

Discussion Paper:

How less than 1% of the NYC-DOE Renewal Schools Program Budget Could Transform the Lives of Thousands of Students

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Summary: In 2014, two major policy changes occurred at New York City Department of Education (NYC-DOE) high schools within a month of each other: and in May, Mayor de Blasio and Chancellor Farina announced that the NYC-DOE would chart a new course for failing schools from the previous administration; and in June, the new Common Core Algebra 1 Regents Exam was administered for the first time. Instead of closing failing schools, these schools would become part of an intensive effort known as Renewal Schools. Since the overall success of the Renewal High Schools program is measured by the graduation rate, one essential hurdle has been the new Common Core Algebra 1 Regents Exam. The first part of the Discussion Paper shows the four year Algebra test scores tracking for the Renewal High Schools along with an analysis. The second part offers a new lens to look at the relationship between the Math Regents requirement and the graduation rate. By focusing only on a steady inching up (or down) of the graduation rate misses a big opportunity to help thousands more students, (in the Renewal High Schools group as well as the much larger group of struggling high schools), that are leaving high school without a Regents Diploma. These students are starting their lives as adults with an obstacle to securing employment. By spending less than 1% of the annual Renewal School program budget, NYC-DOE could begin offering an alternative pathway to graduation by allowing the Math Regents requirement to be met with a Project Based Assessment.

Findings and Questions

- Over a four year period, the Renewal High Schools Common Core Algebra 1 Regents Exam passing rate ranged from an increase of 26% to a drop of 64%:** Over a four-year period, comparing scores in 2014 and 2017, which covers the transition from the Integrated Algebra to the Common Core Algebra 1 Regents exam, the change in passing rate (a score of 65 or higher) scores ranged from an increase of 26% to a drop of 64% (see chart on page 2). There are 31 Renewal High Schools. Seven schools saw an increase of 10% or more in the passing rate. Seven schools saw a drop of 10% or more for the passing rate. Four schools saw a small decrease of less than 10%. 10 schools saw a small increase up to 9%. Two schools saw no change (and one school was closed and reopened under a new name). For all New York State students, the change in the passing rate from 2014 to 2017 went from 72% to 74% or a gain of 2%.
- Why is there such a wide range of test score results:** The multimillion dollar question is why did some high schools show a very impressive improvement in test score results while other schools had dismal drops? The New York Times reported that a similar finding occurred in the elementary-middle Renewal Schools.¹ The NYC-DOE Renewal Schools policy/ program implementation paper says that success will depend on data driven instruction, frequent collaboration with strategies sharing among schools and stakeholders and targeted support (see appendix 2). What happened? How were resources deployed? What strategies has the NYC-DOE Renewal Schools Office been using to help the struggling high schools learn from the successful high schools. Are there evidenced based strategies that can be replicated to help the struggling schools?

1. *For \$582 Million Spent on Troubled Schools, Some Gains, More Disappointments* by Elizabeth Harris and Ford Fessenden
New York Times AUG. 24, 2017

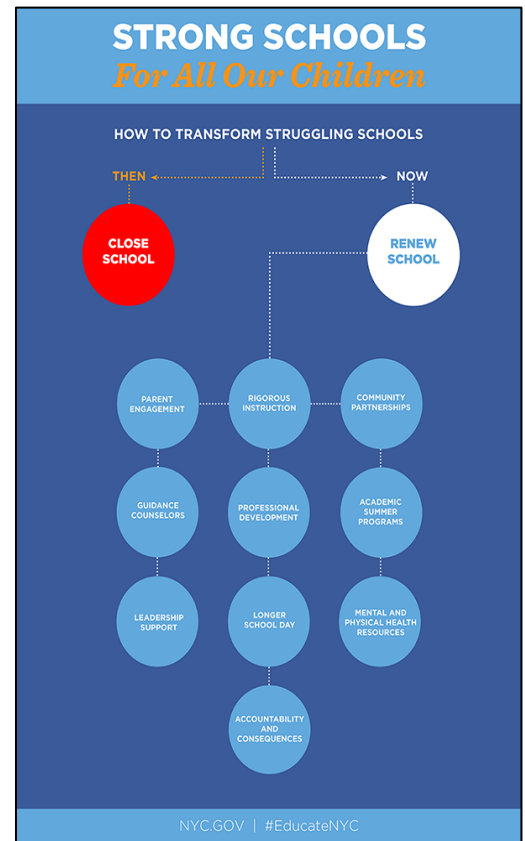
Comparison of Four Year Change in Renewal High Schools Algebra Regents Test

