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District #15

Contract for Excellence
Presentation and Hearing

1 FEMALE SPEAKER: Absolutely. Every
2 child who is a level one was not only
3 offered the opportunity, but expected to
4 attend summer school.

5 There are some children who are
6 offered the opportunity, expected to
7 attend and through various
8 (indiscernible), I'll give you examples,
9 trust me, they will come across my desk,
10 will go -- will say that they are not
11 attending summer school.

12 We cannot hold a gun to their head,
13 principals have tried. But the reality
14 is that a child must go -- should go to
15 summer school. The opportunity is there,
16 the classes are there.

17 What happens is sometimes family
18 commitments get in the way in that
19 parents have already purchased airline
20 tickets to go back to visit relatives in
21 a different place. Sometimes they are
22 going away on vacation for a period of
23 time and say no, we're not going to do
24 this.

25 I have -- this is a true story, I

1 had a --

2 MALE SPEAKER: Three means
3 proficient, anything less means you
4 probably should be in summer school.

5 FEMALE SPEAKER: This is the way it
6 works. Thank you, (indiscernible), it's
7 a good question.

8 The way the state test works is that
9 four is above proficiency level, three is
10 considered proficient. And this is where
11 the cutoff is. Two is considered a up --

12 MALE SPEAKER: Two should be up. If
13 they're approaching, why don't we help
14 them get over the hump?

15 FEMALE SPEAKER: Yes, I agree with
16 you completely. And I wish I could say
17 to you --

18 MALE SPEAKER: But who makes the
19 rule, like --

20 FEMALE SPEAKER: The chancellor.
21 (Indiscernible). Remember we have just
22 gone through this whole piece where the
23 chancellor said from now on if you don't
24 get a level two you are mandated to be
25 held over. And there has been

1 significant push back from the community
2 to this.

3 It is -- it's sometimes very hard.
4 So I think that if the interest is in
5 pushing that the level two should go to
6 summer school and should impact this
7 whole (indiscernible) be hung over if
8 they didn't go to summer school, it's
9 (indiscernible). Feel free as a comment
10 to add that.

11 Can I ask that you just save -- do
12 you have this on?

13 FEMALE SPEAKER: In the budget did
14 it say what initiatives are?

15 FEMALE SPEAKER: I'm sorry?

16 FEMALE SPEAKER: In the budget,
17 could you just clarify that the principal
18 training initiatives are --

19 FEMALE SPEAKER: Yes.

20 FEMALE SPEAKER: -- related to it.

21 FEMALE SPEAKER: Principal --

22 FEMALE SPEAKER: For example, you
23 can do it in two ways. So, for example,
24 like I said, if you have 100 kids in
25 first grade, and you don't want to have

1 four classes, you want to have five
2 classes, so you have one teacher per
3 class.

4 MALE SPEAKER: Like not putting you
5 to a number, would you say that we get
6 half full, quarter full?

7 FEMALE SPEAKER: Eddie, the way it
8 works is that they cluster schools.

9 MALE SPEAKER: True.

10 FEMALE SPEAKER: So that you may
11 have one school that has three schools.

12 It has to do not with the number of
13 seats, it has to do with the number of
14 kids that are mandated for each school.

15 So, for example, let's say for each
16 (indiscernible) only has twelve kids
17 mandated out of the whole school. Let's
18 say a middle school, for example, such as
19 136, might have 150 kids mandated for
20 summer school. They wouldn't be in the
21 same building. Usually middle schools
22 keep their own site open. It's the
23 elementaries that are more clustered
24 together.

25 This according to principals,

1 despite the fact that (indiscernible) has
2 worked out, they figured out how to do
3 this.

4 In terms of are the kids coming if
5 they're mandated, is that what you're
6 asking?

7 FEMALE SPEAKER: No.

8 MALE SPEAKER: I'm concerned about
9 the twos not being mandated. And, for
10 example, if twos were to be mandated,
11 might there be enough space for them?

12 FEMALE SPEAKER: There's plenty of
13 space, physical spaces isn't the issue.

14 MALE SPEAKER: And that's what I'm
15 thinking.

16 FEMALE SPEAKER: But what you have
17 to look at --

18 MALE SPEAKER: (Indiscernible)
19 space, but also, for example, I can
20 imagine the kids you have. If you have a
21 program, the more kids you have the
22 cheaper it costs per student to do the
23 same thing.

24 FEMALE SPEAKER: And this is the
25 point of this also. This is where, and

1 I'm sure you class size reduction people
2 will agree with me. When you are dealing
3 with the kids who are the lowest level of
4 achievement and they're only dealing with
5 a concentrated program that lasts five
6 weeks, you do not want to put a lot of
7 kids into one place if you can avoid it.

8 Also, realistically, there is a
9 difference in functionality level between
10 kids who are at higher level two and kids
11 who are level one.

12 So the other piece that comes into
13 this, and that I really think has to do
14 with kind of what the underpinning is, is
15 that there would have to be an enormous
16 amount of additional funding to support
17 that kind of thing. There used to be
18 more of this, but even then it was
19 discretionary for them. The school would
20 open a program then provide certain kids
21 who would like mothers to say -- mothers,
22 not kids. They would say to the mothers
23 and fathers or parents, your child should
24 go to summer school this summer, or we're
25 doing this program in the summer.

