

PLACE NYC Event on December 12, 2019

Question from the Audience

Questions submitted at the Event

1. The SDAG recommends redrawing school districts. Do you think this is possible to do?
2. How will creating G&T schools in underserved neighborhoods creating equitable education for all students in NYC? Wouldn't this still be leaving the children who couldn't pass the state exam or entrance exam in the dark?
*What about real integration?
3. The state can regulate teaching licenses and teaching college accreditation. Can you make sure that teachers leave teaching college knowing how to teach reading?
4. Background and question: Prisons are filled with people left illiterate due to poor instruction 50% dyslexic. The national reading panel studied research and made recommendations based on science. NYC has thumbed its nose at this and uses not well balanced literacy. We continue to leave struggling readers behind, victims of systemic and systematic poor instruction.
5. Until we have generations of readers in every agency and advocacy skills, who needs a G&T program in every neighborhood? Until kids all get language skills at home until PreK + 3K teachers can teach pre-reading, phonemic awareness, vocabulary, arc of story, background knowledge until K teachers can scree for risk of dyslexia until all teachers use the science of reading, SHSAT and G&T schools will remain filled with naturally strong readers or those that learned how to read outside the DOE?
6. What is being done to reach out to other people of color who value G&T and specialized education?
7. Are you also taking steps to build awareness for G&T and SHSAT in underserved communities such as billboards?
8. As a black member of CEC2, I want to address the many comments about school integration, not being fixed overnight. I want to know when it will be fixed. My parents and I have been waiting since 1954?
9. How can we reorganize the grade levels? Having it age based is arbitrary. Perhaps kids can be tested into certain grade levels regardless of age and get

re-assessed annually then progress at their pace. It enables kids to learn in a way until ultimately a minimum standard is reached to be a productive citizen. This eliminates disparities... hopefully.

10. This discussion has not mentioned the needs of advanced learners. Everybody thinks “they will be fine anyways”. But my son was bored at a General Ed class in kindergarten. This will become behavioral problems in MS.
11. How will we make sure all advanced learners have access to a challenging education? Today not all students who qualify get a seat at G&T programs.
12. What is your view on the recent Jackie Cody racial slur incident and the chancellor and mayor’s lack of action in asking her to step down.
13. For the organizers: Mr. Liu. Can you please elaborate more on how your vision includes students w/IEP, ELL, and twice exceptional students?
Thank you, I’m also a parent in D3.
14. How many percentages of student by race are currently enrolled in G&T programs? How much total are spent annually in GT programs only? What is the per student difference between regular and G&T program in dollar amount annually?
15. Many children graduate NYC HS and have to pay for remedial courses at college. Should DOE have to pay for those classes because they failed to make their high school graduates college ready?
16. How, if at all, does the common core curriculum account for the apparent failure of students?
17. What can PLACE NYC do different from DOE to help the kids in their academic level below the national level and kids in 5th grade and only have 3rd grade reading level?
18. Considering that a large portion of G&T entrance criteria is based on subjective grades (apparently inflated grades) don’t we need to rethink G&T more generally?
19. Why is everyone so focused on the 2% of students in SHSAT programs and G&T instead of the 98% of students, half of whom do not meet state standards for reading/math?
20. Why is no one at DOE being held accountable for such a long track record of corruption, waste, incompetence? How do we increase accountability?

21. As opposed to eliminating G&T programs, what would it take to expand these programs both in terms of # of students and in underserved areas? Currently while over 97 and over 90 qualify students for citywide and district wide respectively, there is only room for the top 1% to 1.5%? Why not expand this to 10% to 15%?

Questions submitted online:

22. Why is DoE depriving gifted students of education options at their developmental level?
23. What's the possible result of pushing diversity plan across the city?
24. What schools have best chess programs?
25. What measures will be taken and tracked to ensure that district diversity plans deliver positive academic outcomes for all?
26. What is the State legislature doing to increase oversight over DOE's financial and operational management to prevent waste, corruption and fraud?
27. What is the realistic likelihood that De Blasio and the state senate will remove the SHSAT requirement and GT programs in the next year or short term future?
28. What is the plan to increase access to Gifted Programs, Afterschool Tutoring Programs, etc, in under-served neighborhoods? Why not study and learn from the success of minority students in charter schools? What is being done differently in Charter schools.
29. What is the fate of citywide g&t schools in current DOE/political climate in NYC?
30. What can you do to assure our school curriculum is not ideologically biased?
31. What can we do to increase the number of SHSAT schools?
32. What are the implications of wide-spread government-funded integration & diversity goals (like those advocated by NYSIP & NYCDOE SDAG) for the future of accelerated middle school and high school choices for students and families in NYC?
33. We want to ensure that Specialized High School are retained and rather more are added, so that NYC students are competitive with global students when they head for colleges.

