

## FY 2025 Class Size Reduction Plan for NYC Public Schools

### Section 1: Introduction

In September 2022, Governor Hochul enacted Chapter 556 of the Laws of 2022, which requires the New York City school district to create a five-year class size reduction plan for all New York City K-12 community districts and high schools.

This Class Size Reduction Plan will lay out the current state of actual class sizes in New York City Public Schools, our plan for meeting the mandates of this legislation next school year, additional strategies being considered, and the next steps the City School District of the City of New York (NYCPS) will take to implement these mandates and engage communities.

This plan is the second annual plan. NYCPS and labor partners have agreed that each version of this document will be updated annually for every year of the five-year plan; consistent with the requirements of Chapter 556, any updates will be approved by the Chancellor and the respective presidents of the United Federation of Teachers (UFT) and the Council of School Supervisors and Administrators (CSA). This document covers the second year of the five-year plan, FY 2025. The first annual plan, for FY 2024, is available [here](#). This document, completed on July 5, 2024, has been submitted to SED and signed off on by the Chancellor and the respective labor partner presidents.

Last year, NYCPS convened the Class Size Working Group as part of a robust public engagement process. The Class Size Working Group brought together almost 50 individuals with diverse perspectives to develop recommendations for implementing this law. Members included parents, advocates, union representatives from both UFT and CSA, principals, teachers, Panel for Education Policy members, elected officials, and others. They provided over 50 recommendations that have been and will continue to be invaluable as NYCPS continues the work ahead. These recommendations have been discussed with the UFT and CSA as part of the required process under Chapter 556 and many have been integrated into this document.

In addition, the FY 2025 New York State budget includes new language around the class size law – specifically that within a day following budget adoption, “the mayor of the city of New York and an independent certified public accountant shall certify to the [SED] commissioner ... that the city amount appropriated in such budget is ... sufficient to ensure individual schools can meet the class size compliance targets.”

NYCPS is already very close to compliance with the target for SY 2024-25, and additional Contracts for Excellence and other dollars have been made available from the state; in addition, as superintendents work with schools to meet district-level improvement targets (see Section 4 below), the details of additional, needed funding will become more apparent. As this process moves forward, the City intends to continue to comply with the new State law by ensuring that

there is sufficient funding to meet the newly mandated class size caps without cutting funding for current programs or staffing.

## Section 2: Summary of the Class Size Law

This section details the class size legislation.

Chapter 556, the class size legislation, sets forth requirements that apply only to the New York City school district, including:

- new class size caps for all public K-12 community district schools
- a class size reduction plan, which must be approved by the Chancellor and the respective presidents of the United Federation of Teachers (UFT) and the Council of School Supervisors and Administrators (CSA) (the unions representing New York City school district teachers and principals, respectively), and submitted as part of the Contract for Excellence
- a prescribed timeline for the public process for the development, posting, and submission of the Contract for Excellence
- annual reports on the status of the implementation of the class size reduction plan
- penalties, in the form of reduced State funding, if adequate progress to reduce class sizes is not made

### *Section 2.1: New Class Size Caps*

The law imposes specific class size caps within the New York City school district for the first time. Prior class size legislation included in the Contracts for Excellence law, codified in Education Law section 211-d, required the City to create a plan to reduce *average* class sizes, and did not set forth specific class size caps.

Specific class size caps had previously been set subject to collective bargaining agreements between the New York City Public Schools (NYCPS) and the UFT, which could be exceeded in certain circumstances (as can the new statutory limits, when agreed upon by the Chancellor, the president of the UFT and the president of the CSA, and when the circumstances fit into one of the statutory exemption categories.). The caps under the collective bargaining agreement, and the caps set forth under the new legislation, are shown in Figure 1 below.

**Figure 1:** Class Size Caps under UFT Collective Bargaining Agreement and Chapter 556\*

Grade Level	Class Size Caps under UFT Collective Bargaining Agreement	Class Size Caps under Chapter 556
K	25	20
1-3	32	20
4-5	32	23
6-8 (Title I Schools)	30	23
6-8 (non-Title I Schools)	33	23
9-12	34	25
Performing Groups & PE in grades 6-12	50**	40***

\*nothing in this plan shall imply compliance with contractual class size limits, nor shall it change contractual class size limits that are lower than these legal class size limits

\*\*reflects PE and required music classes in grades 6-12; no other limits were designated in this category

\*\*\*legislation refers to physical education (PE) and “performing groups” at all levels, not just 7-12

The class size caps established by Chapter 556 require the plan to begin September 2023 and be achieved by September 2028. Each year of the plan, an additional 20% of classrooms, excluding special education classes and exempted classes, must be in compliance with the targets such that NYCPS is in full compliance by 2028.

*Section 2.2: Classes Not Subject to Class Size Targets*

Chapter 556 notes five situations in which classes may not be subject to the class size caps, which are listed below; the first four of them are formally defined as exemptions under the law. Per Chapter 556, special education classes are also not subject to these caps.

**Figure 2: When Caps Do Not Apply**

Type of Class/ Exemption	Requirements
Space Exemption	Approval by Chancellor and UFT and CSA presidents NYCPS must demonstrate capital budget is aligned to resolve exemption
Over-Enrolled Students Exemption	Approval by Chancellor and UFT and CSA presidents
License Area Shortage* Exemption	Approval by Chancellor and UFT and CSA presidents
Severe Economic Distress Exemption	Approval by Chancellor and UFT and CSA presidents
Elective & Specialty Classes	UFT may negotiate higher class sizes than targets if majority of school staff approve increase

\*This refers to areas where there are an insufficient number of teachers in a certain license area (e.g., bilingual math).

In the event that NYCPS and the unions are unable to reach agreement on an exemption, the law mandates arbitration.

*Section 2.3: Processes & Procedures for New York City Public Schools*

Chapter 556 sets forth specific timelines for the public process for the development, posting, and submission of the class size reduction plan as part of Contracts for Excellence compliance activities:

- NYCPS must commence the public process no later than thirty days after the enactment of the State budget.
- NYCPS must provide notice of the commencement of the public process fifteen days prior to the first public hearing.
- The public process must conclude no later than thirty days after its commencement.
- NYCPS must submit the Contract for Excellence and class size reduction plan for State approval within two weeks following the completion of the public process.

Additionally, annually on November 15, NYCPS must submit to the New York State Education Department an implementation report on the status of its class size reduction plan. The report

must be certified by the state or city comptroller that NYCPS's capital and education funding plans provide sufficient space and staffing to achieve the required class size reduction and if not, what measures and/or funding should be added. The receipt of Contracts for Excellence funding is contingent on NYCPS demonstrating, in the implementation report, sufficient progress in reducing class size. If the State Education Department determines the report does not demonstrate sufficient decreases in class size, NYCPS must submit a corrective action plan, which must be developed in collaboration with the unions and signed off on by the Chancellor and the UFT and CSA presidents.

Further, a financial impact statement is required on November 15, 2025.

As noted elsewhere in this document, the City intends to continue to comply with the new State law by ensuring that there is sufficient funding to meet the nearly mandated class size caps without cutting funding for current programs and staffing. In addition, the parties expect to advocate to the State to contribute additional funding to support the new law, in addition to continued full funding of the Foundation Aid formula.

#### *Section 2.4: Penalties for Non-Compliance*

Contracts for Excellence funding is withheld unless the annual implementation report "demonstrates sufficient reduction in class sizes" and, if a corrective action plan is required, "until and unless such corrective action plan has been fully implemented."

The set-aside totaled \$531 million annually from FY 2012 through FY 2023. As part of the State class size law, increases in the absolute amount of Foundation Aid granted to the City over 3% is potentially subject to Contracts for Excellence restrictions at SED's discretion for implementation. In FY 2024, the Foundation Aid increase above 3% was \$225 million. SED offered a three-year phase-in to districts to meet this requirement: 20% of the increase in FY 2024; and 40% of the increase in FY 2025 and FY 2026. This brought NYCPS's C4E requirement to \$576 million in FY2024 and \$621 million in each of FY 2025 and FY 2026. In FY 2025, SED also modified the phase-in of the FY 2024 increase, so an additional 20% of the \$225 million phases in every year. Additionally, in FY 2025, additional Foundation Aid funding was received, a portion of which was subject to Contracts for Excellence. As a result, under current law and guidance from SED, in FY 2025, the total amount of funding which is subject to withholding in FY 2025 will be \$803 million, increasing to \$848 million in FY 2026, \$893 million in FY 2027, and \$938 million in FY 2028.

### **Section 3: Current State of Class Sizes In New York City**

This section analyzes the existing class size data for New York City.

#### *Section 3.1: Compliance for School Year 2023-24 in Annual Implementation Report*

The November 15, 2023 Implementation Report and associated documentation can be found [here](#).

As of the November 15, 2023 Implementation Report, approximately 40% of all classes (not including performing groups and physical education classes) are below the class size caps set out in the law, well above the SY 2023-24 requirement that 20% of all classes be below the newly mandated caps.

On December 18, 2023, NYSED certified that the New York City school district was in compliance with the mandate.

#### *Section 3.2: Definition of and Compliance for Classes that Qualify as Performing Groups and Physical Education*

This year, NYCPS, UFT, and CSA discussed a definition for performing groups noted below. Performing groups will be included in calculations for the implementation report due on November 15, 2024 for SY 2024-25. The three parties also discussed the definition of physical education classes, which will also be included.

A performing group course is a course that is organized with the express purpose of preparing students, as a collective group, for a performance or series of performances by all or most students in the course. While this course may include some instruction in performing techniques required for the students to effectively complete the performance or performances, the content covered within the course will focus on preparing students to effectively complete a performance as a group. These courses may also have a clear benefit for students to participate in a larger group than outlined in standard class size caps and practice by and instruction of the larger group would be necessary for the implementation of the performance or performances.

Examples of courses that would generally qualify as performing groups include, but are not limited to: marching band, symphonic orchestra, gospel choir, choir, jazz ensemble, and brass ensemble.

As of the posting date for this report, the process for determining any disagreements around what constitutes a performing group is being worked out between NYCPS, UFT, and CSA.

#### *Section 3.3.1: Baseline Compliance Data and Analysis*

Because of the law’s caps of actual class size numbers, standard fluctuations in school-level enrollment may have broader implications on our projections and planning. The data shared in this section is based on a series of point-in-time calculations as of 10/31/23 data and may change as enrollment at schools changes. Methodology on all reporting is noted in Appendix A in the notes section on page 46.

As noted, as of our 11/15/23 Implementation Report, 40% of classes are at or below the caps, not including performing groups and physical education classes, well above the 20% required for SY23-24. Below is the breakdown of compliant classes.

**Figure 3:** SY23-24 Classes At or Below Cap not including PE and Performing Group Classes

	<b>% of Classes At or Below Cap</b>
Grades K-3	31%
Grades 4-5	42%
Grades 6-8	32%
Grades 9-12	45%
<b>Total</b>	<b>40%</b>

As noted above, NYCPS has a baseline definition of performing groups as well as a list of class types that we will assume are performing groups for data collection purposes. This list can be found in Appendix B. Principals will have the opportunity to provide feedback on whether or not individual classes meet the above definition in reality which will inform next year’s calculations. Assuming all of the identified classes are in fact performing groups, including physical education and performing groups for grades 6-12 has the net impact of increasing the overall percentage of classes at or below caps to a total percent of classes at or below caps of 43%.

*Section 3.3.2: Class size data by borough, school type, and district*

Data from the 2023-24 school year shows that classes in schools serving grades 6-12 and high schools are most likely to be in compliance with the class size caps, with 51% of classes in secondary schools (grades 6-12) and 44% of classes in high schools in compliance with the class size caps. The Bronx has the highest share of classes in compliance with the class size caps, at 54%, followed by Manhattan, Brooklyn, Queens, and Staten Island in that order.