School Name	School District	2013-14 Integrated Algebra % Pass Rate	2015-16 Common Core Algebra 1 % Pass Rate	2016-17 Common Core Algebra 1 % Pass Rate	Passing Rate % Change between 2014 and 2017
AUTOMOTIVE HIGH SCHOOL	DIST #14 - BROOKLYN	34	55	60	26
PAN AMERICAN INTERNATIONAL HIGH SCHOOL	DIST #24 – QUEENS	37	56	61	24
HERBERT H LEHMAN HS	DIST # 8 – BRONX	38	58	62	24
BRONX EARLY ACADEMY FOR TEACHING MS-HS	DIST # 9 – BRONX	44	62	67	23
WADLEIGH SECONDARY SCHOOL PERFORMING ARTS	DIST # 3 - MANHATTAN	39	50	59	20
DEWITT CLINTON HIGH SCHOOL	DIST #10 – BRONX	38	40	53	15
HOLCOMBE RUCKER SCHOOL OF COMMUNITY	DIST # 8 – BRONX	33	43	47	14
FLUSHING HIGH SCHOOL	DIST #25 – QUEENS	44	48	52	8
BOYS AND GIRLS HIGH SCHOOL	DIST #16 - BROOKLYN	34	48	42	8
BRONX HIGH SCHOOL OF BUSINESS	DIST # 9 – BRONX	50	35	56	6
RICHMOND HILL HIGH SCHOOL	DIST #27 – QUEENS	55	58	60	5
JOHN ADAMS HIGH SCHOOL	DIST #27 – QUEENS	62	55	65	3
COALITION FOR SOCIAL CHANGE	DIST # 4 - MANHATTAN	33	27	36	3
LEADERSHIP INSTITUTE	DIST # 9 – BRONX	35	23	37	2
ACADEMY OF URBAN PLANNING	DIST #32 – BROOKLYN	41	33	43	2
LONG ISLAND CITY HIGH SCHOOL	DIST #30 – QUEENS	52	49	54	2
BRONX COLLEGIATE ACADEMY	DIST # 9 – BRONX	48	58	50	2
JUAN MOREL CAMPOS MS HS	DIST #14 - BROOKLYN	36	35	36	0
FORDHAM LEADERSHIP-BUS/TECH	DIST #10 – BRONX	44	36	44	0
AUGUST MARTIN HIGH SCHOOL	DIST #27 – QUEENS	41	24	39	-2
MARTIN VAN BUREN HIGH SCHOOL	DIST #26 – QUEENS	54	51	50	-4
MULTI CULTURAL HIGH SCHOOL	DIST #19 - BROOKLYN	57	36	48	-9
CYPRESS HILLS COLLEGIATE PREP SCHOOL	DIST #19 - BROOKLYN	57	47	48	-9
FREDERICK DOUGLASS ACADEMY IV	DIST #16 - BROOKLYN	31	38	21	-10
BROOKLYN COLLEGIATE	DIST #23 - BROOKLYN	51	31	40	-11
MONROE ACAD FOR VISUAL ARTS & DESIGN	DIST #12 -BRONX	58	26	44	-14
HIGH SCHOOL FOR HEALTH CAREERS AND SCIENCES	DIST # 6 - MANHATTAN	47	39	33	-14
DREAMYARD PREPARATORY SCHOOL	DIST # 9 – BRONX	61	29	43	-18
BROOKLYN GENERATION SCHOOL	DIST #18 – BROOKLYN	56	58	37	-19
NEW EXPLORERS HIGH SCHOOL	DIST # 7 – BRONX	81	19	17	-64

