system called the 3 years round trends which tells us how a particular program is working or not working at the school with 3 years of tracking. Next year data will be displayed differently, looking at trends, and Quality Reviews into Progress Reports. Information of a school would be displayed like a giant spreadsheet so we can clearly compare stats from one to another school.

CCHS question: There is a great deal of discussion about having partner schools where one highly successful school helps several that need assistance. What are the different factors that would make a busy successful school better than the job requirements of the current network system?

Mr. Weinberg said sharing information with different schools is very important. We have requests from need partners and learning partners. We have a pilot program in a few problem schools learning from successful schools and currently we have 240 schools asking to be in this program.

CCHS member mention that there needs to be a structure in place for the principals to follow with this program to insure the success of that school. And we need flexibility in terms of how and what to use to apply intervention to low performing students.

Mr. Weinberg said that he is on the job as Deputy Chancellor for 4 months and the Chancellor has been on her job for 5 months. They will look at their work in an honest way to insure the success of the school system.

### **Town Hall Meeting with Dr. Kathleen M. Cashin**

Dr. Cashin gave an update on the Regents and her opinion of what the policy of the Regents should be. Her opinions are:

- Policy should consistently get input by ALL the stakeholders and not from top down.
- Innovations should be made with the voice of the stakeholders.
- She is not against or for the Common Core Curriculum.
- But the tests were not field tested by the New York State practitioners.
- The students should have had the test field tested and the teachers along with their students should have a voice in the test.
- They should have the test field tested with modifications made by the New York State practitioners before it is given out to the students.
- Some of the problems with the tests are developmental and age appropriateness with younger children regarding to the Mathematics tests according to teachers and parents.
- The Common Core test should have the gaged order lifted and to be evaluated by professionals to see if the test is a quality fair test.
- Even though the test would not be counted towards promotion, but the students, teachers and parents will see the scores and be very upset by the scores.
- It's not fair to the teachers to be evaluated on a test that is not valid.
- INBLOOM Corporation was collecting information of the students and she supported an Op-Out clause for the student privacy with the parents of the students. Due to the strong advocacy against INBLOOM, they are no longer in business.
- Regarding to moving the whole educational system forward as a society. We need to use statistics but it cannot be the all and end all. Collaboration should be the driver, than the quantitative data (statistics) should be used wisely along with well-planned use of technology.
- My opinion on test preparation is that it should be used towards the end of the unit based on the needs of the children but definitely not be used in place of quality instruction.
- Self-control from students is one of the key components to student success. We need to teach it and have the children practice it.

CCHS question: What can the Regents do to reduce the amount of standardized testing for students who show academic proficiency by the 8th grade so they can focus on more academically rigorous testing and classwork? This concern arises out of parental concerns that students are not busy during Regents week, and that academically gifted students focus on passing Regents exams not studying to excel for them. There is a lost opportunity to allow these students to prepare for and take more rigorous exams prepared by teachers.

Dr. Cashin said that we need to lessen the amount of exams and of the time of the exams on tests that are not reliable. She feels group assessments should be used instead. All tests should be reliable, valid and safe for the implications on the child, teacher, principal, and schools. Data should be used as a secondary resource.

CCHS question: How can we have few tests?

We need to have a committee of stakeholders to study the Pros and the Cons of the test. Dr. Cashin supports New York City and what the Chancellor is doing but she is not in agreement with the state. She would prefer the children to spend more time involved in the Arts and physical activities instead of over testing.

CCHS question: The Regents test is used as a measure of standard in that you can obtain a Regents High School Diploma in NYS and is used for certain scholarships. What is your feeling with that?

Dr. Cashin said that we need to have more pathways to HS graduation such as a CTE HS graduation diploma, or using long term portfolio assessments to give students many opportunities to HS graduation. A High School GPA is a better indicator to predicting the student's success in college rather than relying on just one test. The Regents is opening up pathways to HS graduation and is currently working towards the goal of expanding options for students.

Dr. Cashin provided attached handouts on: Phase in of the Common Core Regents Examinations and Parents Guide to NYS Diploma Requirements.

### **Public Comment**

A parent whom had visited the CTE school Co-op Tech on 96st Manhattan is extremely impressed with their program. The school has 400 students with IEP's and 70 of those students have developmental disabilities. That school should be a model CTE school for the whole NYC but yet they have to relocate due to Bloomberg selling the building and land. The principal has not yet found a new location for his school.

Another parent commented that she agrees with Dr. Cashin to use collaboration as much as possible to improve the education in the Middle Schools so that they can get into the Specialized High Schools. The Middle Schools needs to have better programs in place to educate their students in order to compete for the Specialized High Schools seats.