**Figure 4:** Percentage of classes at or below the class size caps required in the legislation by Borough and School Type for SY23-24

	Elementary		Middle	Secondary	High School	Total
	(K-5)	(K-8)	(6-8)	(6-12)	(9-12)	
Bronx	48%	30%	50%	56%	61%	54%
Brooklyn	40%	37%	37%	58%	42%	41%
Manhattan	41%	41%	34%	54%	49%	47%
Queens	21%	25%	18%	35%	33%	27%
Staten Island	26%	6%	15%	35%	29%	24%
<b>Total</b>	<b>35%</b>	<b>32%</b>	<b>31%</b>	<b>51%</b>	<b>44%</b>	<b>40%</b>

Data shows that the districts with the greatest percentage of classes at or below the class size caps are in districts 23 (Ocean Hill, Brownsville), 7 (Mott Haven, Melrose), and 16 (Stuyvesant Heights, Crown Heights). Districts 26 (Bayside, Glen Oaks), 28 (Forest Hills, Jamaica Hills), and 31 (Staten Island) have the lowest percentage of classes at or below the class size caps. While this data demonstrates district-level averages, there are schools within the comparatively higher-compliance districts that do have classes that exceed the new class size caps.

In section 4.3, beginning on page 14, we outline specific levers that discuss how we will support schools in moving towards compliance with the new class size caps. Levers include space, enrollment, teacher hiring, funding, and community engagement. In addition, one cross-cutting consideration which will be implemented is a focus on higher poverty schools, consistent with the legislation’s requirement around prioritization. The data shown in figures 6 and 7 will be a foundational point of reference for us to identify our approach to support for schools. As a note, we have also added a section on data reporting, given changes to recent legislation on class size reporting requirements.

**Figure 5:** SY23-24 Percentage of classes at or below class size caps required in the legislation by District

District	% of Classes At or Below Caps	Rank (1=Highest % At or Below Caps)
01 (Manhattan)	50%	12
02	42%	19
03	49%	14
04	53%	10
05	57%	8
06	49%	16
07 (Bronx)	68%	2
08	49%	13
09	62%	5
10	51%	11
11	41%	21
12	63%	4
13 (Brooklyn)	44%	18
14	47%	17
15	42%	20
16	67%	3
17	53%	9
18	58%	7
19	49%	15
20	27%	27
21	31%	23
22	25%	29
23	73%	1
24 (Queens)	28%	25
25	25%	28
26	20%	32
27	30%	24
28	23%	31
29	32%	22
30	28%	26

31 (Staten Island)	24%	30
32 (Brooklyn)	60%	6
Citywide	<b>40%</b>	--

*Section 3.3.3: Class Size by School Demographics*

The law requires that this plan prioritize schools serving populations of students with higher poverty levels. Data, indicated in the table below, shows that schools with the highest proportion of students facing economic need have a higher rate of compliance with the class size caps, while schools with the lowest proportion of students facing economic need have a lower rate of compliance with the class size caps.

While aggregate data, such as in the table listed below, demonstrate that many classes in such schools are in compliance with the law, there are classes that serve populations with higher poverty levels that do not currently meet class size mandates.

**Figure 6:** SY 2023 - 2024 Percentage of Classes at or below the class size caps required in the legislation by deciles of school-level Economic Need Index (ENI)

<b>ENI Decile</b>	<b>Average ENI in Decile</b>	<b>% of classes at or below cap</b>
1 - Lowest need decile of schools based on ENI	32%	20.4%
2	54%	26.3%
3	67%	27.9%
4	75%	36.1%
5	80%	37.9%
6	84%	45.9%
7	88%	51.0%
8	91%	60.9%
9	93%	56.6%
10 - Highest need decile of schools based on ENI	96%	66.9%
All schools	76%	39.6%

## **Section 4: NYCPS Class Size Plan: SY24-25 to SY27-28**

This section details the actions we intend to undertake in the coming year to remain in compliance with the law. We include a brief summary of actions undertaken since last year's plan, and then the levers NYCPS and SCA are planning on implementing for next year.

### *Section 4.1: Brief Summary of Actions Undertaken Since Last Year's Plan*

**Community Engagement:** Last year, NYCPS convened the Class Size Working Group to guide our implementation of this work and ground it in community engagement. The Class Size Working Group convened in April 2023 and issued its final recommendations in December 2023.

The working group brought together almost 50 individuals with diverse perspectives to make recommendations for implementing this law, and included parents, principals, teachers, advocates, union representatives, Panel for Education Policy (PEP) members, elected officials, and others. The group provided over 50 recommendations that have been critical and will continue to be considered as we move forward. Many, although not all, of these recommendations will be addressed in the plan below. The report is available [here](#). More information on the Class Size Working Group can be found on page 39.

NYCPS is committed to continuing to engage with and update interested members in the Class Size Working Group around the implementation of the law.

### **School Needs Assessment and Data Enhancements and Analysis for Implementation**

**Purposes:** NYCPS has also gathered additional information about school-level needs for implementation, and made significant improvements to data collection and analysis over the course of the last year to support implementation in specific ways. This includes the completion of needs assessments, including school-level assessments of space needs by principals. More information about the school needs assessment can be found on page 18 and changes NYCPS is making to data collection can be found below on page 43.

**Defining Performing Groups for Compliance with the Law:** As noted in Section 3.2 above, NYCPS, UFT, and CSA have agreed on a definition of performing groups, which are subject to different caps than other classes, but were not defined in the law; as well as a process for capturing which classes are considered performing groups. In SY 2024-25 and future years, performing groups in grades 6-12 will be captured in all compliance data and NYCPS will plan on the steps required to ensure compliance is maintained for those classes.

**Capital Planning:** SCA and NYCPS have continued to review proposed policy changes, strategies for expanding school space in existing schools, and the school siting strategy and specific sites for the placement of new schools weekly. Preliminary review of sites is in process and directly aligned to NYCPS' overall class size strategy. NYCPS and SCA continue to analyze the school-level needs assessment completed by principals to inform all forthcoming planning. As required by state law, \$2 billion has been added to the City's capital budget for new seat construction in the FY 2025 Adopted Budget, and will appear in a July update of the SCA Capital Plan.

**Adding Funding into School Budgets:** In SY23-24, NYCPS added additional funding into school budgets in two separate ways, resulting in over \$300 million in additional funds in school budgets.

Specifically, at the recommendation of the Fair Student Funding Working (FSF) Group, NYCPS created two additional weights within the FSF formula – a concentration weight and a weight for students in temporary housing that together directed an additional \$100 million in FSF. The concentration weight provides additional funding to schools that serve higher concentrations of students with significant needs. The weight for students in temporary housing provides resources for students classified as such and supports many of our incoming asylum-seeking students who may also fall in this category.

Additionally, as required by state law, NYCPS added an additional \$215 million of Contracts for Excellence funding to schools, which schools could allocate to one of six allowable purposes under the Contracts for Excellence law at their discretion.

Both of these additions will carry into SY24-25 for schools as well.

**Continued Labor Partner Engagement:** Over the course of the past year, NYCPS has continued to meet weekly with labor partners on implementation of the law and potential new policies and processes.

**Superintendent Engagement:** NYCPS has also engaged superintendents in gathering feedback on proposed policies for the year ahead, and their priorities as we continue to implement the law.

**School Community Engagement:** During the 2024-25 school year, Principals working with School Leadership Teams will collaboratively develop a proposed class size compliance plan for their school. This plan may include any of the levers included in this document as well as other strategies that the school decides are appropriate for their school context. The proposed plan should take into account any resource needs the school may have. NYCPS will then use these plans to shape the citywide plan for forthcoming years, including distributing future class size funding streams based on schools' proposed strategies.

#### *Section 4.2: District- and School-Level Actions to Bring More Classes Below the Newly Mandated Caps*

As noted above, in SY 2023-24 NYCPS put additional funds into school budgets that could be used for class size reduction, including \$100 million in Fair Student Funding weights, and \$215 million in Contracts for Excellence funds. For SY2024-25, all District 1-32 schools will continue to receive their full Fair Student Funding level, including the additional weights for students in temporary housing and for schools with high concentrations of students with needs. These additional weights drive additional resources towards our highest need schools, consistent with the requirements of the class size law to prioritize those schools. In the future, and as

recommended by the Class Size Working Group, NYCPS will consider approaches to identifying allocations specifically tied to class size reduction, in order to allow schools to use these FSF-weighted funds to serve the needs of these specific student groups.

In SY 2024-25, using a combination of state-required Contracts for Excellence funding and unrestricted Foundation Aid, New York City will dedicate \$45 million in new Contracts for Excellence funding to school budgets, for any allowable use under Contracts for Excellence, and \$137 million to support class size reduction activities only at targeted schools. More information on this allocation is available in Section 4.3.4 below.

#### *Section 4.2.1: District-wide Targets*

Under current policy, Principals in consultation with School Leadership Teams may set class sizes at their own discretion so long as they are within the limits of the collective bargaining agreement and meet student IEP and other mandates. Under the new state law, principals in consultation with School Leadership Teams will retain discretion to set class sizes at their schools so long as they meet the new statutory limits, the limits of the collective bargaining agreement and student IEP and other mandates.

For SY2024-25, NYCPS will issue class size reduction district-level targets to Superintendents, requiring them to work with principals to improve the percentage of classes at or below the newly mandated caps in each of their districts by 3% with the goal of moving classes in their district towards compliance with the new state limits. High school superintendents and district school superintendents will all receive targets. The current compliance rate by district is outlined in Figure 6 on pages 8-9.

Superintendents will be able to assign individual targets to schools at their discretion, based on the resources (space, staffing, funding) available to the school or by any other means they see fit.

Schools prioritized by superintendents for class size reduction will be expected to meet targets for SY 2024-25 within the resources available in their budget next year, including additional funding from FSF weights, Contracts for Excellence funding, and the additional money to support class size reduction at targeted schools, all of which come from the state, as available. In subsequent years, additional resources will be required to reach higher targets, as well as cover professional development for new staff and additional administrators associated with additional teacher supervision needs. As noted above, the City intends to continue to comply with the new State law by ensuring that there is sufficient funding to meet the newly mandated class size caps without cutting funding for current programs or staffing.

In SY 2024-25, Principals will not be required to limit student enrollment in order to meet these targets. Superintendents and schools will have flexibility in how they comply, which may include taking some of the following actions to bring more classes to the sizes required under the newly mandated caps, or other actions:

1. Rebalance Classes: Principals could look across their classes and ensure students are balanced across classes (e.g., to prevent a class of 19 and a class of 21 in the same grade).
2. Repurpose Space: Principals could closely review the space available in their school, including spaces currently not used for instruction but capable of supporting classes, and identify new space available to create new sections to reduce class sizes.
3. Maximize Teacher Programming: Principals could consider whether all existing teachers (including those in comp time positions and working as deans/coaches) could be more fully utilized as teachers.
4. Fully Program Existing Instructional Space: Principals could ensure that all available classrooms are utilized to the greatest extent possible during the school day.
5. Reallocate Funding: Principals could identify OTPS, PDPS, and spending on other purposes and redirect this funding to teacher lines, using Contracts for Excellence or other funding.
6. Use new funding stream detailed in section 4.3.4 to increase class size compliance.
7. Add Sixth Period Coverages and Pro Rata Courses: Principals could utilize these additional mechanisms for creating instructional periods. These are more easily funded by re-allocation of Contracts for Excellence dollars than hiring new teachers and reduce breakage costs for teachers. This strategy would primarily work for MS and HS. Pro-rata courses may be used for high-school credit-bearing courses offered during the week and per session classes may be offered on the weekends.
8. Utilize multi-session programming: Principals could consider utilizing multi-session as an approach to increase the available space within school buildings. Multi-session programming allows schools to add additional periods in the school day (with students running on a 1-8 or a 2-9 period schedule, for example) to allow for more flexibility in available space in a building.
9. Consider shared instructional models in co-located schools: For specialty courses that have smaller numbers of students, principals could consider sharing instruction between co-located schools.
10. Consider all individuals at the school level who hold a teaching license to teach: Principals could ensure dually certified and other teachers can be flexible to teach needed courses, in legally and contractually allowable ways.
11. Utilize virtual learning as a strategy: Consistent with the newly negotiated labor contracts, principals could consider utilizing virtual learning initiatives to allow students to receive regular remote instruction, potentially reducing the overall impacts on space in schools. It should be noted that both the UFT and CSA contracts as well as the DOE Academic Policy for virtual/blended learning prevents both families and staff from being involuntarily assigned to virtual/blended programs.

#### *Section 4.3: Central-Level Actions to Bring More Classes Under the Newly Mandated Caps*

We are examining six critical areas of work: space, enrollment, teacher hiring, funding, community engagement and a focus on high-poverty schools. All six key factors must be

considered holistically in planning to meet the newly mandated caps. Additional considerations for each of the six areas are outlined below.