Source: NYSED Report Card. Explanation: Schools are ranked by the last column- pass rate percentage change between 2014 and 2017. Schools shaded in green are closed, slated to be closed or merged based on [12-18-2017 article in ChalkbeatNY](#). Banana Kelly High School was closed and reopened as Longwood Preparatory Academy. Data is not available to show test scores between 2014 and 2017. The chart shows four years of Algebra Regents exam scores. The last column shows if a school experienced a gain or loss with the passing rate. There have been several revisions by New York State Education Department (NYSED) to ensure that passing rate between the Integrated Algebra and Common Core Algebra Regents exam remained comparable.

3. **How are Renewal Schools using their additional funds and resources?** For school years 2014-15 to 2017-18 a total of \$582 million will be spent on Community Based Organizations (CBO) support services, professional development and DOE support for Renewal elementary, middle and high schools. Regarding the challenge of the new Common Core Algebra 1 Regents, how much was spent on extra tutors for one to one or small groups or other proven strategies for help with passing the exam? Also, all Renewal Schools are required to offer one extra hour per day known as Expanded Learning Time (ELT). The Renewal Hour is a strategy schools can use to target help to where it is most needed. How was ELT used? Did it play a role in Algebra Regents test scores?

4. **Common Core ELA Regents also shows uneven progress at the Renewal High Schools:** With an 84% statewide pass rate in 2017, the Common Core ELA Regents is not as big a challenge for high school students as the Algebra 1 Regents exam. For the NYC-DOE Renewal High Schools, between 2014 and 2017, the ELA Regents scores (see appendix) had the following breakdown: 13 schools saw an increase of 10% or more; 3 schools saw a decrease of 10% or more; and 14 schools saw only a small increase or decrease of less than 10%. While there has been significant progress with improving scores, still, after three years, 16 Renewal High Schools are 20 or more points below the statewide passing rate of 84%.



Despite steady improvement in the New York City and Statewide graduation rate, there are still thousands of students leaving high school without a diploma or much of a future.

5. **While the 62% NYC-DOE Renewal High School group graduation rate gets plenty of attention, what about the other 38% group of students?** After three years of the Renewal Schools program, the average August Four Year Graduation Rate for students in the Renewal High Schools is now 62%. Even if one accepts 62% as a clear sign of success, there are still several thousand students that have dropped out or are in their fifth or sixth year of high school. What happens to the students that comprise the other 38%? By focusing only on a steady inching up (or down) of the graduation rate, a big opportunity to help thousands more students that are leaving high school without a Regents or Local Diploma is missed.

6. **The Renewal High Schools are only a small subset of a much bigger problem with high school non-completers.** There are 178 NYC-DOE high schools with an August graduation rate of 60% or less.² Another group that must be factored in students that try to graduate by staying school past four years. Using the latest available NYC-DOE sixth year graduation rate data, a total of 71,487 students began high school in the 2011 cohort (2015 graduating class), by the end of six years, 17.7% or 12,679 students had either dropped out (10,044 students) or stayed but did not graduate (2,635 students).

² Two important indicators of the graduation rate: The August diploma gives students three more months to complete credits and/or Regents requirements. The sixth year rate are students that stayed in school two more years so they could graduate with a diploma.