1 It isn't -- we're not in that
2 position, unfortunately now. I wish we
3 were. But you're right, there's a
4 concern about the kids fulltime custody
5 or the extra support.

6 MALE SPEAKER: No, but the
7 (indiscernible) how to differentiate
8 (indiscernible).

9 FEMALE SPEAKER: Okay. That's what
10 we were just talking about. Part of it
11 is the Leadership Academy, part of it --
12 and you can go online and look at that.
13 Part of it is things like principal
14 mentoring and teacher mentoring. Thank
15 you.

16 The whole orange bar is
17 (indiscernible).

18 The huge class sides is --

19 FEMALE SPEAKER: School has thirty
20 kids per glass, that's it's -- they go to
21 maintain it, they can't reduce it?

22 FEMALE SPEAKER: They can't reduce
23 it because they -- what has happened is
24 this is the whole thing with class sized
25 reduction. And I'm going -- if I don't

1 explain it clearly, (indiscernible).

2 When we weren't in a budget crisis,
3 class size reduction money in many
4 schools had (indiscernible).

5 FEMALE SPEAKER: (Indiscernible).

6 FEMALE SPEAKER: It works
7 differently in (indiscernible).

8 FEMALE SPEAKER: (Indiscernible).
9 How can we reduce class size in high
10 school?

11 FEMALE SPEAKER: At this point you
12 can't. Because of the cuts in general.

13 FEMALE SPEAKER: (Indiscernible).

14 FEMALE SPEAKER: If they have extra
15 money and they want to do what they can.
16 It's a question of a principal.

17 So let's say in this --

18 MALE SPEAKER: Is it the principal
19 or DSLT?

20 FEMALE SPEAKER: DSLT wouldn't come
21 out --

22 FEMALE SPEAKER: Hey, guys, are you
23 listening. I'm sorry to -- but you hear
24 that, right. Okay. So you got a space,
25 so the money's there, we could reduce

1 class size.

2 FEMALE SPEAKER: It's up to the
3 principal. The ultimate decision --
4 she's not wrong. It's in consultation
5 with DSLT. But ultimately the decision
6 usually rests with the principal in
7 consultation with DSLT.

8 FEMALE SPEAKER: So why --
9 (indiscernible) DSLT. So what is DSLT
10 for if we gonna spend one hour, one day
11 per week for three hours and at the end
12 of the day this kid (indiscernible) the
13 principal. I'm sorry for being so
14 personal, but I'm kind of upset.

15 FEMALE SPEAKER: And please feel
16 free to --

17 MALE SPEAKER: Does it award to be
18 in summer school?

19 FEMALE SPEAKER: Yes, they do.

20 MALE SPEAKER: Really.

21 FEMALE SPEAKER: There is a person
22 in charge through Central who coordinates
23 it. Actually, they -- the way it works
24 out now is that there is a specific
25 office that coordinates summer school.

1 They work through the networks to -- they
2 have already figured out which schools
3 geographically work together. This has
4 been going on -- sure.

5 MALE SPEAKER: So in your estimation
6 as a superintendent does that sort of
7 like work for District 15's children?
8 The summer school, the way it's
9 structured and centralized.

10 FEMALE SPEAKER: I have to say that
11 what works for the District 15's children
12 has been the fact that the principals
13 have done a very good job of running
14 summer schools that they've introduced
15 competent programs. We have a very high
16 percentage of children who, when they get
17 through summer school, have succeeded at
18 summer school and are able to move up.
19 And we have some --

20 MALE SPEAKER: Where is there now
21 space for --

22 FEMALE SPEAKER: Sunset Park comes
23 to mind right off the top of my head.

24 MALE SPEAKER: But we have a --

25 FEMALE SPEAKER: And we may have.

1 We may have it at the annexes.

2 MALE SPEAKER: Right.

3 FEMALE SPEAKER: Yeah.

4 FEMALE SPEAKER: And we have this on
5 school --

6 FEMALE SPEAKER: But it's -- but
7 that's not from this funding source.
8 That's yet to leave this -- what we do
9 have is we have --

10 MALE SPEAKER: Model programs, is
11 that essentially case --

12 FEMALE SPEAKER: Model programs
13 could be -- the 8,000 dollars could be
14 (indiscernible) in small amounts.

15 MALE SPEAKER: Yeah, I'm talking
16 about the 980,000. The innovative --
17 (indiscernible) innovative programs, the
18 first one.

19 FEMALE SPEAKER: I think that's
20 spread out -- it is not one school.

21 MALE SPEAKER: Really.

22 FEMALE SPEAKER: Absolutely.

23 FEMALE SPEAKER: It's citywide?

24 FEMALE SPEAKER: No, it's district
25 wide.

1 Okay. This is the piece of that
2 class size reduction.

3 MALE SPEAKER: Is it salaries,
4 salaries and pension, or just salaries?
5 (Speaking in unison)

6 FEMALE SPEAKER: When you hire a
7 teacher, that does go --

8 MALE SPEAKER: Got it.

9 FEMALE SPEAKER: Even though that
10 there's no class for five weeks?

11 MALE SPEAKER: The money is all
12 state money from the (indiscernible)?

13 FEMALE SPEAKER: Yes.

14 MALE SPEAKER: Okay, got it.

15 FEMALE SPEAKER: Perfect. Any other
16 comments? Okay, thank you very much.

17 FEMALE SPEAKER: In the top little
18 box are the failure and violations of law
19 regarding class sizes, and we Contracts
20 for Excellence (indiscernible).