#### *Section 4.3.1: Space*

##### **Summary of Current State**

Our data analyses show that roughly 540 schools need additional space to comply with the class size legislation with their current enrollment; some need just one classroom, while some need a great deal more -- over 60 additional classrooms in some cases. As a note, these numbers are subject to change based on changes to enrollment or programming at each school. In addition, they are subject to shift with principal input, and principals may have specific, nuanced views about use of space in their building. Small shifts in enrollment or programming may impact schools' ability to comply in their current space and enrollment configurations, and these figures will change as these patterns change.

In addition to what our central data supports, our school-level needs assessment, completed by principals in December and January indicates that there may be additional schools that believe that they need more space than we currently estimate to become fully compliant, while other schools believe they have the necessary space, despite our projections that they do not. We are currently working with those schools to review their space and the data.

##### **Background Data**

In the prior Class Size Reduction Plan, schools were categorized into two groups to allow NYCPS to more precisely and efficiently tailor interventions and the investment of resources. We continue to utilize these categories, outlined below:

- **Group 1:** Schools that **may** be able to meet the new class size mandates in their existing space and enrollment configurations (995 schools)
- **Group 2:** Schools that likely **may not** be able to meet the new class size mandates in their existing space and enrollment configurations (537 schools)

As a note, any changes to enrollment or space configurations at the school level may cause these total numbers of schools to change before, during, or after the school year. Additionally, further analysis of the school-level needs assessment may adjust these overall numbers as well.

Since the previous plan, NYCPS and SCA have drilled down into Group Two Schools to better define their space needs. Below are the three tiers that have been developed to refine our approach to space interventions, based on the number of classrooms needed at each school:

- **Tier 1:** 79 schools only need one classroom.
- **Tier 2:** 178 schools need up to one classroom per grade.
- **Tier 3:** 280 schools need one or more classroom per grade.



This data takes into account SY23-24 enrollment and 2022-2023 Principal Annual Space Survey (PASS) data. Where there were centrally known changes as a result of room conversions or other projects in the 2023-2024 school year, updates to the data were included, and are valid as of 3/21/24. For reference, the PASS is a survey filled out by principals or designees to self-report data on the use of classrooms in their school buildings.

Of note, preliminary data from the school-level needs assessment completed by principals shows that there is additional work to be done to reconcile central data with Principals' responses. As of April 2024, an additional 258 schools that indicated that they do not have space to comply despite NYCPS analysis showing adequate space, and 85 additional schools indicated they do have space despite preliminary NYCPS analysis showing inadequate space. These schools have not yet had their category changed, as NYCPS is reviewing that data on an individual school basis.

The districts with the higher concentrations of Group Two Schools are District 2 (Manhattan), District 20 (Brooklyn), Districts 25 and 27 (Queens) and District 31 (Staten Island). In order to ensure that these districts become fully compliant, we are prioritizing identifying sites in these districts in a joint process with the School Construction Authority. More capital resources will be required to be directed to these districts in order for NYCPS to become fully compliant.

**Figure 7: District Distribution of Group Two Schools by Space Need**

<b>District</b>	<b>Total</b>
1	4
2	52
3	12
4	11
5	6
6	13
7	2
8	10
9	17
10	22
11	23
12	8
13	6
14	9
15	20
16	1
17	8
18	1
19	7
20	36
21	22
22	15
23	2
24	29
25	33
26	19
27	32
28	28
29	16
30	22
31	45
32	6
<b>Citywide</b>	<b>537</b>

To better plan for compliance, since the last plan, SCA has also refined the capital strategies to address class size reduction in a nuanced way depending on school-level need. Below are the four strategies, which assume NYCPS does not require changes to enrollment at schools:

- **Strategy A: Converting excess non-instructional spaces** in the building into classrooms, and possibly re-allocating space between schools in co-located buildings. Estimated costs vary based on the number of classrooms to be created, assuming that conversion will not trigger building-wide system updates. Strategy A is not feasible for all schools; the more classrooms needed, the less likely room conversions alone can be the solution.
- **Strategy B: Leveraging new capacity projects** that are funded and sited in the FY2020-2024 Five Year Capital Plan. These facilities will provide about 27,000 seats citywide in the next few years, and SCA and NYCPS are working together to maximize their impact to address identified space needs. More detailed information is available in Appendix C on page 48.
- **Strategy C: Utilizing administrative or operational changes** to help schools comply with class size, such as through investments in capital projects in schools with room to comply with class size, or limited shifts in enrollment. It is assumed that this approach is only feasible for the schools in Tier 1, which could not be addressed with Strategy A.
- **Strategy D: Building or leasing a new facility** for schools where none of the above strategies are feasible. This strategy can be implemented in various forms: addition, lease, new building, and/or annex, depending on site availability, location, and the level of need. This is the costliest strategy, but will be necessary in cases where schools have significant space needs.

Implementation of each strategy above is dependent upon many critical factors, including the amount of space needed at the school for both instructional space and other programming, the condition of each school, school-level and community support, and available real estate. It is also important to note that administrative and operational changes at individual schools may change the capital need as would any changes in student enrollment or school programming.

### Space Implementation Levers

Below are current levers and the associated timeline for each to address space needs.

<p><b>Lever One:</b> Utilizing the results of the school-level needs assessment completed by principals, NYCPS and SCA are working to convert non-instructional space into instructional spaces in schools with minimal space needs ahead of SY24-25.</p>	<p><b>Timeline:</b> February 2024 – August 2024</p>
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#### Description:

Utilizing results from the school-level needs assessment, NYCPS and SCA are working with schools to convert non-instructional space into instructional space prior to SY24-25 in schools

with minimal space needs (one classroom). NYCPS and SCA are working with school principals to identify available space that can be converted into an additional instructional room. There are roughly 25 schools in this category, which were selected because they are in need of one classroom, and thus can hopefully be addressed through this intervention. Capital funding has been allocated for these projects via a “Capital Task Force” (CTF) funding stream. NYCPS teams and SCA will work in tandem to allocate resources and ensure timely conversion of rooms into instructional space after the 2024-2025 school year. This strategy is aligned with the Class Size Working Group’s recommendation to “repurpose and maximize school space.” Special education services and other mandated programs will be maintained, and the DOE will work, in line with the intent of the parties, to preserve space for CTE, the arts, music and other programs where possible, subject to enrollment shifts and exemption issuances.

<p><b>Lever Two:</b> NYCPS is working with SCA to ensure the 27,000 in process seats funded within the FY20-24 Capital Plan will be directly utilized to alleviate class size reduction in existing schools that need to move towards compliance, as the sites come online.</p>	<p><b>Timeline:</b> Ongoing</p>
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**Description:**

As outlined in Strategy B above, NYCPS and SCA are working to ensure the additional 27,000 new seats funded within the FY20-24 Capital Plan will be utilized to reduce class sizes in existing schools that do not currently meet the new class size caps. NYCPS teams are working to consider which schools will be impacted by the new buildings.

As these sites are opening on a rolling basis over the next few years, the impact will be assessed as the new sites come online. Below are the sites in process and their opening dates.

**Figure 8:** Seats in Process or Completed from the FY2020-2024 Capital Plan from 2023-present

Borough	School District	Sept. 2023	Sept. 2024	Sept. 2025	Sept. 2026	Sept. 2027	Total
<b>Manhattan</b>							
	6		770				770
	78				275	170	445
<b>Bronx</b>							
	7		547				547
	8		500				500
	9		1,081				1,081
	10	380	451			696	1,147
	11		952	344			1,296
	12		596				596
<b>Brooklyn</b>							
	13	312	806				806
	15		818		583	557	1,958
	20		1,461			461	1,922
	21		391	640	553		1,584
	22				517		517
	78		192				192
<b>Queens</b>							
	24				451		451
	25		973		547		1,520
	26	435	473	399	463		1,335
	27	463	145	229			374
	28		403	454			857
	29				554		554
	30		451		547	547	1,545
	78			3,066	876	1,229	5,171
<b>Staten Island</b>							
	31			837		283	1,120
<b>TOTAL</b>		<b>1,590</b>	<b>11,010</b>	<b>5,969</b>	<b>5,366</b>	<b>3,943</b>	<b>27,878</b>

**Figure 9: Sited Projects in the FY25-29 Capital Plan**

District	Sub-District	February 2024 Total Funded Need	February 2024 Funded Need (Non-District 75)	February 2024 Funded Need (District 75)	Number of Seats Completed or in Process
2	CHELSEA / MIDTOWN WEST*	686	686	0	686
2	TRIBECA / VILLAGE	433	433	0	433
25	FLUSHING/MURRAY HILL/WILLETS POINT	696	600	96	696
27	OZONE PARK / SOUTH OZONE PARK / RICHMOND HILL / WOODHAVEN	696	600	96	696
30	LONG ISLAND CITY / RAVENSWOOD	599	599	0	599
31	NEW DORP	736	640	96	736
31	NORTH SHORE	330	234	96	330
Brooklyn High School		1,271	1,175	96	1,254
Staten Island High School		1,254	1,158	96	1,254
Citywide		16,334	16,334	0	0
<b>Total</b>		<b>23,035</b>	<b>22,459</b>	<b>576</b>	<b>6,701</b>

\* District with design-only project

**Figure 10: New Projects Ready to Advance in the FY25-29 Capital Plan**

District	Sub-District	July 2024 Total Funded Need	July 2024 Funded Need (Non-District 75)	July 2024 Funded Need (District 75)	Number of Seats To Start *
10	SPUYTEN DUYVIL / RIVERDALE / FIELDSTON / NORTH RIVERDALE	547	451	96	547
20	OWLS HEAD PARK/BAY RIDGE	547	451	96	547
<b>Total</b>		<b>1,094</b>	<b>902</b>	<b>192</b>	<b>1,094</b>

\* Projects that are about to start

Additional sites in the FY 2025-29 Capital Plan pipeline are not available yet as negotiations for purchase remain ongoing. Beginning with the FY 2025-29 capital plan, SCA and NYCPS plan to allocate capacity dollars for new seats to comply with the class size law at the individual school level, to ensure compliance with the law in individual classrooms and schools, as the law requires. To guide this process, SCA and NYCPS will continue to perform analysis on a school by school basis, assess all possible solutions, and develop localized strategies in a swift and cost effective manner.

Schools currently out of compliance are located across the city. Some might be addressed by capital strategies; some might be addressed by non-capital strategies such as changing enrollment or programming, making capital solutions in these cases closely tied to decisions

around enrollment and potential exemptions at schools that currently have numerous classes over the cap and are close to or at capacity. In some cases where capital would be the ideal strategy, real estate may not be available at the school or close enough to the school to house a viable annex, which may lead to consideration of a different strategy.

These decisions need to be made at the school, not the geographic area level. Funding for the New Capacity Program is for the creation of seats citywide to support compliance with the newly mandated class size caps. Moving away from allocating funding by geographic areas improves SCA’s ability to evaluate a large number of sites citywide, respond to dynamic enrollment trends, and make decisions quickly.

NYCPS teams have conducted an analysis of the schools that will be coming online in SY24-25 and the resultant impact on current schools that are currently not able to meet the new class size caps. We have included a more detailed analysis of which schools with identified class size space needs will be positively impacted by the new capacity projects within the 27,000 seats above that are coming online for SY24-25, with occupancy beginning in September 2024. (See Appendix C on page 48)

Going forward, SCA and NYCPS intend to identify the schools at which additional seats are needed, based on how those seats will allow schools to meet the annual benchmarks in the law. This identification will inform specific capital planning needs (subject to actually available space) and exemption decisions. This information will be available concurrent with the November Amendment.

<p><b>Lever Three:</b> NYCPS and SCA are utilizing city-wide data on current class size compliance and ENI to select sites for new capacity for the FY25-29 Capital Plan.</p>	<p><b>Timeline:</b> January 2024 – on-going</p>
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**Description:**

In addition to the 27,000 seats already in process, NYCPS and SCA will continue to plan where new seats must and can be created, within subdistricts and near existing schools at which space is needed to reach compliance with their current enrollment. SCA is conducting broad analyses to identify the number of new seats needed to comply with the law, based on the districts where Group Two, Tier Two and Tier Three schools have been identified.