NYC-DOE Renewal High Schools
2013 Cohort-2017 Graduating Class 4 Year August

DBN	School Name	Cohort #	Total Grads		Total Regents		Still Enrolled		Dropouts	
			#	% cohort	#	% cohort	#	% cohort	#	% cohort
09X276	LEADERSHIP INSTITUTE	47	17	36.2	14	29.8	8	17.0	22	46.0
12X690	MONROE ACADEMY FOR BUSINESSLAW	30	13	43.3	9	30.0	2	6.7	13	43.3
10X440	DEWITT CLINTON HIGH SCHOOL	357	163	45.7	145	40.6	82	23.0	93	26.1
07X547	NEW EXPLORERS HIGH SCHOOL	87	40	46.0	36	41.4	19	21.8	24	27.6
08X530	LONGWOOD PREPARATORY ACADEMY	52	24	46.2	17	32.7	9	17.3	19	36.5
08X332	HOLCOMBE L RUCKER SCHOOL OF COMMUNITY RESEARCH	31	16	51.6	13	41.9	8	25.8	7	22.6
08X405	HERBERT H LEHMAN HIGH SCHOOL	243	136	56.0	126	51.9	54	22.2	47	19.3
09X412	BRONX HIGH SCHOOL OF BUSINESS	54	31	57.4	27	50.0	10	18.5	11	20.4
06M468	HIGH SCHOOL FOR HEALTH CAREERS AND SCIENCES	106	61	57.5	56	52.8	21	19.8	20	18.9
25Q263	FLUSHING INTERNATIONAL HS	99	57	57.6	55	55.6	21	21.2	20	20.2
16K393	FREDERICK DOUGLASS ACADEMY IV SECONDARY SCHOOL	22	13	59.1	8	36.4	7	31.8	2	9.1
18K566	BROOKLYN GENERATION SCHOOL	59	35	59.3	33	55.9	12	20.3	9	15.3
23K493	BROOKLYN COLLEGIATE	79	47	59.5	44	55.7	21	26.6	9	11.4
27Q400	AUGUST MARTIN HIGH SCHOOL	123	74	60.2	70	56.9	20	16.3	27	22.0
30Q450	LONG ISLAND CITY HIGH SCHOOL	397	241	60.7	237	59.7	109	27.5	39	9.8
16K455	BOYS AND GIRLS HIGH SCHOOL	122	75	61.5	66	54.1	21	17.2	19	15.6
19K583	MULTICULTURAL HIGH SCHOOL	50	31	62.0	24	48.0	7	14.0	12	24.0
26Q435	MARTIN VAN BUREN HIGH SCHOOL	328	206	62.8	199	60.7	83	25.3	35	10.7
09X227	BRONX COLLEGIATE ACADEMY	93	59	63.4	53	57.0	13	14.0	17	18.3
09X329	DREAMYARD PREPARATORY SCHOOL	78	50	64.1	39	50.0	12	15.4	14	17.9
14K071	JUAN MOREL CAMPOS SECONDARY SCHOOL	97	63	64.9	51	52.6	22	22.7	10	10.3
10X438	FORDHAM LEADERSHIP ACADEMY	66	43	65.2	24	36.4	8	12.1	12	18.2
27Q480	JOHN ADAMS HIGH SCHOOL	592	396	66.9	366	61.8	118	19.9	72	12.2
27Q475	RICHMOND HILL HIGH SCHOOL	504	340	67.5	317	62.9	77	15.3	80	15.9
04M409	COALITION SCHOOL FOR SOCIAL CHANGE	56	38	67.9	26		4	7.1	11	19.6
19K659	CYPRESS HILLS COLLEGIATE PREPARATORY SCHOOL	63	43	68.3	36	57.1	5	7.9	15	23.8
03M415	WADLEIGH SECONDARY SCHOOL	80	58	72.5	55	63.75	12	15	8	10
14K610	AUTOMOTIVE HIGH SCHOOL	42	31	73.8	24	57.1	5	11.9	5	11.9
09X324	BRONX EARLY COLLEGE ACADEMY FOR TEACHING & LEARNIN	79	61	77.2	52	65.8	17	21.5	1	1.3
32K552	THE ACADEMY OF URBAN PLANNING AND ENGINEERING	52	42	80.8	31	59.6	4	7.7	6	11.5
24Q296	PAN AMERICAN INTERNATIONAL	98	83	84.7	82	83.7	8	8.2	7	7.1
TOTAL RENEWAL HS GROUP		4186	2587	62%	2335	55%	811	19%	664	16%

Source: <http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm> High Schools are ranked by column "total grads". In addition to the Regents Diploma, there is also the Local Diploma. Total Grads is based on combining Regents Diploma and Local Diploma together.