21 So class size is extremely important
22 according to research, principals,
23 parents. The benefits of small class
24 sizes are especially large for
25 disadvantaged and minority students.

1 The class size reduction is one of
2 the four reforms that has been proven to
3 work through rigorous evidence according
4 to the Institute of Educational Sciences.
5 Eighty-six percent of New York City
6 principals say they cannot provide a
7 quality education because of excessive
8 class sizes. And New York City schools
9 have the largest class sizes of the
10 state, which is why in 2003 the New
11 York's highest courts said that students
12 will be denied their constitutional right
13 to an adequate education because of the
14 excessive class sizes.

15 MALE SPEAKER: Just one -- raising a
16 question. It was not a matter of -- the
17 nature of the law suit was not a question
18 about allocation of funds --

19 FEMALE SPEAKER: Right.

20 MALE SPEAKER: -- in New York City,
21 it was the inadequacy of funding for New
22 York City children.

23 FEMALE SPEAKER: Right. Because
24 class sizes were so excessive that the
25 court said that New York City students

1 were not getting an adequate education
2 because of excessive class sizes. So
3 more funding was allocated to New York
4 City from the state to remedy that. So
5 that's where we get Contracts for
6 Excellence.

7 And, also, smaller classes are a top
8 priority of parents on DOE learning
9 surveys every year. So that's another
10 reason why class size is considered
11 important, in general.

12 In addition, despite claims of the
13 Bloomberg administration, there has been
14 staggering achievement in New York City
15 schools since Bloomberg was elected.

16 Over the last eight years New York
17 City black and Spanish students have
18 fallen further behind their peers in
19 other large cities according to the
20 NAEPs. And New York City is the only
21 city where non-poor student have lower
22 NAEP average scores than in 2003.

23 In addition Class Size Matters
24 believes that New York City's real
25 graduation rate is around fifty-four

1 percent. That includes discharges. And
2 graduation rate as a measure of success
3 is kind of suspect, since three-quarters
4 of high school graduates need remediation
5 in college. And those needing triple
6 remediation at CUNY, which means they
7 have to take non-credit courses in
8 reading, writing and math, have doubled
9 in the past five years.

10 So achievement has been -- has not
11 really -- the claims of the
12 administration seem to be a little bit
13 suspicious.

14 So Contracts for Excellence I just
15 talked about arose from the campaign for
16 fiscal equity lawsuit in 2007. And the
17 state agreed to send billions in
18 additional aid to New York City and other
19 high need school districts. But they
20 would have to spend in the six approved
21 areas in which we just saw in the DOE
22 PowerPoint.

23 But, in addition, New York City had
24 to submit a plan to reduce class sizes in
25 all grades because they were so

1 excessive. So in the fall of 2007 the
2 state approved the DOE's first plan to
3 reduce class sizes, and the numbers were,
4 on average, no more than twenty students
5 in K through three. Twenty-three in
6 grades four through eight. And twenty-
7 five in the four high school classes.
8 And in return New York State has sent 2.4
9 billion dollars in Contracts for
10 Excellence funds since 2007 to today.

11 FEMALE SPEAKER: Is there a maximum
12 class size for --

13 FEMALE SPEAKER: There are
14 contractual limits with UFT. But, I
15 mean, even those are not necessarily
16 being honored. So -- I mean, legal --
17 legal -- according to the teachers --

18 MALE SPEAKER: It's in contract,
19 it's not by statute.

20 FEMALE SPEAKER: Yeah, it's not
21 (indiscernible).

22 But despite this money and despite a
23 lawsuit, we've seen class sizes rise in
24 all grades that are now the largest that
25 they've been in eleven years. And if you

1 see the green line on the graph that's
2 District 15's class sizes. So you can
3 see that the district class sizes were
4 originally below even the Contract for
5 Excellence's goals. And now they have
6 reached the citywide averages, and
7 they're continuing to rise.

8 MALE SPEAKER: Has that happened
9 because there are more kids, or because
10 there are less teachers?

11 FEMALE SPEAKER: Well, I have
12 another graph. But there are fewer
13 sections, so that's fewer teachers. And
14 there's an increase in enrollment.

15 But, also, in fourth grade you also
16 see the same thing happening.

17 MALE SPEAKER: Well, also peculiar,
18 is that historically when 15 was doing
19 its best, what we had was a rather
20 interest economy in terms of the -- by
21 and large with exception down the street,
22 the schools which had the highest
23 socioeconomic student bodies tend to have
24 the highest class size.

25 And those -- and that we

1 historically had very low class sizes
2 in -- even in Sunset Park, where -- you
3 know, where the highest (indiscernible)
4 had the lowest class sizes. And that I
5 think was a function of the leadership in
6 the early and mid-zeros.

7 We have now, in part because of
8 significant -- because of budget cuts,
9 but, also, because of growth in those
10 schools, have al -- I mean, has been
11 in -- and a failure to increase the
12 physical capacity which was clearly and
13 eminently predictable, that that has
14 resulted in increased class size, which,
15 for what it's worth, is also in terms of
16 what we looked at last September, has
17 reflected itself in increasing
18 disparities in high yellow populations
19 compared to what it was in not too
20 distant past.