As described in Strategy D above, this lever includes evaluating prospective sites for new construction, including the consideration of existing schools nearby that do not have space to comply with the law. The joint NYCPS/SCA team, utilizing detailed class size compliance data, identifies localized geographic areas where SCA brokers should focus on searching for sites and, when potential sites are identified, the joint team then reviews the sites for suitability. Factors such as total square footage of the site, as well as zoning restrictions, determine how large a school can be built on the site and whether it is suitable for an elementary, intermediate or high school. For example, building a high school with a full-size gym and auditorium or

gymnasium, for example, requires a larger site than an elementary school. Each site that is found and subsequently reviewed is context specific and these factors, along with what the broader data analysis is showing, determines the decision to move forward with selecting a school site.

Many of the districts that have many schools with more classes above the newly mandated caps have also been the same districts that historically have had a high level of seat need, where SCA has previously looked for sites. SCA continues to identify available property in those districts. As potentially feasible sites are identified by SCA brokers or from suggestions from Councilmembers or community members, they will continue to be brought to the cross-department team to assess how they potentially can support the surrounding schools.

SCA and NYCPS will continue the process of working towards compliance and determining which of the strategies, outlined above, will be applied to schools that are not in compliance with new class size caps. Under State Education Law, SCA is required to publish two amendments to the Five Year Capital Plan every year. SCA will continue providing updates on the progress of capital work and class size compliance in subsequent Amendments to the annual capital plan.

<p><b>Lever Four:</b> NYCPS, including superintendent teams, will continue to meet with principals to align on school-level space needs, including where discrepancies exist between principal feedback through the school-level needs assessment and NYCPS central data, to inform future planning.</p>	<p><b>Timeline:</b> March 2024 – August 2024</p>
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**Description:**

A lever in the previous Class Size Reduction Plan, NYCPS conducted a school level needs assessment, asking all D1-32 Principals (over 1500 principals) to share their responses via survey. in mid-December 2023. There was an 84% response rate from principals as of April 2024.

Below is an overview of principal responses to the school-level needs assessment. While many principals were in alignment with central data in terms of their space needs, there are groups of schools that disagree with our central analysis on their space needs. There is also a subset of schools that did not complete the needs assessment during the original time period. NYCPS has partnered with Superintendent teams to prioritize completion of this needs assessment at the school level for all schools to ensure that we have a complete data set to make further policy decisions related to space. Additionally, superintendent teams are following up directly with schools that identified any discrepancies in the data – where principals do not agree with our central data analysis. Individual follow-up with all principals is occurring through principal interviews and building walk-throughs to determining the correct space needs. These numbers are subject to change as we continue to receive additional responses from principals after



superintendent outreach. Where significant changes to school space are being proposed, Principals or their designees with Superintendent approval will consult with School Leadership Teams.

**Figure 11: Analysis of Principal Responses to the following needs assessment question: *Do you believe you have sufficient space to comply with the new class size caps?***

	Principal Response (as of 3/7/24)			Total NYCPS
	Requires Space	Sufficient Space	No Response	
<b>NYCPS Analysis - Requires Space</b>	<b>392</b>	<b>85</b>	<b>60</b>	<b>537</b>
<b>NYCPS Analysis - Sufficient Space</b>	<b>258</b>	<b>545</b>	<b>192</b>	<b>995</b>
<b>Total Principals</b>	<b>650</b>	<b>630</b>	<b>252</b>	<b>1,532</b>

The table shows that 258 principals disagree with our analysis that there is sufficient space to reduce class sizes in their current space and enrollment configurations. Among the reasons given by principals for the need for more space, the key themes (not mutually exclusive) are: programming (138), ICT (118), specialty rooms (134), rooms used for Special Classes (100), and other responses (70). In addition, 85 schools indicated that they need less space than our central assumptions. A further review of these schools indicated that six of these schools are receiving additions in the coming years, which will allow them to have adequate space to comply. All figures in this report include the adjustment for those six schools. As noted above, resources need to be directed towards the provision of space where feasible, so as not to restrict a school’s ability to provide needed programs.

In April 2024, NYCPS began follow up with the following groups of schools, given principal’s responses and will be working with individual schools to resolve discrepancies so planning can be finalized.

Many of the above action steps are aligned with Class Size Working Group recommendations, including:

1. Enrollment Recommendation 2: Relevant NYCPS divisions should work together with SCA on a unified class size plan;
2. Enrollment Recommendation 3: Plan should include repurposing and maximizing existing school space

3. Space Planning and Capital Planning Recommendation 1: Develop and implement an information-gathering survey;
4. Space Planning and Capital Planning Recommendation 2: NYCPS should develop a plan that includes repurposing and maximizing existing school space;
5. Space Planning and Capital Planning Recommendation 3: Recognize the need for more school space and capital construction;
6. Space Planning and Capital Planning Recommendation 4: Improve strategies to identify sites for schools and expand classroom space

As noted previously, state law permits temporary exemptions to statutory class size limits in schools with insufficient space in cases where NYCPS has demonstrated that their capital budget is aligned to resolve the exemption. The parties are committed to continually reviewing the capital budget to identify schools which may qualify for this exemption. Under the law, there are other exemptions available as well.

#### *Section 4.3.2: Enrollment*

##### **Summary of Current State:**

As NYCPS considers the full range of levers available to reach compliance with the law, one of the potential levers is to utilize enrollment policy as a pathway toward becoming compliant with the law. For schools where currently available space is far below current enrollment/demand, the exemption process may also be utilized, so as to avoid or mitigate such a limitation to families' and students' access. These exemptions must be signed off on by the Chancellor of NYCPS and the presidents of UFT and CSA.

For SY24-25, NYCPS is not proposing significant changes to enrollment. NYCPS will work with individual schools and school communities on minor changes in enrollment (increasing or decreasing) to mitigate for costs of significant capital interventions in schools that need additional space for a few students on each grade level. This is one of the "administrative or operational changes" that are referenced in the space section above.

Reducing enrollment at high-demand schools would limit families' and students access to those schools and is therefore a lever that the parties crafting this plan have discussed and would prefer not to utilize unless it is necessary. It is also not something NYCPS believes is necessary to maintain compliance with the class size law in school year 2024-25, or is planning on for school year 2024-25.

Reducing enrollment at high-demand schools is a lever NYCPS will consider in future years, as it is a path towards compliance. This could include the following steps, in consultation with school and district communities:

- Temporary changes to enrollment or the use of the exemption process to support schools in meeting class size mandates until space is found/built

- Limiting enrollment or using the exemption process at some schools that are currently substantially out of compliance with the class size mandates
- Changes in catchment zones/rezoning to align with the new class size mandates when new seats are constructed or otherwise found in a district

NYCPS, UFT, and CSA plan to have established an exemption process by the end of summer 2024, and in no event later than this Fall’s training on the new class size law for Principals and School Leadership Teams.

The Class Size Working Group did recommend that NYCPS adjust enrollment at overcrowded schools when there are underutilized schools nearby, in consultation with school communities. The Class Size Working Group also recommended that NYCPS consider relocating 3K and PreK classes in overcrowded schools to nearby Community Based Organizations, where there are available seats, another form of enrollment limitation.

**Data and Analysis**

While substantial enrollment policy changes are not in this plan for SY2024-25, NYCPS has begun to analyze the impacts of various versions of such shifts on subsets of students at specific schools. NYCPS has reviewed the impact of enrollment limits on in-zone and out-of-zone students, different demographic groups of students, and resultant attrition rates of students who do not receive preferred options.

An [analysis](#) conducted for the Class Size Working Group considered the impact of enrollment policy changes, including considering:

- The potential impact of differentiating between in-zone and out-of-zone students and demographic subgroups when limiting enrollment at schools without adequate space to comply with the law; and
- The potential impact on family preferences of limiting incoming kindergarten enrollment consistent with the class size caps in the law at schools that do not have space to comply with the new class size caps.

**Enrollment Implementation Levers**

<p><b><u>Lever One:</u></b> Work with schools and school communities on small changes to enrollment, to support schools to become fully compliant with reduced capital needs.</p>	<p><b><u>Timeline:</u></b> On-going</p>
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**Description:**

NYCPS continues to analyze current enrollment patterns across all districts to understand broad enrollment trends. Our preliminary analysis shows that enrollment patterns at schools vary by district and within districts. We do recognize a direct connection between school’s enrollment

trends and a need for more or less space. As noted above, the parties to this plan would prefer to avoid limiting enrollment at high-demand schools and do not believe this action is necessary for compliance in school year 2024-25; however, we will consider for future years as the compliance targets increase.

This year and beyond, NYCPS will continue to work with individual schools to consider where there may be a need for minor adjustments to enrollment at schools, in consultation with school principals and the school community. There are cases where small changes to incoming enrollment will limit the need for some capital allocations as there is a direct impact on space needs and enrollment changes.

### *Section 4.3.3: Teacher Hiring*

#### **Summary of Current State**

Hiring additional teachers is a critical part of the path for NYCPS to remain in compliance compliant with the law.

The most recent projections for teacher hiring needs are below (as of April 2024):

- To fully comply, NYCPS estimates that it will need to hire 10,000 – 12,000 additional teachers, including approximately 3,000 – 4,000 Special Education teachers.
- NYCPS currently employs ~76,000 teachers; this would be a ~16% increase in the teacher workforce.
- NYCPS hired between 3,800-5,600 new teachers annually for each of the past 3 years, recruiting over 14,000 educators since 2021.
- Approximately 3,000 of those annual hires are in teacher shortage areas including Math, Sciences, World Languages, Bilingual Education, English as a Second Language, and Special Education.
- Accounting for new hires due to class size compliance and our standard annual new hires, NYCPS needs to hire over 25,000 teachers between now and September 2028.
- Half of these hires are for hard-to-staff license areas including STEM, English as a New Language (ENL) and Special Education
- Hiring trends vary significantly by geographic and certification areas.

The Independent Budget Office (IBO) also published an independent analysis that projects that NYCPS may need to hire an additional 17,000 teachers. Their report is available [here](#).

To support these additional teacher hires, NYCPS anticipates a need to increase recruitment and training for new teachers, in order to meet the hiring demands presented by the new class size mandates and to ensure teacher quality as the number of teachers hired into the system grows. In addition, and as noted in the prior plan, the hiring of the estimated 10,000 – 12,000 teachers noted above necessarily calls for an increased need for supervisory support. In order

to make this plan successful, the parties agree that additional funding will be needed for these recruitment, training and supervisory support and supervision costs.

### **Data and Analysis:**

NYC Public Schools currently employs ~76,000 teachers, in the following license areas:

- 28% Elementary Education
  - 21% Common Branches/Elementary
  - 2% Bilingual Common Branches
  - 5% Early Childhood
- 24% Secondary Core Content
- 28% Special Education
- 8% Specialty Areas (Art, Music, PE)
- 12% Other (Speech, ESL, CTE)

The teacher workforce has declined approximately 3% over the past five years. Over this same period, enrollment has declined by over 10%. Overall, the pupil-teacher ratio has decreased from 14.1:1 in SY 2018-19 to 12.8:1 in SY 2023-24. More detail on NYCPS PTR can be found [here](#). Citywide student enrollment changes will impact projections for hiring needs and associated cost estimates.

This increase in teacher hiring need, as a result of the new class size caps, must happen within the current context of teacher workforce hiring challenges, including:

- **Entering the profession:** Fewer people are entering the profession in New York State and nationally which means less talent particularly in shortage areas.
- **Shortage Areas:** In particular, fewer candidates available in highest demand areas.
- **Preferences:** This is a candidate's market and candidate preferences may not match where we have positions or needs.
- **Teacher Mobility:** More attrition from hard to staff schools creates additional hiring needs for those locations.

In New York State:

- According to the US Department of Education Title II data reporting, in 2021-2022, roughly one-third of individuals who enrolled in teacher education programs complete them in New York State.
  - In 2018-2019, roughly ~12,000 individuals completed teacher education programs in New York State; and fewer than 9,000 individuals – including from alternative programs and existing teachers applying for a second certification – actually received a new certification to teach.
- New York City makes up roughly 40% of New York State's student population.

NYCPS’ analysis also shows that schools already have limited choices for new hires in critical certification areas when relying on traditional candidates alone. The pipeline shortage is evident in select certification areas like special education – especially for secondary grades – bilingual, Foreign Languages, CTE and STEM which can have only two or fewer applicants per hire. In FY 2022, the last year for which data is available, NYCPS only received roughly 2.5 applications for each bilingual teacher vacancy, 2 for each math teacher vacancy, 1.9 for each Spanish vacancy, and as low as 1.7 per vacancy for some science courses. For secondary special education, NYCPS received fewer than one application per vacancy.