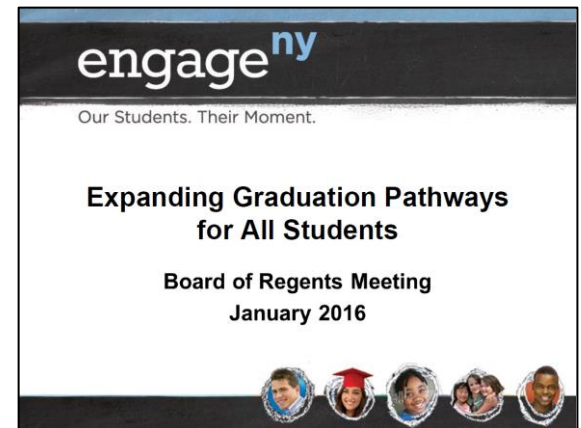
Recommendation

It's time to experiment with Project Based Assessments (PBA) in the NYC-DOE Renewal high schools with low graduation rates; less than 1% of the \$190 million spent each year on the Renewal Schools Program cover easily cover the cost of a PBA pilot program: After three full years of

operation, the combined August graduation rate is 62% and the dropout rate is 18%. For less than 1% of the \$190 million spent yearly, the money could have been directed to piloting a Project Based Assessments alternative to the Math Regents exam requirement (for practical purposes this means the Common Core Algebra 1 exam). The good news is that the DOE can still do this starting tomorrow. An alternative to the Regents Exams diploma requirements is Project Based Assessments (PBA). PBA is not new. The New York State Education Department (NYSED) has allowed a consortium of 24 high schools to use PBA instead of Regents Exams for many years. NYSED also wants to implement a PBA as part of its [2016 Expanding Graduation Pathways for All Students](#)³ initiative.

The Common Core Algebra 1 Regents exam can become part of project based assessment pilot program. For the past two years, as part of its annual budget request, NYSED has been asking the Legislature for \$8 million to launch a Project Based Assessment (PBA) demonstration project. Organizations lead by Advocates for Children (AFC) also want at risk students to have the PBA option. The AFC 2013 Report, [Rethinking Pathways to Graduation in New York State](#),⁴ lays out the case for the PBA option. For less than \$2 million, the City could take the lead here and launch a PBA pilot program in the Renewal Schools. PBA is one solution that has the potential to improve the post high school prospects of thousands of students attending the Renewal Schools. PBA is also supported by a growing body of research on exit exams. "Further, in states with no alternate pathways for students that failed the exit exam, dropout rates were 23 percent higher than in states that provided other routes to graduation. And yet again, there were greater negative effects for particular subgroups. Exit exams increased dropout for Hispanic and black students, particularly when there were no alternate routes to graduation."⁵

In addition to the Renewal High Schools, launching a Project Based Assessment (PBA) system could also help thousands of students in other NYC-DOE high schools, as well high schools statewide. A tiny investment of Renewal Program dollars has the potential to be system transforming. The Mayor's Renewal Schools Program could become a catalyst for changing post high school future outcomes for thousands of students.



Resources Needed for Project-Based Assessments	
State	District
<ul style="list-style-type: none"> • Time for NYSED to support a task force comprised of New York stakeholders • Resources to provide the secure online portal and to provide technical assistance and help-desk support to school districts administering PBAs • Staff to develop the training and technical assistance resources to be posted on the Department's website • Individuals to score PBAs 	<ul style="list-style-type: none"> • Tutorial staffing (teachers to provide supplemental instruction) • Test administrators • Scheduled time for students to work on their PBAs (e.g., some schools provide time during the summer; or after school) • Computer-based technology for assessment administration

³ New York State Education Department Expanding Graduation Pathways for all Students. January 2016 Board of Regents Meeting Power Point.

⁴ [Rethinking Pathways to Graduation in New York State](#). Advocates for Children of New York 2013

⁵ [The Case Against Exit Exams](#) by Anne Hyslop. New America Education Policy Program 2014.