21 There was real progress in terms of
22 reducing the achievement gap between --
23 in our district, between ELLs and non-
24 ELLs, which has been basically strangle
25 in the vine now with increases in class

1 sizes.

2 FEMALE SPEAKER: So just citywide
3 averages you see in high school class
4 sizes are also -- classes consistently
5 increase and we've gone farther from the
6 C3 target levels which were agreed upon
7 with the lawsuit in 2007.

8 So what happened? So there's been
9 more than two billion dollars from -- and
10 there's been higher overall spending.
11 But the city is continuing to cut school
12 budgets by about fourteen percent since
13 2007.

14 In addition, the maintenance of
15 effort provision in the law, which stated
16 that the city can't use the funding to
17 supplant their own burden, but they can
18 only use it to support their funding.
19 The city has cut funding to school
20 budgets and to schools when the state
21 increased their spending.

22 And, in addition, there's been a
23 growing enrollment and COLA cases has
24 also led to more overcrowding. And,
25 also, the Contact for Excellence funding

1 never reached its full level.

2 So as the other PowerPoint stated,
3 the state hasn't continued to give the
4 expected funding that was agreed upon.

5 However, despite the claims of DOE
6 that when -- that the economic downturn
7 is a reason why class size reduction
8 cannot really be considered.

9 Even when the funding was increased
10 class sizes have grown. Class size
11 reduction -- the class sizes have never
12 been reduced. So it doesn't really seem
13 to be the -- the explanation for a class
14 size is not being reduced, doesn't seem
15 to be because of an economic hardship.
16 Because even when there was no economic
17 hardship and there was an increase in
18 funding, we still saw class sizes rise,
19 as you can see in that graph.

20 So Class Size Matters believes that
21 (indiscernible) the administrations have
22 other priorities in -- between 2002 and
23 2009 added classroom positions grew by
24 over 10,000, while general education
25 classroom teachers shrunk by more than

1 1600.

2 In 2010 there was 2000 fewer teacher
3 positions, and 18,000 more students. And
4 this year there are 2500 fewer teachers
5 and 20,000 more students while spending
6 on testing contracts consultants and
7 (indiscernible) is in sharply --

8 MALE SPEAKER: Where do you get that
9 data from?

10 FEMALE SPEAKER: It's from the -- if
11 you look, there's a New York Times
12 article.

13 MALE SPEAKER: Okay. So it's from
14 the Times.

15 FEMALE SPEAKER: Yeah.

16 So, in addition, there's this
17 (indiscernible) that reducing class size
18 would be so excessively prohibitively
19 expensive. That it's just kind of
20 impossible at this point.

21 However, in 2009 the DOE
22 estimated -- so these are the DOE
23 estimates. That it would cost 358
24 million dollars annually to achieve the
25 average C for E goals. And that it would

1 cost 448 million dollars in staffing to
2 achieve the class size goals in every
3 single school. In addition to capital
4 cost for school construction. So the
5 claim that it's so expensive that you
6 can't even maintain class size seems not
7 to really hold water. Especially since
8 this year New York City is -- according
9 to the state is supposed to receive 530
10 million dollars in C for E funding.

11 So here you can see -- this is a
12 little bit more about the enrollment
13 versus the number of sections in District
14 15. So you see that since 2007 the
15 enrollment has had a steady increase.
16 But there's been a fluctuation of the
17 number of sections, which is the number
18 of teachers. Right now they've risen by
19 ten, but it's not proportionate to the
20 consistent rise in the student
21 population.

22 And then you also can see in the
23 four through eight grades that the total
24 number of sections is continuing to
25 decrease while the population has kind of

1 fluctuated within a certain range.

2 So some other questions about the
3 city's plan. We want to know why there's
4 this discrepancy between the city's plan
5 that covers 348 million dollars, and
6 whereas the state education has allocated
7 530.8 million dollars in funds. We want
8 to know why there is this discrepancy.
9 Also why the city chose not to centrally
10 allocate a penny of the Contracts for
11 Excellence funds to class size reduction.
12 Especially since New York City, in
13 particular, had a legal obligation to
14 lower class size. And, also, why the
15 only district wide initiative that is
16 considered class size reduction is
17 increasing the number of CTT classes,
18 which just lowers the pupil to teacher
19 ratio, it doesn't create fewer classes.

20 MALE SPEAKER: What does CTT mean?

21 MALE SPEAKER: Competence of team
22 teaching.

23 FEMALE SPEAKER: Collaborative team
24 teaching in a special ed model?

25 FEMALE SPEAKER: So you still have

1 more students in the classroom.

2 MALE SPEAKER: We have double
3 teachers.

4 FEMALE SPEAKER: You have two
5 teachers. Right. But a lot of times the
6 reason why collaborative team teaching is
7 in existence is to have a very few number
8 of students, of fifteen students and two
9 teachers instead of thirty students and
10 two teachers.

11 But that CTT classes don't create
12 fewer students in a class room. Even
13 though it's considered, according to DOE,
14 it's considered class size reduction,
15 it's not creating small --

16 MALE SPEAKER: It's class size
17 reduction in the sense that it cuts the
18 two -- student to teacher ratio.

19 FEMALE SPEAKER: Yeah, exactly. But
20 Class Size Matters doesn't believe that
21 reducing the pupil/teacher ratio is the
22 same thing as having fewer students in a
23 classroom.