New teacher hiring currently varies by borough. As of 2022, hiring in the boroughs of the Bronx and Brooklyn accounted for nearly two-thirds of hiring overall. Schools in harder-to-staff districts in the Bronx, Central Brooklyn, and District 75 typically have more positions to fill each year.

**Figure 12: New Teacher Hiring by Borough**

<b>Borough</b>	<b>Total</b>
Bronx	1,354
Brooklyn	1,463
Manhattan	854
Queens	1,006
Staten Island	205
<b>Grand Total</b>	<b>4,945</b>

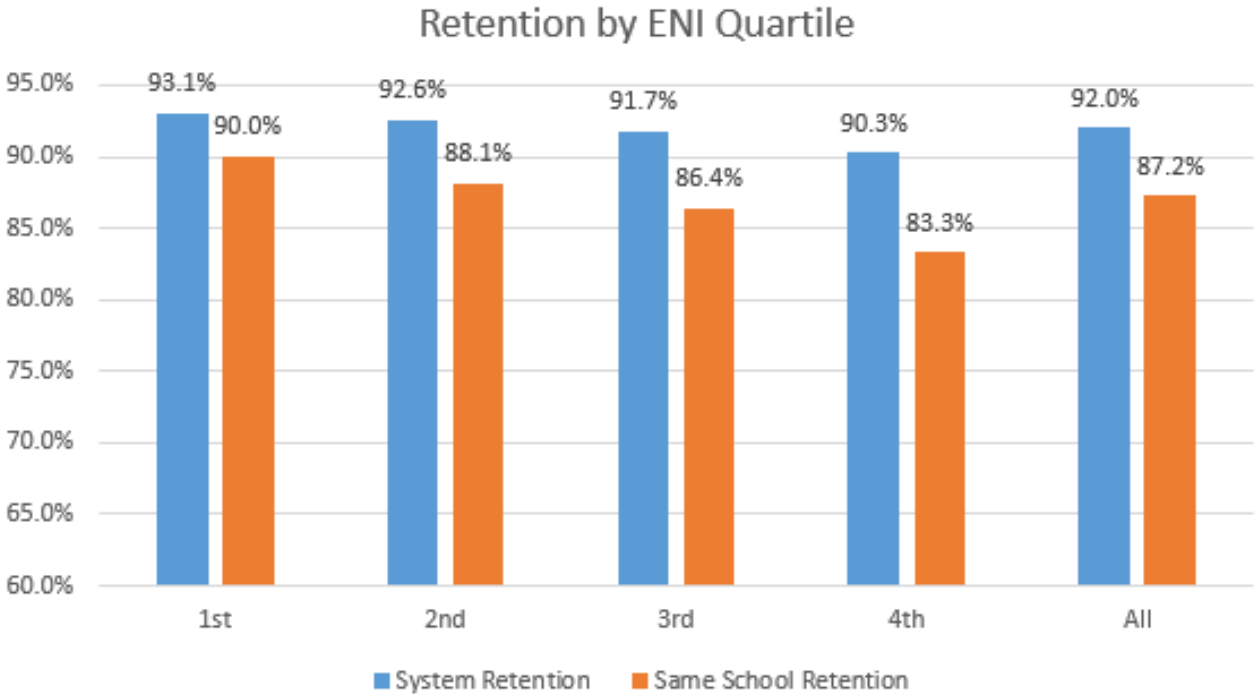
*The figures are based on averages from 2017 to 2022 (excl. 2020) and are for hires through 10/31 of each year.*

Our systemwide attrition is relatively low compared to other large cities, with an average attrition of 6.4% over the last 10 years. Roughly half of the attrition rate is due to retirement, with only an average of 3.1% of those attriting as voluntary resignations. Some additional background data on retention:

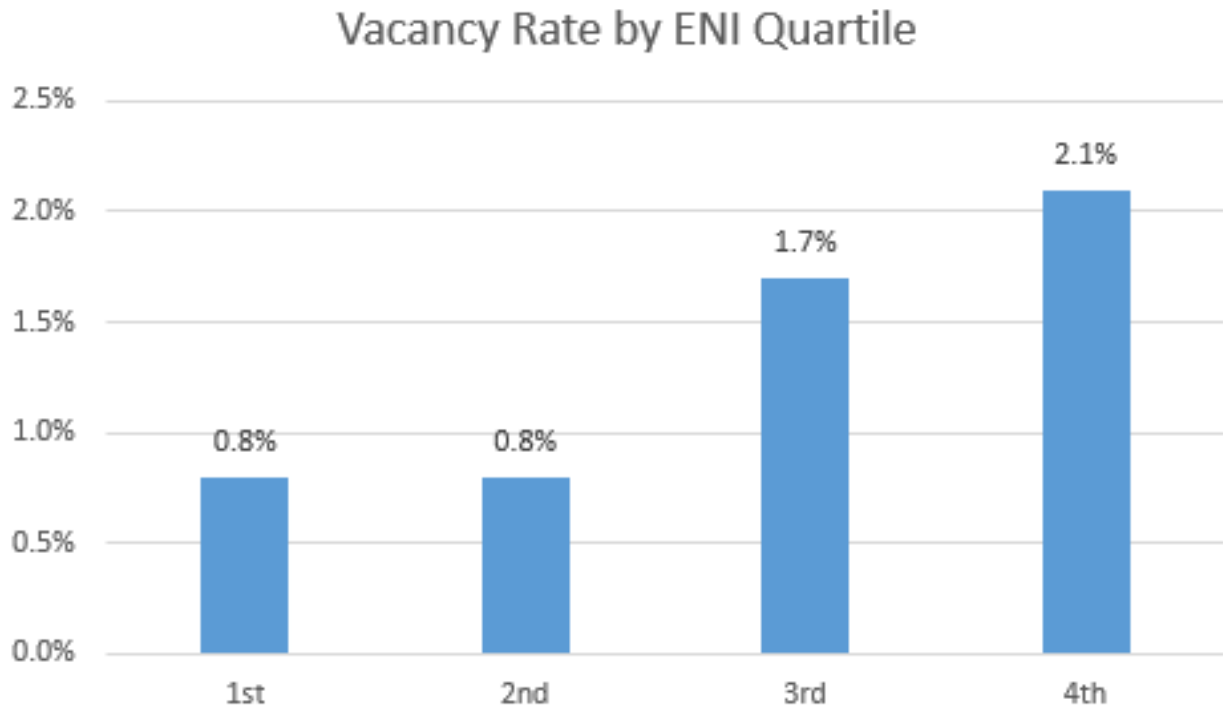
- Over the past 10 years, retention of all teachers has improved from 93.2% to 94.2%.
- Over the past 10 years, retention of special education teachers has improved from 92.7% to 94.5%. Notably, this improvement happened while also scaling the special educator workforce by over 8,000.

Retention rates and the time it takes to fill vacancies vary based on economic need of the school. NYCPS’ highest need schools as measured by ENI have lower in-school retention rates, and higher vacancy rates.

**Figure 13:** Retention by ENI Quartile



**Figure 14:** School Vacancy Rates by ENI Quartile



As a result, and consistent with the law, NYCPS will focus some levers for teacher hiring specifically on our highest need schools.

**Teacher Hiring Implementation Levers**

<p><b>Lever One:</b> Provide a robust package of hiring resources to schools, with priority for schools that have class size needs, including an earlier application window for hiring teachers in high-need schools located in the harder-to-staff districts, peer recruiters, school tours for prospective candidates in the Bronx, an increase in the number of early recruitment stipends and support through the “Early Match” program.</p>	<p><b>Timeline:</b> January 2024 - ongoing</p>
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**Description:**

NYCPS recognizes that school-level hiring of teachers requires significant support and requires a robust set of supports, particularly in schools that have had historical hiring challenges. To support these schools as well as those that have a need to hire to maintain system-wide class size compliance, NYCPS has developed a series of strategies, outlined below. These strategies will work to provide a robust package of support for hiring for these schools.



NYCPS will ensure that a select group of schools that meet the criteria of higher ENI and have class sizes above the mandated limits and are located in harder-to-staff districts are a part of the earlier application window for schools. The earlier hiring window began March 1st and allowed schools to make a pre-budget commitment to a candidate, allowing principals to make offers earlier than other schools are able to make offers to teachers.

Following our standard practice of early hiring, we have included Districts 7-12 (Bronx), 16, 17, 19, 23, 32 (Brooklyn) and 27 (Queens) in the Early Commitment Program. Schools are able to prioritize hiring in the high need subject areas of Special Education, Science, Math, ENL/TESOL, World Languages/LOTE, CTE, and bilingual subjects.

In addition, NYCPS will also offer a range of supports to provide a competitive edge to harder to staff schools that are a priority for class size reduction:

- **Noted above, “Early Commitment” efforts** focused on schools that are geographically hard-to-staff and serve high ENI students and have class size needs. This includes opening the recruitment process earlier for these schools, incentives for recruits and offering additional support and training to schools on inclusive recruitment and hiring. Schools may make a pre-budget offer to candidates in shortage certification areas.
- **Peer Recruiters** – schools participating in early commitment have access to a “peer recruiter” per session position which is a teacher leadership role designed to support with early engagement in the hiring season
- **Bronx School Tours**- is a staffing support strategy that provides an extra level of staffing support to an area of the city that historically has challenges with hiring (quality) teachers. The school tours will give Bronx schools, across all grade bands, additional opportunities to make connections with teacher candidates for consideration for the 2024-2025 school year. Additionally, teacher candidates will get an opportunity (in some cases, multiple opportunities) to see a Bronx school in action.
- **Increased number of Early Commitment stipends** (from 350 to 500 stipends) which significantly impacts Bronx hiring in particular, in some of our highest need areas. Bronx high schools relied heavily on early commitment last year and the \$1,000 stipend supported increased rates of early commitment.
- **Early Match Program** designed to increase the conversion to hire rate of the Traditional teacher candidate pool in high need certifications and hard-to-staff districts. By providing principals and hiring managers with candidate lists that reflect an engaged pool that TRQ has identified through enrollment criteria, we can better support successful outcomes for hiring within the Traditional teacher candidate pool.

<p><b>Lever Two:</b> Expand pathways for current NYCPS students to become teachers and have teaching experiences through current career-connected learning programs within the Office of Student Pathways</p>	<p><b>Timeline:</b> On-going</p>
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**Description**

There are currently 18 schools in the FutureReady NYC (FRNYC) Education Pathway sequences, which support current NYCPS students in preparing to enter the teaching profession, with approximately 650 students in this program. We are planning to expand this program, and anticipate additional schools will join in the next school year. The application has recently closed and we will have a better understanding of how many schools will join by summer.

The Education Pathway is one of four career-connected pathways offered by FutureReadyNYC. Our comprehensive teaching and training program integrates historical context with the latest teaching strategies to provide students with a deep understanding of the diverse field of education, and better prepare our students to become our teachers.

The education pathway program consists of four courses: Introduction to Teaching, Childhood Development & Learning, Instructional Practices, and Teaching Practicum. Course units and lessons are designed to develop real-world skills, including classroom management techniques, curriculum development, and hands-on teaching experience. In addition to these courses, students are required to complete the Child Abuse Identification Training, School Violence Intervention and Prevention Training, and "Dignity for All Students Training" workshops, all of which are provided at no cost to students or the school.

By offering a structured curriculum and valuable credentials, the FutureReadyNYC Education Pathway aims to improve and sustain the teaching workforce while fostering diversity in educational settings.

<p><b>Lever Three:</b> Building on existing work to support paraprofessionals to become teachers, NYCPS will continue to strengthen pipelines for paraprofessional and teacher aides to become teachers</p>	<p><b>Timeline:</b> On-going</p>
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**Description**

NYCPS currently runs several programs for paraprofessionals to enter the teaching profession. All full-time paraprofessionals who do not yet have a bachelor’s degree can participate in the career training program, which will subsidize credits towards an undergraduate degree. For paraprofessionals who currently have bachelor’s degrees they may participate in programs working towards a graduate degree and teaching credential via NYCPS programs like the NYC Teaching Fellows, NYC Teaching Collaborative, Ed Prep and graduate reimbursement.