A parent voiced his opinion that there are only 3 Specialized High Schools: Stuyvesant, Bronx Science, Brooklyn Tech and not 7 that Mayor Bloomberg made. And the current mayor can easily change that if he really wanted to.

**Presentation from Superintendent Liaison Karen Watts on**

**New Principal: Tabari Bomani, The Nelson Mandela School for Social Justice**

Julian Cohen Senior Executive Director Office of New School Design/Charter Partner reminded CCHS that he was here at a recent meeting presenting the proposed new principals and their high schools. Tonight he is presenting proposed new principal: Tabari Bomani, The Nelson Mandela School for Social Justice on the Boys and Girls Campus. Mr. Bomani talked about his work background and the planning stages of the new school and what the core goal of the school is. The school's goals are: The students would be provided with competencies in the areas of social/emotional and academic goals. And students would be college ready by using individualized learning, using technologies, and focusing in learning, and promoting social justice.

**Presentation from Superintendent Liaison Karen Watts on the proposed DOE FY15 budget**

See attached power point handout

**Presentation from Superintendent Juan Mendez of Queens**

The recent meeting on co-location approved the implementation of 2 high schools. They are the PTech 435 HS on the Martin Van Buren Campus a 9-14 high school partnering with Queensborough College for college credits and SPA software firm for support and internship that's opening in September. It is opened to students in the 5 boroughs and the college tuition is free for 2 years. The other approved co-located school is the CTE HS on the Campus Magnet Educational Campus. He highlighted Forest Hill HS for their speech and debate championship on "We the People," and Francis Lewis HS for winning the "ROTC Drill" championship.

**President's Report & Announcements**

Ms. Hughley Introduced New CCHS Members, Public Advocate Appointee Theresa Hedrington, and the new Staten Island Representative Donald McQueen. Both new members gave a brief presentation on their background.

**Public Comment**

Monique Lindsey presented the proposed "Lunch for Learning" a universal lunch program for all school children in NYC regardless of their income. She would like all attendees and the CCHS council members to sign up to support the campaign to change the Mayor and the Chancellor's mind by using strong public opinion.

**Member Reports**

Ms. Hughley to table the member report till next time, due to time constraints. Ms. Franco 2<sup>nd</sup> the motion. Motion passed unanimously.

Yes	Franco, Hedrington, Hughley, Kaufman, Krongold, McQueen ,Ng, Russo, Watson
No	None
Abstained	None

**Election of CCHS Bronx Representative**

Mr. Kaufman to table the election till the interview. Ms. Russo 2<sup>nd</sup> the motion. There were 2 yeses, 6 nos and 1 abstained votes. Motion did not passed.

Yes	Ng, Russo,
No	Franco, Hedrington, Kaufman, Krongold, McQueen, Watson
Abstained	Hughley

**Election of CCHS Bronx Representative**

Almeta Trammel introduced herself to the CCHS council since she was not able to make the special meeting, interviewing the applicants for the CCHS Bronx Representative. Ms. Trammel sent her resume which was forwarded to the council. She spent 14-15 years as the Bronx HS Federation District 7 representative. She represented District 7 at CPAC and UFT meetings. She has 2 children in HS with one that's a freshman. She was also on the Board in District 10. Ms. Trammel feels strongly that she can provide the much needed advocacy for the Bronx HS.

Constance Asiedu attended the special meeting for interviewing the applicants for the CCHS Bronx Representative. She was interviewed by CCHS members at the meeting. Ms. Asidu has been a parent representative for the past 10 years and was a member of the CCHS for the past two years. She is willing to attend the HS subcommittee meetings and is eager to continue to work with the council.

**Election of CCHS Bronx Representative**

Ms. Trammel received 4 votes and Ms. Asiedu received 2 votes with 3 abstained vote. There is no winner and the council votes again.

Trammel	Hedrington, McQueen, Ng, Kaufman
Asiedu	Franco, Krongold,
Abstained	Hughley, Russo, Watson

**Election of CCHS Bronx Representative**

Ms. Trammel received 4 votes and the rest of the council voted 5 abstained. There is no winner and the council would vote again at next meeting.

Trammel	Hedrington, McQueen, Ng, Kaufman
Asiedu	
Abstained	Franco, Hughley, Krongold, Russo, Watson

**Calendar meeting adjourned at 9:02 pm.**

**Respectfully Submitted,**

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**S. Mei Chan**  
**Administrative Assistant**

**Revision made by President: Alleyne Hughley**

**Approved by Council vote on \_\_\_\_\_**