24 MALE SPEAKER: Have you guys done
25 studies of CTT classes? Because --

1 FEMALE SPEAKER: I mean,
2 anecdotally --

3 MALE SPEAKER: I'm just saying I
4 thought that those are actually some of
5 the most successful teaching models.

6 FEMALE SPEAKER: Yes. They are --
7 they happen -- anecdotally a lot of times
8 what happens is the students that are in
9 CTT classes need to be in a room that has
10 fewer students and more teachers. And
11 when they're increasing the number of
12 students in the classroom, it's not going
13 to be as successful. I mean, we're just
14 still hearing stories from parents with
15 students who are in those classrooms.

16 MALE SPEAKER: So just anecdotally
17 it's isn't like you conducted a study
18 about --

19 FEMALE SPEAKER: We haven't
20 conducted a study.

21 MALE SPEAKER: -- the qualify of CTT
22 instruction versus --

23 MALE SPEAKER: Look, the other
24 question, though, is it tends to get
25 somewhat touchy because one of the points

1 of CTT was -- is to move away from the
2 twelve/one/one model of special ed. So
3 in point of fact whereas you had an
4 allocation let's say of twelve students
5 to one teacher in a special ed class, and
6 let's say twenty students, you know, in a
7 regular class, you now created a CTT
8 class of twenty-eight kids. And,
9 apparently, the minimums -- the maximum
10 are no longer being respected. And I've
11 had that in terms of too many --

12 FEMALE SPEAKER: Right.

13 MALE SPEAKER: Can I just -- Anita?

14 FEMALE SPEAKER: Yes.

15 MALE SPEAKER: CTT classes. Let's
16 say you just have general ed population,
17 and you sort of like push in, you know --

18 FEMALE SPEAKER: It's not CTT --
19 it's not -- CTT class is commanded --
20 first of all, usually a CTT class has
21 twenty-five children, fifteen of whom are
22 general ed and ten of whom are special
23 ed.

24 MALE SPEAKER: Okay.

25 FEMALE SPEAKER: With two fulltime

1 teachers.

2 MALE SPEAKER: But it always -- you
3 understand me, this type of push in stuff
4 always has special ed students involved.

5 FEMALE SPEAKER: No. No, no, no.
6 There are many, many, many classes in
7 District 15 who, for example, for part of
8 the day will push in an additional
9 teacher. I'll give you a couple of real
10 examples.

11 MALE SPEAKER: Okay.

12 FEMALE SPEAKER: An ESL teacher, who
13 is required -- who's mandated to work
14 with certain children will push into a
15 class, during the reading period and work
16 with her children in an articulated
17 setting so that they're working
18 collaboratively with the other teacher.
19 That is not collaborative team teaching.

20 MALE SPEAKER: Okay.

21 FEMALE SPEAKER: Or the principal
22 will say to let's say a reading
23 specialist, I want you to go into and
24 work with this class during reading
25 providing an extra teacher. These are,

1 in essence, what we're talking about of
2 reducing people/teacher ratio. But the
3 are not under this whole process of old
4 and they are not CTT classes.

5 MALE SPEAKER: Okay.

6 MALE SPEAKER: I also just want to
7 be clear, I just -- when I felt when I
8 went to 295 when the chancellor does his
9 annual fall offensive, you know, towards
10 the schools throughout the five boroughs,
11 I was actually surprised to learn that
12 that twenty-five cap is no longer in
13 place in schools like 295. A CTT class
14 right now has twenty-eight to thirty.

15 FEMALE SPEAKER: Yeah. I can't
16 swear to it, but the model used to be
17 twenty-five kids --

18 MALE SPEAKER: Right.

19 FEMALE SPEAKER: -- fifteen and ten.
20 What the actual criteria says is sixty
21 percent GenEd and forty percent special
22 ed.

23 MALE SPEAKER: Right. But that's a
24 big difference. In other words, where --
25 if you're now let's say having thirty-two

1 kids, of which -- how do I do the numbers
2 so that it averages out. Let's say
3 thirty kids, so that's eighteen and
4 twelve --

5 FEMALE SPEAKER: Yeah.

6 MALE SPEAKER: -- as opposed to a
7 model where it's supposed to be ten and
8 fifteen, that's a big difference.

9 FEMALE SPEAKER: It is a big
10 difference.

11 MALE SPEAKER: And since you sort of
12 lose the efficacy of a CTT model at that
13 point, in a sense that under the bad old
14 days you had a twelve to one and a
15 twenty-four, I'm not sure if there are
16 thirty even that you're not
17 necessarily -- you're not necessarily
18 ahead at this point when you feel you can
19 add --

20 FEMALE SPEAKER: You have to look at
21 CTT from two sides. CTT is not reduced
22 class size. It's not, never has been.

23 MALE SPEAKER: Well, it's just
24 clearly -- what you just put out says
25 that the largest percentage of class size

1 reduction funds is for CTT class.

2 FEMALE SPEAKER: No.

3 MALE SPEAKER: That's exactly what
4 the PowerPoint said. And that's the
5 problem. And I would agree with you that
6 it's not -- that's not what the
7 PowerPoint said.