34. Topic: Integration

35. This is Computer Science Education Week and I believe you majored in Mathematical Physics at BU Suny. What can we do to interest more kids to pursue stem fields?

36. Possible funding and support to expand city-wide Dual Language programs?

37. One of the recommendations in the most recent report from the Mayor's School Diversity Advisory Group is to phase out Gifted & Talented programs, because they are one of the identified drivers of segregation. What are the panelists view of this particular recommendation, especially as it relates to the goal of achieving integration? What are some recommendations panelists have for achieving integration?

38. Now that Mayor De Blasio has conceded defeat with respect to his proposal for the Specialized High Schools, do you recommend compromise proposals for admissions that will consider other admissions criteria in addition to, or instead of the SHSAT? Are you aware of research that shows the relatively low validity of the SHSAT as well as its gender bias?

39. No need to -- the meeting is in good hands!

40. It is 65 years since the U.S. Supreme Court's Brown decisions, and our school system is the most segregated in the United States. Do you consider this unacceptable and shameful (and if not, why not) and what are your specific ideas and timetable to integrate NYC public schools?

41. If parent volunteers, fundraising, and involvement with schools is a priority to the DOE, doesn't it make sense to have some sort of sibling priority extended to middle schools? Parents are stretched thin to begin with and having children close in age attend different schools makes volunteering at either of the schools nearly impossible.

42. I served with you, Senator Liu, back in D25 CEC in Flushing when my children attended PS79 as part of the President's Council and DLT. We have been discussing weight to fair student funding for gifted & talented students since Dennis Walcott was Deputy Chancellor, but as you know, there is no movement. There is nothing to support challenging students with rigor except specialized education at the HS level. What proposals are on the table at the DOE currently to maintain challenging and rigorous education for gifted HS students should the SHSAT be changed or abolished altogether, or specialized schools become a thing of the past?

43. I preface my question by stating that I don't think that the two of goals improving diversity in NYC Public School and Accelerated Learning such as the G&T programs are incompatible and therefore I disagree with the recommendations of the SDAG . My question is could the Roundtable members see a path to expanding Accelerate Learning such as G&T to 10% or 15% (currently while 10% of children qualify for G&T there are only slots for 1% to 1.5%) therapy improving both the quality of education in NYC schools AND diversity? Could the plan discuss such solutions as universal screening, multiple on ramps, expanded programs and extending G&T in areas where there are fewer programs?
44. How do you get more non-English speaking parents/ caregivers to involve in school community?
45. How can we end the dyslexia to prison pipeline? Bright kids that can't read don't pass the SHSAT. Kids with resources that can't read get tutors or specialized schools and pass!
46. How can our Dual Language public schools obtain needed additional funding to robustly support the acquisition of foreign language skills by our students?
47. Four Freedoms Democratic Club Education Work Group
48. Does NYC & USA benefit from accelerated academic programs for gifted children K-12?
49. Can we open additional specialized and other strong academic high schools so families/children aren't forced to compete over a limited number of seats at rigorous programs?
50. Can we discuss diversity in terms of inclusion of students with IEPs? As a parent of a twice-exceptional seventh-grader, I would like the Panel to correct the current situation in specialized high schools regarding services for students with IEPs. Even when a student passes the SHSAT (or the audition for Laguardia), the services mandated on the IEP are not provided. Specialized high schools do not have ICT classes, and Laguardia only has ICT classes for standard, not honors or AP classes.
51. Are there ways to monitor performance of school administrators?--- teachers may be effective but are oftentimes hampered by dysfunctional leaders at schools--which drain energy and resources away from student learning.

52. Are there plans and funding to update K-8 curriculum in NYC public schools to raise the level of all students, to eliminate segregation by academic skill level and achievement and facilitate integration at high school level? This question is especially important in regard to outdated math curriculum in K-8 in many schools that sets students behind their peers in NYC, in the country and globally, and contributes to segregation in high schools and beyond.
53. What School Funding, Foundation Aid & Other Sources are available? 2. What additional funding opportunities are you planning to put in place to support education?
54. What are the plans of our elected officials and DOE to raise the % of minority students at Elementary and Middle School proficient in Math and English to above 50%, instead of scapegoating the excellence promoted by Specialized High Schools? (2) What lessons have our elected officials and DOE learned by their ongoing failure to empower more minority students to be proficient in Math and English?