To support broader efforts related to teacher recruitment for class size implementation, NYCPS will work to bolster the existing paraprofessional pipelines by doing the following:

- Survey current paraprofessionals about their career plans and support needed to enter the teaching profession.

- Expand undergraduate program offerings in teacher education so that current paraprofessionals may utilize the Career Training Program benefit to subsidize their teacher certification program.
- Enhance outreach to paraprofessionals about opportunities to participate in subsidized teacher education programs at the graduate level.

NYCPS is actively pursuing private funding to support program development in this area.

<p><b><u>Lever Four:</u></b> Collaborate with universities to help connect NYCPS with undergraduates with a special focus on first and second-year students, including STEM majors, and work with current teachers to establish a quicker pathway to dual certification and extensions.</p>	<p><b><u>Timeline:</u></b> On-going</p>
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**Description**

NYCPS actively recruits from over 200 schools of education locally and national efforts to attract over 10,000 certified applicants to NYC Public Schools. Approximately three-quarters of all hires each year are drawn from this pool of applicants.

NYCPS has continued to deepen partnerships with school districts around student teaching including a city-wide survey to identify schools interested in hosting student teachers and facilitated matches to schools and making stronger connections between schools of education and host schools. Over 400 schools have indicated interest in hosting student teachers, which are a valuable source of new talent. NYCPS will also continue to strengthen work with schools of education through a formalized partnership agreement to place 40% of student teachers in designated priority districts.

In addition, this past year NYCPS and CUNY have entered a formal partnership to specifically increase the number of teachers with extensions in bilingual and special education so that more current and future educators will gain these valuable credentials.

<p><b><u>Lever Five:</u></b> Continue to focus on recruitment of teachers into programs such as NYC Teaching Fellows and NYC Men Teach, as well as additional recruitment levers</p>	<p><b><u>Timeline:</u></b> On-going</p>
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**Description:**

NYCPS will continue to leverage alternative certification programs like NYC Teaching Fellows, NYC Teaching Collaborative and the NYC Men Teach initiatives, leading to 500 new hires for SY24-25. NYCPS will continue to implement these recruitment programs by focusing on two components of this level: actively building the pool of candidates and working strategically to enhance communications and outreach.

NYCPS launched public messaging campaigns focused on recruiting talent to NYC Public Schools – includes direct messaging to all employees, families, and distribution on public video ads on Taxi TV, NYC Life, NYC GOV, citywide audio holds on 311, radio as well as LinkNYC Digital Kiosks.

NYCPS will expand in-person and virtual hiring events for candidates and school leaders focused on shortage areas and harder-to-staff geographic areas, aligned to class size need.

NYCPS will also host monthly webinars for principals and district teams focused on topics related to teacher recruitment and staffing.

<p><b><u>Lever Six:</u></b> Work with NY State to improve teacher recruitment efforts and pathways</p>	<p><b><u>Timeline:</u></b> On-going</p>
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**Description:**

NY State launched a new “Teach NY” campaign beta site in April, which will be a statewide effort to improve communications about how to enroll in teacher education programs statewide modeled after work in CT.

In collaboration with TeachNY, NYCPS will promote the alternative certification programs led by NYCPS, which will lead to broader exposure and recruitment. NYCPS will also work with local schools of education to and TeachNY to boost traditional enrollment in schools of education.

Additionally, NYCPS secured multiple small-scale grants sponsored by Governor Hochul to build the teacher pipeline including the SUNY Workforce and Empire State Residency grants, totaling over \$12M. Planning for the Empire State Teacher Residency program is underway where 400 residents will be prepared in NYCPS schools over the next two school years. The SUNY Workforce grants will support expansion of current alternative certification programs as well as pathways for paraprofessionals to secure a teaching credential at the bachelor’s degree level.

NYCPS will continue advocacy with NY State to consider alternative pathways for initial and professional certification that are more responsive to the needs of candidates and districts and address barriers to entry that have not been validated as essential for improved teacher quality. NYCPS and NYS Education Department staff meet monthly to problem solve short- and long-term challenges with teacher recruitment.

<p><b><u>Lever Seven:</u></b> To improve teacher retention efforts, NYCPS continues to build on existing innovations, including new incentives for current teachers within the most recent teachers’ contract</p>	<p><b><u>Timeline:</u></b> Spring/Summer 2024</p>
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**Description:**

NYCPS is committed to retaining teachers and ensuring that its already high level of retention remains. In the most recent teachers’ contract, NYCPS agreed to the inclusion of an annual retention bonus, which will continue to increase with collective bargaining increases. Additionally, NYCPS increased teachers’ salaries, with a starting salary of over \$70,000 once the raises are fully phased in. Teachers are able to move more quickly to reach six figure salaries.

The new collective bargaining agreement with the UFT also includes work from home opportunities, including for parent engagement, some professional development and a \$225 annual stipend to support the pivot to remote planning. Additionally, the Virtual Learning Program will provide hybrid work or remote work opportunities, all intended to support teacher retention.

<p><b><u>Lever Eight:</u></b> Engage in longer-term strategic planning, including a recruitment landscape analysis and strategic partnership work across multiple stakeholders, to build a robust strategic foundation to ensure NYCPS can hire 25,000 new teachers by 2027</p>	<p><b><u>Timeline:</u></b> Spring/Summer 2024</p>
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**Description:**

NYCPS will also complete a recruitment landscape analysis to inform longer term planning for recruitment efforts for class size reduction. This will include developing and refining sourcing projection plans based on multiple years of application data. We will also review competitive markets to identify places to target our recruitment marketing.

Additionally, the Advisory Group for NYC Public Schools’ Office of Teacher Recruitment & Quality (TRQ) will soon be convened. This group will include a diverse group of professionals experienced in New York City teacher recruitment and hiring practices, workforce development, as well as national, large-scale and corporate talent acquisition. Members of this group will lend their knowledge, time, and expertise to collaborate on innovative and expansive solutions and identify opportunities to hire 25,000+ new public school teachers by 2027.

The opportunity to hire 25,000 new teachers for NYC Public Schools is a critical juncture for teacher recruitment and preparation in New York City. NYCPS will utilize this group to expand our network of advisors and subject matter experts, bring them together at the same table, and collaboratively build on our regular and expanded teacher recruitment efforts.

NYCPS is also currently working with the City University of New York (CUNY), United Federation of Teachers, and the NYC Educator Workforce Development Hub (NYS HUB) to pursue a grant that will focus on building a diverse, well-prepared, and sustainable pipeline of educators for the city’s schools. The consortium will collaborate to support a coherent system of workforce

recruitment, preparation, and retention of paraprofessionals, teachers, and teacher leaders in NYC and include the use of Registered Apprenticeship Programs to prepare future teachers.

If NYCPS receives the grant, it would provide the following benefits:

- Access to support from a \$6 million federal grant over the next four years to assist in addressing the challenges of meeting the teacher hiring requirements of the new class size law, with a goal of 1500 apprentices enrolled by 2028
- Employer incentives of up to \$1250 per apprentice in developing the training and supports needed to launch RAPs across the city, for a total of up to \$1,875,000
- The opportunity to design and launch 30 apprenticeship programs tailored to the meeting the hiring needs of specific districts or types of educators, including but not limited to District 75 paraprofessionals and teachers, bilingual paras and teachers, and other target areas
- The opportunity to diversify the teacher pipeline for the city, both through the growth of a paraprofessional to teacher pipeline and through the financial and professional support systems built into apprenticeship programs in general

Below is a list of the Hiring and Staffing recommendations of the Class Size Working Group in this area that align broadly with our approach and next steps:

- Beginning in the 2023-2024 school year, the Working Group recommends prioritizing hiring teachers with an earlier application window for higher-need schools that have class sizes above the mandated limits located in the harder-to-staff districts;
- Create a formalized process for Human Resources in the NYCPS to perform exit interviews;
- Collaborate with SUNY, CUNY, and regional universities to help connect NYCPS with undergraduates;
- Work with current NYCPS students and graduates to develop pathways to become teachers;
- Build and strengthen pipelines for paraprofessional and teacher aides to become teachers

#### *Section 4.3.4: Funding*

##### **Summary of Current State:**

NYCPS projects significant costs associated with complying with the law's targets in future years, in terms of recruiting and hiring new staff and ensuring adequate space, among other associated costs. NYCPS has developed model to project these costs, and evaluated opportunities to repurpose existing funds for this where possible.

In FY 2024, NYCPS put additional funds into school budgets through FSF and C4E, totaling over a \$300 million increase to school budgets (see Section 4.1), which could be used for class size reduction. In School Year 2024-25, NYCPS expects to continue both of these investments.

In FY 2025, NYCPS believes we will have sufficient funding to remain in compliance with the law at the 40% compliance requirement, including those investments. As NYCPS works to maintain compliance with the law as the mandate scales up, we will continue to investigate opportunities and methodologies by which to direct resources to schools to meet the newly mandated class size caps, while maintaining equity in our funding distribution.

### **Background Data and Analysis**

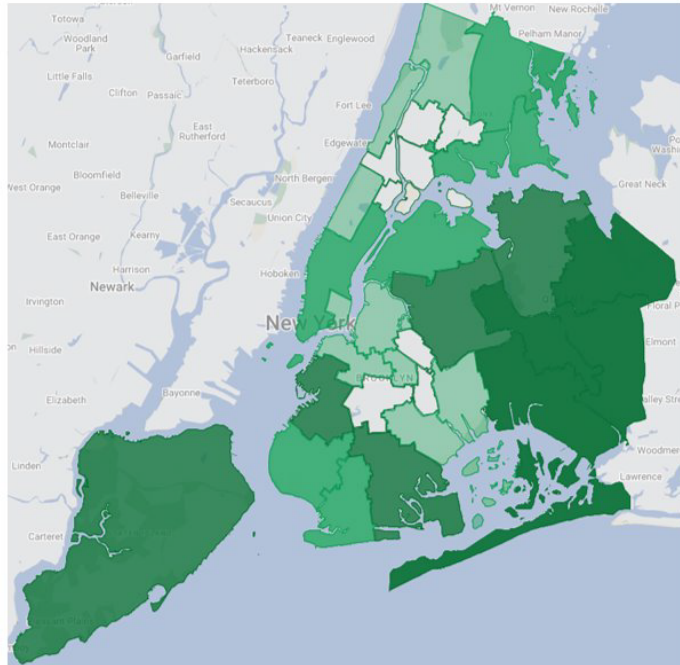
NYCPS has completed this modeling to consider the costs and the wide range of types of schools that are able to meet the costs. Below is a map of that analysis and where schools would need additional funding to become fully compliant:

### Figure 15: Modeling the Cost of the Class Size Legislation

Overall if this law is funded, we project our lower need schools would get roughly twice as much per student as our higher need schools.

Per Student Funding by Need	
Lowest-Need Quartile of Schools:	\$2,427 per student
Highest-Need Quartile of Schools:	\$1,255 per student
Comparison:	Highest need schools receive 48% less than lowest need

Districtwide Per Student Funding Needed	Districts
\$2,400 - \$2,799	26, 27, 28, 29
\$2,000 - \$2,399	15, 22, 24, 25, 31
\$1,600 - \$1,999	2, 8, 11, 20, 21, 30
\$1,200 - \$1,599	1, 3, 6, 10, 13, 14, 16, 18, 19
\$800 - \$1,199	4, 5, 7, 9, 12, 17, 23, 32



Since the last report, NYCPS has updated its cost estimates after additional analyses to estimate a total cost of \$1.4B - \$1.9B at full compliance. The map above is reflective of the modeling of these costs. This increase is over and above NYCPS’s current FY 2024 budget. It also already assumes that schools will self-fund portions of the new costs from their existing budgets, based on how schools are currently using their funds.

This projected cost is based on the potential need to hire an additional 10,000-12,000 teachers at full compliance and does not cover capital or other space related expenses (e.g., equipment for new staff, room reconfiguration, etc.). These costs include estimates related to staff salaries, school budget realignments and fringe and pension costs for new staff. This cost does not include the costs of recruiting and training additional teachers, or the additional supervisory hiring to support and train teachers while maintaining safe and secure school building environments in grades K-12 to ensure that class size requirements are met throughout the system. This expense is the projected expense at full compliance, and at that stage, is a recurring annual expense that would require a baselined funding source to maintain class sizes at or below the legal caps.