8 FEMALE SPEAKER: Here's what my
9 point is with this. It does reduce class
10 size in the sense that you have two
11 teachers working with -- even if you have
12 thirty-two in class, it's sixteen to one.
13 Flat out sixteen to one. Which is
14 different all the time. It is a full day
15 piece. It is -- yes, is it more than
16 ideal, everything is more than ideal. I
17 don't think -- I would like very much if
18 it was even less than that. But in the
19 reality of what is, having two teachers
20 in a class for a full day --

21 FEMALE SPEAKER: I think that one of
22 the frustrations is that --

23 MALE SPEAKER: It may be better but
24 it's not class size reduction.

25 FEMALE SPEAKER: Right, exactly.

1 The money devoted to class size reduction
2 is being used for that, which is distinct
3 from class size reduction. It is a
4 better than having thirty-two kids with
5 one teacher, but it's still a separate
6 thing from class size reduction, that's
7 what --

8 MALE SPEAKER: But don't we run into
9 the problem like space? Isn't that --
10 you know, under -- and I'm not
11 disagreeing with you, but at the end of
12 the day --

13 FEMALE SPEAKER: Well, that's
14 another issue, is that the priorities
15 have not been towards the school
16 construction or space allocations to
17 accommodate class size reductions, as
18 well.

19 MALE SPEAKER: Sure.

20 FEMALE SPEAKER: It's been an issue
21 of priorities.

22 MALE SPEAKER: I guess as a
23 practical matter, like how do you make it
24 work? You know what I mean?

25 MALE SPEAKER: Well, with that point

1 to step on too many toes --

2 MALE SPEAKER: Without space.

3 MALE SPEAKER: -- but there's
4 been -- obviously, with prioritization
5 the Department of Education has engaged
6 in with respect to co-locations, that has
7 tended to -- in other words, because
8 there has to be additional administrative
9 space, the more schools you have, by
10 definition you have to have more
11 administrative space. In other words,
12 you don't have all the principals sitting
13 in one room together. They tend to
14 insist on having their own rooms.

15 MALE SPEAKER: And their
16 secretaries.

17 MALE SPEAKER: And their own -- but
18 be that -- what I'm getting at in the
19 context of a system which (A) especially
20 in District 15, has declined verging on
21 outright refusal to allocate the kinds of
22 funds, and putting forward the kind of
23 resources necessary to build physically
24 capacity in some parts of our district,
25 combined with a orientation that says

1 where there is room, where you could have
2 smaller class sizes, because there is the
3 physical capacity, to now create co-
4 location syndromes which burns up space.
5 So I mean, for example, looking at 15 in
6 Merdoft (ph.), where the terrible thing
7 that 15 did was they had very nice small
8 class sizes which, apparently, was an
9 anathema to the DOE which -- we had to
10 have a charter school so that we could
11 bulk up class sizes, because that made
12 the school underutilized. As much as 32
13 is an underutilized school because, you
14 know, and therefore you wanted to create
15 mechanisms whereby we can bulk up class
16 size by creating additional entities
17 within the building. I mean, we have a
18 sort of damned if you do and damned if
19 you don't. Either they're appropriating
20 too much in some parts of Sunset Park and
21 nobody can quite figure out how to build
22 space, because, apparently, the space
23 that you and I can see there doesn't --
24 you know, is inaccessible. And then when
25 there is space, we decided that we need

1 to create "increased education options."

2 FEMALE SPEAKER: Right. So that's
3 why -- that's why that graph that showed
4 that when there even was increased
5 funding there -- the class sizes still
6 rose. It's not only an issue of money.

7 MALE SPEAKER: So, I mean, you know,
8 when there are school boards, school
9 boards will, you know, make decisions
10 locally. And I recall at District 15, we
11 made the decision to reduce class sizes
12 in first grade to twenty.

13 MALE SPEAKER: By and large we had
14 the physical capa -- and by and large
15 without issues, for example, of
16 (indiscernible). Look, some of it's
17 demographics that we did grow. And
18 that -- and I'm not going to say that
19 that's not a factor, that we're a bigger
20 school district in terms of the
21 population and it wasn't in your --

22 MALE SPEAKER: Than ten years ago,
23 yeah.

24 MALE SPEAKER: Yeah, than ten years
25 ago, I'm not going to dispute that. But

1 every policy that this city has followed
2 has exacerbated something -- look, there
3 was an inherent intention as populations
4 grew, as cities became more popular for
5 young people, or for married people who
6 didn't go to the suburbs, there's a truth
7 to that, that that would create a tension
8 that would increase the concentration of
9 parents and a concentration of students.

10 But instead of now what they do in
11 the suburbs, they build more schools, or,
12 alternatively, where you had the space,
13 let that happen -- again, the syndrome
14 that I have is like PS 15, which a
15 delivered decision was made not to let
16 them get away with having class sizes of
17 merely twenty-one. I'm hearing grievance
18 (sic) complaints from people how come
19 they have class sizes of twenty-one kids
20 in that school. Which we thought was a
21 good idea, frankly. Because it was a
22 community that needed that kind of
23 assistance.

24 MALE SPEAKER: (Indiscernible).

25 MALE SPEAKER: Right. And that was

1 it, they actually were succeeding.