Appendix

1. Comparison of Four Year Change in Renewal High Schools English Regents Test

School Name	School District	2013-14 Comprehensive English % Passing Rate	2016-17 Common Core ELA % Passing Rate	Passing Rate % Change between 2014 and 2017
WADLEIGH SECONDARY SCHOOL PERFORMING ARTS	NYC GEOG DIST # 3 - MANHATTAN	41	80	39
HERBERT H LEHMAN HIGH SCHOOL	NYC GEOG DIST # 8 – BRONX	48	77	29
FORDHAM LEADERSHIP-BUS/TECH	NYC GEOG DIST #10 – BRONX	52	75	23
AUTOMOTIVE HIGH SCHOOL	NYC GEOG DIST #14 - BROOKLYN	31	50	19
COALITION FOR SOCIAL CHANGE	NYC GEOG DIST # 4 - MANHATTAN	54	72	18
BOYS AND GIRLS HIGH SCHOOL	NYC GEOG DIST #16 - BROOKLYN	52	80	18
HOLCOMBE RUCKER SCHOOL OF COMMUNITY	NYC GEOG DIST # 8 – BRONX	43	59	16
FLUSHING HIGH SCHOOL	NYC GEOG DIST #25 – QUEENS	52	68	16
PAN AMERICAN INTERNATIONAL HIGH SCHOOL	NYC GEOG DIST #24 – QUEENS	55	71	16
AUGUST MARTIN HIGH SCHOOL	NYC GEOG DIST #27 – QUEENS	64	80	16
BRONX HIGH SCHOOL OF BUSINESS	NYC GEOG DIST # 9 – BRONX	42	56	14
MULTI CULTURAL HIGH SCHOOL	NYC GEOG DIST #19 - BROOKLYN	40	52	12
MARTIN VAN BUREN HIGH SCHOOL	NYC GEOG DIST #26 – QUEENS	65	75	10
JUAN MOREL CAMPOS MS HS	NYC GEOG DIST #14 - BROOKLYN	54	62	8
LONG ISLAND CITY HIGH SCHOOL	NYC GEOG DIST #30 – QUEENS	61	68	7
BROOKLYN COLLEGIATE	NYC GEOG DIST #23 - BROOKLYN	56	61	5
BRONX COLLEGIATE ACADEMY	NYC GEOG DIST # 9 – BRONX	50	54	4
ACADEMY OF URBAN PLANNING	NYC GEOG DIST #32 – BROOKLYN	57	60	3
DREAMYARD PREPARATORY SCHOOL	NYC GEOG DIST # 9 – BRONX	62	64	2
HIGH SCHOOL FOR HEALTH CAREERS AND SCIENCES	NYC GEOG DIST # 6 - MANHATTAN	59	60	1
CYPRESS HILLS COLLEGIATE PREP SCHOOL	NYC GEOG DIST #19 - BROOKLYN	58	58	0
BRONX EARLY ACADEMY FOR TEACHING MS-HS	NYC GEOG DIST # 9 – BRONX	82	82	0
DEWITT CLINTON HIGH SCHOOL	NYC GEOG DIST #10 – BRONX	58	57	-1
RICHMOND HILL HIGH SCHOOL	NYC GEOG DIST #27 – QUEENS	68	67	-1
LEADERSHIP INSTITUTE	NYC GEOG DIST # 9 – BRONX	47	45	-2
NEW EXPLORERS HIGH SCHOOL	NYC GEOG DIST # 7 – BRONX	56	51	-5
JOHN ADAMS HIGH SCHOOL	NYC GEOG DIST #27 – QUEENS	70	62	-8
BROOKLYN GENERATION SCHOOL	NYC GEOG DIST #18 – BROOKLYN	80	68	-12
FREDERICK DOUGLASS ACADEMY IV	NYC GEOG DIST #16 – BROOKLYN	68	50	-18
MONROE ACAD FOR VISUAL ARTS & DESIGN	NYC GEOG DIST #12 -BRONX	63	37	-26

Source and explanation: NYSED Report Card. Schools shaded in green are slated to be closed or merged based on 12-18-2017 article in ChalkbeatNY. Banana Kelly High School was closed and reopened as Longwood Preparatory Academy. Data is not available to show test scores between 2014 and 2017. The last column shows if a school experienced a gain or loss with the passing rate.