This estimate has increased from the prior year due to a more detailed analysis of the costs of meeting the mandate while minimally impacting current programming. Prior year estimates included required classes only, while the current estimate includes all classes currently being offered to students. The revised model also does not assume any exemptions, updates license requirements and estimates, factors in the cost of the new UFT collective bargaining



agreement, and updates salary calculations to better reflect the cost of average teacher salaries at the time of hire.

For context, NYCPS’s FY 2025 budget is approximately \$40 billion, 42% (\$17 billion) of which is non-discretionary spend on fringe and pension benefits for employees, debt service, and certain legal mandates, including spending on charter schools and Carter and other special education supports. Approximately \$16 billion of the budget overall covers K-12 schools and instructional costs. Remaining costs include non-pedagogical school operations such as transportation, safety, facilities, and food service costs (\$5 billion), as well as early childhood education costs (\$2 billion) and administrative and supervisory expenses necessary to the operation of the system (central staff being allocated approximately \$300 million and superintendents being allocated approximately \$300 million, each of which are less than 1% of the overall budget).

Overall, the City’s FY 2025 Adopted Budget projects that City funding to New York City Public Schools will increase by \$1.9 billion in FY 2025 (not including pension/debt contributions, which are also projected to increase). Under the State enacted budget, State funding to NYCPS is projected to increase by \$633 million.

These FY 2024 budget figures include the full funding of State Foundation Aid for the first time, an approximately \$1.3 billion increase over FY 2021 which has been critical for school budgets to date. New Foundation Aid since FY 2021 has been allocated to school budgets (including raising the Fair Student Funding floor to 100%, increasing Contracts for Excellence funding by \$215 million, and creating new weights in Fair Student Funding to increase equity in the formula for students in temporary housing and schools with concentrations of poverty) and to State mandates such as charter schools and special education. The roll-out of this funding has been essential to the progress in reducing class sizes in the last several years as the funding percentage has increased. The continued full funding of State Foundation Aid will be critically important. For School Year 2024-25 (FY 2025), the state also changed how inflation is calculated in the Foundation Aid formula, reducing the increase in funding for NYC Public Schools by roughly \$120 million.

### **Funding Implementation Levers**

<b><u>Lever One:</u></b> Continue to direct new funding to schools when it is made available	<b><u>Timeline:</u></b> Annually
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### **Description:**

In FY 2024, NYCPS directed over \$300 million in new resources to schools. This includes approximately \$100 million in new Fair Student Funding weights for schools with concentrations of poverty and for all schools serving students in temporary housing, which drove additional funding to our neediest schools consistent with the class size law’s

requirements, and \$215 million in new Contracts for Excellence funding, both of which are detailed above in Section 4.1. In the coming years, NYCPS will continue to dedicate new funding wherever possible to the City's highest need students and schools consistent with the law through the Fair Student Funding and Contracts for Excellence formulae.

In FY 2025, in addition to school budget increases to continue to support the new FSF weights, growing enrollment, and the impact of collective bargaining, New York City will also dedicate \$182 million in new State funding to schools to support purposes allowable under Contracts for Excellence and class size reduction.

Of the \$182 million, \$45 million in additional discretionary Contracts for Excellence funding will be allocated to schools for any purposes allowable under the Contracts for Excellence restrictions. This funding will be distributed to schools with a) space to reduce class sizes within their existing enrollment and space footprints and b) serving higher poverty populations, and according to New York State's Contracts for Excellence weights.

The remaining \$137 million will be limited to class size reduction and supported by Foundation Aid. This funding will be required to be used to support headcount in schools to reduce class sizes, including salaries and fringe. (The fringe amount will be included in the \$137 million, but will not be in school budgets.)

The \$137 million will be targeted at schools with a) space to reduce class sizes within their existing enrollment and space footprints and b) serving higher poverty populations. These schools will be required to use this funding to hire teachers to reduce class sizes.

Following the release of this year's November 15 implementation report, NYCPS will closely analyze the change in overall percentage of classes at or below the newly mandated caps in schools receiving this funding, to inform future funding decisions and maximize future use of scarce resources to meet the mandate of the law.

UFT has additional thoughts about how future class size funds should be distributed differently from the \$137 million to be most effective, which the parties will take into account through the process described at the end of Section 4.1 above and through evaluating the effectiveness of the distribution of these funds as discussed in the previous paragraph.

In the coming years, NYCPS will continue to dedicate new funding wherever possible to the City's highest need students and schools consistent with the law.

The Class Size Working Group made the following Budgeting and Finance recommendations that align with our overall approach:

- NYCPS should engage in modeling that does not just consider overall expense, but the ability for a wide range of types of schools to meet costs.

- Aggressively pursue new opportunities for potential funding from NY State and Federal sources, including NYCPS increasing their advocacy for these funds.

#### *Section 4.3.5: Family and Community Engagement*

##### **Summary of Current State**

As written, the law requires engagement with labor partners through this joint process, and offers an opportunity for public engagement through the existing Contracts for Excellence process. Beyond the legally mandated public process, the Chancellor committed, in alignment with his Pillar of engaging families as partners, to prioritize family and community engagement as we plan for these complex class size implementation decisions. This continued community engagement, along with engagement with unions and other key stakeholders, is a central part of our implementation planning process to ensure we have transparency, input, feedback and buy-in on key implementation decisions.

To that end, the Chancellor convened the Class Size Working Group in early 2023. The group included a diverse cross section of stakeholders, including parents from around the city, educators, advocates, researchers and others to ensure multiple perspectives were heard on how to implement the law. The group met over a series of nine months to develop a 50-page report with over 50 recommendations in the areas of: Enrollment Planning, Space and Capital Planning, Special Education, Hiring and Staffing, Instructional Implications and Budget and Finance.

The Executive Summary of the Class Size Working Group included the following overview of the recommendations by Committee:

- **Enrollment Planning:** NYCPS should gather more information about impediments to lowering class size at the school level via surveys, support those schools already compliant with the law, and create a plan with SCA that includes repurposing and maximizing existing school and classroom space. In consultation with school communities and in alignment with the law’s requirement to prioritize high-need students and schools, NYCPS should adjust enrollment at overcrowded schools when there are underutilized schools nearby; and consider relocating 3K and PreK classes in overcrowded schools to nearby Community Based Organizations, where there are empty seats.
- **Space and Capital Planning:** NYCPS and SCA should develop a plan that includes repurposing and maximizing existing school space; Recognize that there is a need for more school space and capital construction; Improve strategies to identify sites for schools and expand classroom space; Increase public engagement and transparency; and work with the city to reform the city planning process.
- **Special Education:** NYCPS should provide incentives for and support to special education teachers in exchange for working as a special education teacher in NYC schools for a

certain number of years and staying for the full school year; Expand NYC Teaching Collaborative program or similar programs, with a focus on recruiting, training, mentoring, and providing additional support to special education teachers while ensuring we maintain the quality of the program and candidates (including compensation for mentor teachers); Ensure that students with disabilities are protected, and not harmed unintentionally, as NYCPS works implements the class size law; Ensure students with disabilities can attend school within their home district, and are not forced to travel to other districts, as NYCPS implements the class size law.

- **Staffing and Hiring:** NYCPS should focus on both increasing recruitment and training of new teachers and on lowering attrition of current teachers to meet its staffing needs. Proposals to lower attrition rates include: Provide teachers with high-quality, research-based lesson plans, doing exit interviews to understand why teachers are leaving, and creating and establishing multi-year mentoring and coaching programs for novice teachers and materials for each course to reduce teacher workload and help new teachers transition into the classroom. Recommendations for recruitment include; NYCPS should, beginning in the 2023-2024 school year prioritize hiring teachers with an earlier application window for higher-need schools that have class sizes above the mandated limits especially located in the harder-to-staff districts; Allocating additional resources to recruit teachers; Offer paying differentials for teachers to teach in and transfer into historically understaffed districts; Creating and establishing multi-year mentoring and coaching programs for novice teachers; Create a formalized process for Human Resources in the NYCPS to perform exit interviews; Reducing the probationary period to one year for teachers who hold NY State valid teacher certification in a shortage area; Collaborating with SUNY, CUNY, and regional universities to help connect NYCPS with undergraduates; Working with current NYCPS students and graduates to develop pathways to become teachers; and Building and strengthening pipelines for paraprofessionals and teacher aides to become teachers. The NYCPS should also create greater oversight of schools by Superintendents of compensatory positions, meaning ensure that teachers are assigned to teach the classroom to the maximum amount possible rather than assigned to staffing out-of-classroom positions.
- **Instructional Implications:** NYCPS and schools must prioritize special education and ICT programs first; When schools seek to expand instructional space in a building, they should not reduce students' access to arts, theater, dance, science labs, and libraries, or parents' access to PTA or community spaces; NYCPS should not eliminate access to programming like electives, G&T, dual language programming, bilingual classes, AP classes or honors classes when programming for new class size caps unless there has been engagement with the community and it should be done in a phased manner; Schools should consider multisession, where possible, to meet class size caps; this would include middle schools.
- **Budget/Finance:** NYCPS should model/consider funding direct teaching costs for class size reduction by SAM, as is done for 3-K and Pre-K, which would ensure that schools

meet the legal cap, while allowing schools the flexibility to use Fair Student Funding needs weights/base allocation for the other costs in running their schools. It should also aggressively pursue new opportunities for potential funding; Issue guidance that C4E funds must first be used for class size reduction and audit the use of those funds; Support any school that has met the benchmarks of the class size law.

We believe in the importance of community engagement as a part of this process and believe that it is critical that we integrate recommendations from the Class Size Working Group into this plan. The Class Size Working Group’s final report and all meeting materials are available at [this link](#).

**Community Engagement Implementation Levers**

<b>Lever One:</b> Continue Regular Union Partner Engagement	<b>Timeline:</b> On going
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**Description:**

NYCPS will continue to engage with UFT and CSA on a regular cadence on implementation of the law for school year 2024-25 and beyond. This past year, we have worked together on the policies in this plan, including considering new hiring and budgeting policies for SY24-25, determining the definition of a performing group and related dispute resolution processes, discussion of the school level needs assessment and next steps with school outreach and other ad hoc items related to class size.

As required by the law, NYCPS will continue to collaborate with union partners on this Class Size Reduction Plan and future iterations, as well as implementation of policies outlined in this plan.

<b>Lever Two:</b> In alignment with the law, conduct public engagement sessions regarding the class size reduction plan through the Contracts for Excellence Process	<b>Timeline:</b> Spring/Summer 2024
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**Description:**

New York state law requires NYCPS to submit a Contract for Excellence annually, including gathering community input on the use of Contracts for Excellence funding as well as this plan. Community input required includes hearings across the City where parents and the public have an opportunity to comment on NYCPS’s proposed use of Contracts for Excellence funding. When available, information about these hearings will be posted [here](#).

<b>Lever Three:</b> Continue to consider additional Class Size Working Group recommendations in future years of this plan	<b>Timeline:</b> On going
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**Description:**

As NYCPS works with labor partners on developing future iterations of this plan, the parties will continue to consider recommendations from the Class Size Working Group. NYCPS will continue to examine additional recommendations that have been named in the report and consider other for future planning. As noted above, School Leadership Teams will have a role in creating school-specific action plans, which NYCPS will use to determine how to use additional dollars to fund class size reduction.

*Section 4.3.6: Focusing on Higher Poverty Schools*

**Summary of Current State:**

The class size law requires that this class size reduction plan prioritize schools serving populations with higher poverty levels. As noted in Figure 7, aggregate data show that many classes within schools that serve higher-poverty students (based on ENI) are meeting the new class size caps; overall, the trends are that classes above the caps are disproportionately in schools that serve fewer high-poverty students. However, there are classes within these schools that do not meet those caps.

As NYCPS engages in early planning, these schools will continue to receive priority for funding, hiring, and where appropriate, other levers.