2 FEMALE SPEAKER: So just to --
3 another issue with the Contracts for
4 Excellence plan is just the problems with
5 the public process and the legal issues
6 (indiscernible) do not. First of all,
7 the meetings are happening way too late
8 in the school year. It's mid-November.
9 So the money is -- the hearings are
10 supposed to be -- occur before the money
11 is spent. But, I mean, as you saw with
12 the slides a lot of the money has been
13 distributed already to school starting in
14 June. And it doesn't really feel like
15 the public can have true input if the
16 money is already allocated and the plan
17 is already kind of -- the money has
18 already been disbursed. And in addition,
19 this year the State Education Department
20 asked to pre-approve the city's plan.
21 They asked to do this before the plan has
22 been submitted for public comment.
23 However, in the law, the city has to
24 submit their plan to the state only after
25 public hearings have occurred, so that

1 public comments, the comments that we're
2 making right now, can be -- can inform
3 the decision in which they approve the
4 plan or not. And, also, the Contracts
5 for Excellence law requires borough
6 hearings in addition to these hearings,
7 the city educational council hearings.
8 But the DOEs refused to since 2008.

9 And for more about the legal issues
10 surrounding the public process of
11 Contracts for Excellence, there's a
12 letter that Class Size Matters, the UFT
13 and the (indiscernible) sent to
14 commissioner -- education commissioner.
15 You can look at it.

16 And so Class Size Matters believes
17 that CCs can pass a resolution. We have
18 a sample one that I handed out. And also
19 encourage parents to submit complaints.
20 And if anyone would like help submitting
21 complaints I have a form that you can
22 fill out.

23 Also, just to collect any anecdotal
24 information about class sizes in schools
25 or in your districts that we can -- that

1 kind of really helps get price about, you
2 know, what's going on. And also you can
3 write a letter to Commissioner King or
4 send a message to Contracts for
5 Excellence at School (indiscernible).com.
6 And the deadline is November 23rd, which
7 is apparently one month after the
8 PowerPoint that you just saw was posted
9 on-line to the DOE website.

10 MALE SPEAKER: What's significance
11 of that date?

12 FEMALE SPEAKER: It's just one -- in
13 the law they have to allow one month for
14 public hearing and public comment.

15 MALE SPEAKER: Okay.

16 FEMALE SPEAKER: And they -- the DOE
17 published on their website the PowerPoint
18 that you just saw a month --

19 MALE SPEAKER: On thing you might
20 want to mention is one of the problems
21 when you end up having institutional
22 memory. I remember the first year the C3
23 came out. And the original -- and
24 contrary to what you said the fact -- it
25 was rejected in the first year by the

1 state. Because the funding mechanism for
2 C3 was to follow -- was exactly following
3 the Fair Student Funding, which was a
4 mechanism for a Fair Student Funding of
5 an entire system, which meant rich and
6 poor, and was meant to allocate resources
7 accordingly. And a direct lift from that
8 to C3, which is not intended as an across
9 the board help, it's meant to help those
10 who are in the greatest need. And it
11 turned out that it's only about sixty
12 percent of the money went to the bottom
13 fifteen percent. In other words,
14 basically almost no -- so that, you know,
15 a 321 could benefit almost as much as a
16 fifteen out of C3 funding. And it was so
17 bad that the state rejected it. You
18 know, people like Laney and people like
19 me were jumping up and down and yelling
20 that this was -- that that formula makes
21 no sense, as usual, (indiscernible) best.
22 And so it was, frankly, rejected and had
23 an emergency situation that they had to
24 go through to rejigger it because -- to
25 meet it's own need, that the fact that it

1 was obviously a legal -- meant that it
2 was actually illegal. It was apparently
3 something that was beyond
4 (indiscernible).

5 Correct me if I'm wrong, but I'll
6 give you around -- you may not have been,
7 but I believe that there was -- Mondo's
8 around, you know what I'm talking about.
9 No, Mondo -- that the first year was
10 rejected.

11 FEMALE SPEAKER: The problem is that
12 for thirteen years the city -- you know,
13 this is --

14 MALE SPEAKER: No, but the C4 --
15 what I'm talking about, though --

16 FEMALE SPEAKER: (Indiscernible) and
17 we did not get what we were supposed to
18 get.

19 MALE SPEAKER: But that's two
20 different things, Mondo. I'm saying the
21 C3, the resolution which was not at issue
22 of funding (indiscernible) relative to
23 other districts, that was not a
24 foundation of C3. C3 was founded under
25 the theory that the funding for school

1 children was inadequate funding in New
2 York City to get a basic education. So
3 that if, in fact, (indiscernible) if that
4 what it took to get a basic sound
5 education in New York City. And under
6 the theory of C3 you would be entitled to
7 three-quarters of the money. It was not
8 a matter of a district formula, it was a
9 matter the funding was inadequate. And
10 the foundation of that was because class
11 sizes were so high, was the most ob --
12 clearest example of that.