2. **New York City Department of Education: How are the “system building” and “capacity building” program design helping schools with Regent Exam scores?** The design of the Renewal Schools program certainly should result in identifying new problems such as a drop in the passing score of the math Regents diploma graduation requirement. The **“System Building” and Capacity Building** strategies are a cut and paste from the Renewal Schools webpage. If these strategies were implemented, then there must have been ample opportunity for the stronger schools to inform the weaker ones about their success with bringing up the scores.

System-Building

Data Framework

The collection, analysis, and sharing of data are central to a well-functioning Community School’s ability to target and coordinate key services and interventions for students. The Community Schools Initiative’s Data Framework will develop systems and tools around four key areas:

- Asset mapping and needs assessment that paint a portrait of the strengths and needs of school populations and neighborhoods;
- Data collection platform that allows all relevant parties to use student and school data to inform decision-
- Data sharing agreements that provide school and non-profit partners with access to key student data; and
- Metrics and evaluations that assess the impact of the Community Schools on student outcomes.

Capacity Building

The City will develop a systemic approach to building school and CBO capacity to implement Community Schools with a focus on:

- Creating a shared understanding of the Community Schools strategy among all stakeholders: students, parents, schools staff, community members;
- Developing necessary skills among relevant stakeholders, including planning, goal-setting, problem-solving, data analysis, and shared leadership;
- Developing role-specific knowledge and skills among key players, including District Superintendents, principals, teachers, Community School Directors, other community partners, parents, and students;
- Facilitating continuous improvement and ensuring fidelity to the vision; and
- Creating forums for ongoing learning and joint problem-solving.

3. **New York City Council Education Committee testimony from Chancellor Carmen Farina 11-23-2015**

“Renewal Schools are implementing interventions to accelerate student performance and address achievement gaps. Those interventions include: increased professional development for school leaders, teachers, and other school-based staff through coaches and partnerships with institutions, such as Teachers College at Columbia University; and an additional five hours of Expanded Learning Time each week. To support the whole child, each Renewal School is now a Community School, offering wraparound services to our students and their families in partnership with a community-based organization.

The education reforms we are implementing in the School Renewal Program have a record of driving improvement. First, strong, effective leadership is critical to initiate and sustain turnaround efforts in struggling

schools. Since the launch of the School Renewal Program, we have dispatched teams of experienced principals and assistant principals to strengthen leadership and to provide the expertise these schools need to help change direction. Where it is needed, we have, and will continue to, appoint new school leadership to help transform a school and boost student achievement.

Second, increased high-quality professional development provides teachers and principals with targeted support to develop their craft and improve classroom instruction practices. We are investing in deepening teachers' skills through professional development at every grade and in key areas, such as working with English Language Learners and better involving families in their children's education.

References

1. <https://www.chalkbeat.org/tag/renewal-schools/> The ChalkbeatNY website reporters have been providing steady coverage of the NYC-DOE Renewal Schools Program since it was first announced in May of 2014.
2. <https://nypost.com/tag/renewal-schools/>
3. <http://schools.nyc.gov/AboutUs/schools/RenewalSchools/default>
4. Alternative to School Closure: Significant Resources Directed Towards 94 Renewal Schools. New York City Independent Budget Office. May 2015.
5. More Than Half of Renewal High Schools Fall Short on Graduation Rates by Kate Taylor New York Times. Nov. 16, 2017
6. *For \$582 Million Spent on Troubled Schools, Some Gains, More Disappointments* by Elizabeth Harris and Ford Fessenden New York Times AUG. 24, 2017
7. **TESTIMONY OF NYC SCHOOLS CHANCELLOR CARMEN FARINA ON SUPPORT FOR STRUGGLING SCHOOLS BEFORE THE NYC COUNCIL COMMITTEE ON EDUCATION** Monday, November 23, 2015
8. [The Case Against Exit Exams by Anne Hyslop. New America Education Policy Program 2014.](#)
9. The Convolution Path to Improving New York City's Schools by Meredith Kolodner. Atlantic Magazine Feb. 9, 2017