This includes:

- Priority related to decisions and policies on use of funding, including through Fair Student Funding and Contracts for Excellence
- Hiring supports, as outlined above, including earlier hiring window, peer recruitment support, early commitment stipends and school tours
- Prioritizing site selection for potential new sites that factors ENI into account in the data analysis
- Working with superintendents, as they work to meet district-level targets, to prioritize schools serving populations of students with higher poverty levels and higher need

*Section 4.3.7. Data Improvement and Analysis Levers*

**Data Improvement and Analysis Implementation Levers**

<b>Lever One:</b> Improve data reporting for class size, to ensure accuracy with the new law and other legal requirements	<b>Timeline:</b> On-going
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## **Description:**

To ensure that the analysis that informs our broader strategy for reaching compliance is accurate, NYCPS will continue to refine our internal systems and data gathering to ensure accuracy with the new law, and work with our labor partners on definitions of new terms where necessary. Currently, class size data is reported from ATS and the STARS data systems. ATS is the data system into which schools enter information on all students enrolled in NYCPS, and schools create “official classes” in those systems, which feeds elementary school data. STARS is NYCPS’s official record of students’ programs, grades, and progress toward completing academic requirements. As a record of student programming, it is used to fill in middle and high school class data, as those school levels have more varied programming than elementary schools. More information on the methodology behind data reporting can be found in the notes section of this document and the class size reports.

To align with the requirements of this law, we expanded the number of classes that we include in our reporting on class size. Previously, we only included core classes (English, math, science, and social studies) for middle school and high school grade levels in our reporting; beginning with the November 15, 2023 report, we are now reporting class sizes for all classes that can appear on student transcripts. Additionally, we expanded the student populations we are incorporating in our class enrollment counts; class size figures in our reporting now include Grade 6-12 District 75 inclusion students taking classes at District 1-32 schools and Grade 6-12 students enrolled in shared instruction classes, meaning they take classes at schools other than the schools they are primarily enrolled in. All of these changes were made to comply with the law’s requirements and ensure accuracy in reporting.

Also, per the amendment to local law 125 by the New York City Council, beginning in June 2024 we will publish a report on class sizes as of June 15; previous reporting only included class sizes as of October 31. Additionally, all class size reporting for the New York City Council will include the reporting of actual class sizes by school; previously we only reported actual class sizes at the city, borough, and district levels.

Under the law, performing groups and PE may have a different number of students than other courses. Performing groups was not a definition previously tracked by NYCPS as part of its class size reporting, so NYCPS has been discussing a definition with labor partners for this term, as well as a process for tracking, including updates to STARS this school year:

- For middle and high school, STARS will include an indicator that allows principals to designate specific course sections as performing groups if they meet the definition agreed upon with union partners. For efficiency, courses that are pre-determined per agreement with unions to be likely performing groups will be pre-populated as such. Principals will be able to modify performing group designations as needed in alignment with the definition provided in central guidance.

- For elementary school, STARS currently collects only high-level information about arts subject areas (i.e., “music,” “dance,” “theater”). STARS will be updated to collect more detail about the activities within these classes in order to inform future efforts to track performing groups at the elementary school level.

This work is scheduled to be completed this Spring.

<b>Lever Two:</b> Continue to refine data to further develop intervention tiers to support schools in become compliant and drive future implementation policy	<b>Timeline:</b> Spring 2024 through Winter 2024
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**Description:**

Utilizing school-level needs assessment data from principals, alongside detailed programming data, develop a more robust understanding of Group One and Group Two schools, taking into account not only space, but also specific programming at the school level, to determine the types of interventions need to meet future compliance goals.

Responses from our needs assessment indicated that many principals believed that they needed more space than we projected them to need. In the related free-response section, principals indicated that this was overwhelmingly due to special programs that required more space than we had projected, or as a result of breakage issues in certain types of programming, such as ICT classes, CTE programs, gifted and talented or other, school-specific programming. Often, these types of programs are core parts of the school community and critical to the identify of the schools.

Because our space data accounts just for students in classrooms and not necessarily accounts for the special types of programming, NYCPS will continue to further refine its analyses to overlay these programming constraints onto space analyses and develop more detailed categories of schools.

This type of analysis is critical, as it will support superintendents in out years as they support schools to become fully compliant and meet the district-level targets that we are setting out.

<b>Lever Three:</b> Develop a Projection Methodology	<b>Timeline:</b> By Fall 2024
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**Description:**

Currently, NYCPS does not have school-level long-term enrollment projections. Projections are only finalized in early April of each year, for the subsequent year. NYCPS must develop long-



term enrollment projections in order to appropriately plan for ensuring sufficient classes stay below the newly mandated class size caps in the out-years.

**Analysis:**

NYCPS and SCA will work to develop a common approach to long-term enrollment projects. Leveraging existing enrollment methodologies, NYCPS and SCA will align their approach to ensure that a unified approach is in place to support class size reduction and planning across the system. This aligned methodology will also support capital planning strategy. Given the breadth of data systems that need to be aligned, we anticipate this taking a few months to determine.

## Notes

All parties to this plan agree that this class size plan will not be introduced for any purposes in the class size grievance process.

### Appendix A: Data methodology

Overall methodology follows current class size reporting (<https://infohub.nyced.org/docs/default-source/default-document-library/class-size-reporting-methodology---web.pdf>) and for grades K-5 includes bridge classes, which span multiple grades, for grades 6-12 includes all courses in subjects that can appear on a student's transcript, and for all grades includes performing groups and physical education.

Data include all students enrolled as of 10/31 of the respective school year, excluding: District 75 (except for D75 inclusion students), 79, 88, Home & Hospital, charter, 3K & UPK students, and students in self-contained special education classes.

For grades K-5, class size is determined by number of students as of the audited register date (10/31 each year) assigned to a student's official class, (i.e., the primary class to which students are assigned to receive their core instruction throughout the day), from the Automate the Schools (ATS) system. Classes include general education, Integrated Co-Teaching (ICT), and Gifted & Talented (G&T).

For Grades 6-12, class size is determined by the number of students as of the audited register date in Term 1 in the included subjects meeting at the same time (based on period and day) in the same place (based on room number, or, when valid room number is not available, the assigned teacher), according to the STARS scheduling system. Classes include general education, Integrated Co-Teaching (ICT), and Accelerated classes.

For the 11/15/23 report, K-12 Physical Education (PE) and Performing Groups classes are identified by classes tagged as PE or performing arts that have the same Day, Period, and Teacher assigned. Note that for 6-12, within the areas of Music, Theater and Dance, NYCPS identified those courses that could be considered a "performing group" (Band, Choir, Musical Theater, etc.). However, for K-5, NYCPS is only able to identify classes that are tagged with either Music, Theater and Dance and is not able to identify subcategories.

Note that the methodology for Performing Groups will be updated for the 11/15/24 report to reflect the enhancements to the STARS system mentioned above.

Classes with more than 100 students or fewer than 5 students are categorized as data outliers and excluded from reporting.

Notes to "Figure 6: FY 2023 Percentage of Classes at or below the class size caps required in the legislation by quartiles of school-level Economic Need Index (ENI)"

The Economic Need Index (ENI) estimates the percentage of students facing economic hardship. The metric is calculated as follows:

The student's Economic Need Value is 1.0 if:

- The student is eligible for public assistance from the NYC Human Resources Administration (HRA);
- The student lived in temporary housing in the past four years; or
- The student is in high school, has a home language other than English, and entered the NYC NYCPS for the first time within the last four years.

Otherwise, the student's Economic Need Value is based on the percentage of families (with school-age children) in the student's census tract whose income is below the poverty level, as estimated by the American Community Survey 5-Year estimate (2020 ACS estimates were used in calculations for 2021-22 ENI). The student's Economic Need Value equals this percentage divided by 100.

### **Appendix B: List of classes defaulting to Performing Group status**

The list in Appendix B is a guideline for schools, and we will identify these courses as default performing groups, but we acknowledge that school context is essential. There may be classes that are actually performing groups that are not on this list. There may be classes on this list that are not actually performing groups, due to the school context. In cases where there is a dispute concerning whether a class in a school context is a performing group, the parties shall have a dispute resolution process, jointly agreed upon by DOE (NYCPS), UFT and CSA.

#### Existing Classes: Music

- B Brass Ensemble
- C Chamber Music
- D Concert Band
- F Female Choir
- J Jazz Ensemble
- K Opera
- M Male Choir
- R Gospel Choir
- T Musical Theater
- V Mixed Choir
- W Woodwind Ensemble
- Y Symphonic Orchestra
- Z String Orchestra

#### Existing Classes: Dance

- B Ballet
- C Choreography/Dance Composition

D Dance Improvisation  
F Folk/Traditional Cultural Dance  
J Jazz Dance  
L Social/Ballroom Dance  
M Modern Dance  
T Theater Dance/Tap  
W Repertory Workshop/Dance Company

*Schools may also use dance as a vehicle for instruction in physical education courses. These course must align to PE standards, be taught by a certified PE teacher, and be coded as Physical Education in STARS.*

Existing Classes: Theater

M Musical Theater  
P Improvisation

New Class Types (all arts areas) to be added to STARS beginning in SY 2024-25 which will default to PG:

Latin Ensemble  
Steelman  
Modern Band  
Other Performing Ensemble  
African Dance  
Hip Hop  
Contemporary Dance  
Pointe  
Devising

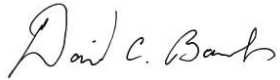
**Appendix C: Impact of Upcoming New Capacity Projects on Schools' Ability to Comply with New Class Size Caps**

- Listed in the table below are the schools that are known to benefit directly from the new capacity projects. In most cases, the schools are gaining additional capacity by getting an addition or an annex. In some cases, there is an approved rezoning that allows us to project which neighboring schools will be alleviated as well. For the schools without an approved rezoning, we expect that nearby schools in the district that require more space will be alleviated. Due to factors such as parental choice, it is challenging to determine which students will choose to enroll in a new school or in an existing school that's gained new capacity so the specific schools are not listed unless there is an approved rezoning.

Borough	District	Building ID	Level	Total Seats	Plans for New Capacity	Schools Directly Alleviated	Number of Schools at Grade-Level in District Currently Without The Space to Comply
Manhattan	6	M502	PS/IS	770	Re-siting of 06M018 and 06M278	06M018, 06M278	11
Bronx	7	X487	PS	547	Re-siting of 07X359	07X359	0
Bronx	8	X138	PS	500	Addition for 09X138	09X138	4
Bronx	9	X468	PS	433	New D9 unzoned middle school	TBD	3
Bronx	9	X496	PS	648	Replacement building for 09X163 and new D75 site	09X163	5
Bronx	10	X469	PS	451	K-8 grade expansion of 10X363 and split-site	10X363	14
Bronx	11	X087	PS	397	Addition for 11X087	11X087	14
Bronx	11	X108	PS	555	K-8 grade expansion of P.S. 108	11X108	14
Bronx	12	X077	PS	596	Addition for X077	12X195, 12X196	3
Brooklyn	13	K653	IS	806	Re-siting of 13K915 and 13K963	13K915 (MS), 13K963 (HS)	1 (MS), 3 (HS)
Brooklyn	15	K347	PS	451	Annex for 15K321	15K321	11
Brooklyn	15	K654	PS/HS	717	New unzoned elementary school 15K456 (367 seats), Replacement site for 15K592 (HS)	15K592	11 (ES), 6 (HS)

Brooklyn	20	K053	PS	307	New elementary school 20K413	20K102, 20K185	25
Brooklyn	20	K322	IS	475	New middle school 20K407	20K201, 20K104	12
Brooklyn	20	K464	IS	132	Standalone D75 site	N/A	N/A
Brooklyn	20	K676	PS	547	New elementary school 20K331	20K310, 20K176, 20K112	25
Brooklyn	21	K253	PS	391	Additional capacity for 21K253	21K253	13
Queens	25	Q032	PS	346	Addition for 25Q032	25Q032	21
Queens	25	Q169	PS	627	Addition for 25Q169 and 25Q294	25Q169, 25Q294	21
Queens	26	Q041	PS	473	Addition 26Q041, 75Q993	26Q041	15
Queens	27	Q096	PS	145	Addition for 27Q096	27Q096	20
Queens	28	Q174	PS	403	Addition for 28Q174	28Q174	14
Queens	30	Q489	PS	451	Annex for 30Q085	30Q085	14

**Signatures:**



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David C. Banks, Chancellor  
City School District of the City of New York

Date: July 5, 2024



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Michael Mulgrew, President  
United Federation of Teachers  
Local 2, AFL, AFL-CIO

Date: July 5, 2024



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Henry Rubio, President  
Council of School Supervisors and Administrators

Date: July 5, 2024