13 So when that -- so when the lawsuit
14 after twenty-two years or whatever, you
15 know, (indiscernible) was basically
16 carrying -- now is -- his youngest child
17 is probably thirty-seven was carrying
18 around his five year old doing this.
19 The -- and the Court of Appeals finally
20 upheld the challenge. The idea of it was
21 that there would be, again, a method to
22 resolve that, to remedy that, which was
23 again intended towards the poorest and
24 the least well off, and which the funding
25 that came back from (indiscernible) was

1 we will follow, there should be funding.
2 Which, yes, has some bias in favor of the
3 neediest, although it also has a bias in
4 favor of Stuyvesant. That we're -- that
5 it's clearly not demarcated. I remember
6 doing this, here was Stolbert looking at
7 the funding -- looking at High School of
8 the Arts went down a million, under Fair
9 Student Funding, and that that will be
10 continued under C3. That a school like
11 27 was funding was going to go down under
12 C3 and was going to go down under Fair
13 Student Funding. That they would give
14 you reduction of monies going to schools
15 like 27.

16 So that that was -- that's what was
17 going on there. And, in fact, that was
18 the state firing four percent, he said
19 you can't do that. Isn't that what
20 happened?

21 FEMALE SPEAKER: Yes and no.

22 MALE SPEAKER: Yes and no, really.

23 FEMALE SPEAKER: Because it
24 was --

25 MALE SPEAKER: You call it that.

1 FEMALE SPEAKER: That you -- the way
2 they give us the money maybe could be
3 looked upon differently than what the --

4 FEMALE SPEAKER: Jim, correct me if
5 I'm wrong. The one -- I was a teacher --

6 MALE SPEAKER: Right.

7 FEMALE SPEAKER: And what I remember
8 is that somebody explained this to me,
9 that we were paying X number of dollars
10 in taxation to the state. This was the
11 campaign for --

12 MALE SPEAKER: (Indiscernible).
13 That was a (indiscernible) argument
14 that's been made. It was made on
15 (indiscernible) for years and years and
16 year. C3 was premised upon a very
17 different analysis. It was not premised
18 on whether or not distribution forms was
19 between upstate and downstate, or between
20 Long Island and New York, where
21 especially then -- I mean, that was part
22 of it. For the main point of it was, was
23 that the funding for schools in New York
24 for education, New York City school
25 children was inadequate as a matter of

1 law. As much as it wasn't
2 (indiscernible) -- I mean, these were
3 national litigations that were going on.
4 And the same idea that ultimately that
5 the funding for public education,
6 especially for the poor, was on its face
7 inadequate. Not that it was under
8 appeal, not that it was badly
9 distributed, but that it was inadequate.

10 FEMALE SPEAKER: And New York City
11 is only one of the pioneer districts that
12 keeps this funding. But, specifically,
13 New York City as one of the districts
14 that's receiving state money for C3
15 funds, had to reduce class size because
16 (indiscernible).

17 MALE SPEAKER: I mean, the
18 foundation of the C3 lawsuit was the
19 class size.

20 FEMALE SPEAKER: In District 6 it
21 started.

22 MALE SPEAKER: Right, you know, with
23 Robert Jackson. And it was, again,
24 premised upon not that it was inequitable
25 funding that somehow, you know, Suffolk

1 County schools got no money. Although,
2 clearly they did, and clearly they do. I
3 mean, one of the things that's
4 interesting, for example, is a lot of
5 that anomaly still exists even to the
6 point now, this year, where, in fact,
7 according to the most recent studies and
8 the parents have picked upon on that
9 also, is that the custom -- there are
10 (indiscernible) that are
11 disproportionately higher in poor
12 districts than they have in richer
13 districts. And for what it's worth, it's
14 much worse in places like Utica and
15 Rochester than it is in New York City in
16 terms of that inequity.

17 That the funds -- that the reduction
18 in funding, I mean, they started
19 shrugging our shoulders, what you going
20 to do, there's a recession going on,
21 somehow means that Utica and Rochester
22 has to get bigger cuts than Long Island
23 does. It's a weird time -- I'm not quite
24 sure I understand that shoulder shrug. I
25 mean, it seems to me we're all going to

1 be sacrificing. It seems to me Long
2 Island or Great Neck should be able to
3 sacrifice more than New York City. I
4 mean, it (indiscernible) of New York
5 City. And, yet, it's going to be exact
6 opposite.

7 So I don't know if I would really
8 buy this whole period somehow. The
9 mayor, for example, for any and all
10 circumstances who's absolutely
11 unauthoribly (ph.) opposed towards
12 extending the millionaire's tax. And
13 then says what you going to do, there's
14 no money here. I mean, reality is we're
15 giving -- the mayor's calling for a tax
16 cut for millionaires, at this point in
17 time. The millionaire tax which his in
18 effect now, will be expiring. And the
19 mayor (indiscernible) to change it.
20 Under the theory that apparently we're
21 being held for ransom by the rich. That
22 if we actually make them pay the same
23 amount of taxes they're already paying
24 they're going to desert us and all move
25 to Connecticut, which they may do. But I

1 have some more theories as to how you can
2 remedy that problem.

3 But to say that somehow -- that the
4 money that's covered is there, it depends
5 on who's covered. That's my two cents.

6 MALE SPEAKER: Well, five cents.

7 (End of Audio)

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C E R T I F I C A T I O N

I, Esther Accardi, hereby certify that the foregoing is a true and correct transcription, to the best of my ability, of the sound recorded proceedings submitted for transcription.

I further certify that I am not employed by nor related to any party to this action.

In witness whereof, I hereby sign this date:
December 2, 2010.

ESTHER ACCARDI (CET**D-485)
AAERT Certified Electronic Transcriber

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