



Dennis M. Walcott, Chancellor

## **EDUCATIONAL IMPACT STATEMENT: The Proposed Closure of I.S. 339 (09X339) and the Opening and Co-Location of a New School (09X570) with I.S. 313 School of Leadership Development (09X313) in Building X147 Beginning in 2012-2013**

### **I. Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing to close I.S. 339 (09X339, “I.S. 339”), an existing district middle school in building X147 (“X147”), located at 1600 Webster Avenue, Bronx, NY 10457, in Community School District 9. It currently serves students in grades six through eight. The DOE is proposing to immediately replace I.S. 339 with New School (09X570, “New School”), a new district middle school serving students in grades six through eight, in building X147.

If this proposal is approved, I.S. 339 will close at the conclusion of the 2011-2012 school year. All current students who have not been promoted to high school before the start of the 2012-2013 school year will be guaranteed a seat and automatically enrolled in New School.<sup>1</sup>

I.S. 339 is co-located with I.S. 313 School of Leadership Development (09X313, “I.S. 313”), an existing district middle school that currently serves students in grades six through eight. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

Both I.S. 339 and I.S. 313 admit students through the Middle School Choice Process with priority to students residing in each school’s respective zone, and then to students and residents of Districts 9 and 10. Additional information about the Middle School Choice Process is contained in Section III.A of this proposal.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. By closing I.S. 339 and replacing it with New School, the DOE is seeking to expeditiously improve educational quality on the I.S. 339 building. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including I.S. 339 staff who apply to work at New School. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE’s existing contract with the United Federation of Teachers (“UFT”), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School plans to develop new programs and school supports that are intended to improve student outcomes. By doing this important work to improve the quality of teaching and learning in the school, DOE also will maximize New School’s chance of receiving up to \$1,000,000 in supplemental federal funding under the federal School Improvement Grant (“SIG”) program. New School will build on the strongest elements of I.S. 339 and incorporate new elements, including new talent designed to better meet student needs. Thus, the immediate closure and replacement of I.S. 339 with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

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<sup>1</sup> Summer school sites are determined yearly by the DOE. If this proposal is approved, students in I.S. 339 who require summer school to meet promotion or graduation requirements would attend summer school in one of these sites. More information on summer school can be found on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/SummerSchool/default.htm>.

## *Background on the DOE Decision-Making Process*

### **PLA Identification**

Each year, the New York State Education Department (“SED”) designates a number of schools as Persistently Lowest Achieving (“PLA”) based on their low graduations rates or poor academic performance.<sup>2</sup> (The standards for the PLA designation are described in more detail below.) I.S. 339 was first designated as PLA during the 2010-2011 school year.<sup>3</sup>

Each year, the DOE comprehensively reviews all of its PLA schools, with the goal of determining what intensive supports and interventions would best benefit the students in these schools. During those reviews, the DOE looks at recent historical performance and demand data from the school, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback.

### **School Improvement Grants**

The federal Elementary and Secondary Education Act established a School Improvement Fund that makes federal grants (School Improvement Grants, known as SIG funding) available to states in order to help schools whose students are not making adequate yearly progress, such as PLA schools.<sup>4</sup>

To be eligible for SIG funding, one of the following four different intervention models must be implemented at a PLA school: (1) the Transformation model; (2) the Restart model; (3) the Turnaround model; or (4) the Closure model. The Transformation model augments instructional and student support services and creates new teacher incentive and teacher development systems to build and retain quality staff. Under the Restart model, schools are partnered with a non-profit Educational Partnership Organization (“EPO”) that makes recommendations to the DOE for specific school-based interventions to raise student achievement. In the Turnaround model, schools develop new instructional programs and student support similar to those developed in Transformation, but also replace at least half of the school’s staff in order to improve teacher quality. In the Closure model, schools are closed and the students who attend the schools are enrolled into other existing schools.<sup>5</sup>

In addition, the Transformation and Restart models require the implementation of a comprehensive teacher evaluation system based on multiple measures. This new teacher evaluation system is intended to enable schools to improve student achievement through a more robust and rigorous teacher evaluation process, which in turn would result in more targeted support for struggling teachers and greater accountability for ineffective teachers by allowing for their expedited removal when they are not serving students well.

In May 2011, following the review of the 54 schools designated as PLA during the 2010-2011 school year, the DOE assigned 44 of the schools to one of the four federally-approved intervention models and submitted SIG applications to SED where appropriate. PLA schools that demonstrated the potential to improve with the supports provided for within the Transformation and Restart models were selected to implement one of those models in school year 2011-2012. Following SED’s review and approval, 19

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<sup>2</sup> For the 2009-2010 school year, SED identified 57 PLA schools across the State, including 34 in New York City. For the 2010-2011 school year, SED identified 67 PLA schools across the State, including 54 in New York City.

<sup>3</sup> For more information, please visit: <http://www.p12.nysed.gov/pla/>.

<sup>4</sup> SIG funding is available for PLA schools for a maximum of three years from the start of the school’s initial implementation of any SIG model. SIG funding is available for PLA schools for a maximum of three years from the start of the school’s initial implementation of a model. I.S. 339 was first placed into a SIG model in 2011-2012 meaning that New School will be eligible for two years of funding.

<sup>5</sup> For purposes of SIG, “School Closure” involves closing a school and enrolling the students who attended that school in other *existing* schools across the city. Because this would not result in the creation of replacement seats in the specific school community, the DOE does not use this model. For more information, please visit: <http://www.oms.nysed.gov/press/ATTAUSDOETurnaroundModels.2010.htm>.

schools were assigned to the Transformation model and 14 schools were assigned to the Restart model. Eleven schools which the DOE concluded were not able to quickly improve student performance were assigned to implement the phase in/phase out version of the Turnaround model, where one or more new schools replace the PLA school over a number of years, while the PLA school stops accepting students and phases out gradually. In the remaining 10 schools, the DOE wanted to collect additional information to determine the most appropriate intervention, and thus these schools were not assigned a SIG model. Instead, the DOE provided \$300,000 in Title I funding to each school to support them to begin some initial improvement work and plan for more intensive intervention in subsequent years.

With respect to I.S. 339 specifically, the DOE applied to SED to place the school into the Transformation model. SED approved the application, which made I.S. 339 eligible for up to \$1,000,000 in SIG funding per year for three school years. However, as explained below, I.S. 339's continuing eligibility for these funds under the Transformation model was conditioned upon the DOE and UFT agreeing by January 1, 2012 to implement a new teacher evaluation system.

Unfortunately, by the January 1, 2012 deadline, the DOE was unable to reach an agreement with the UFT on integral elements of this new teacher evaluation system. Because of this, SED informed the DOE that all New York City PLA schools in either the Transformation or Restart models would no longer receive SIG funding to continue the school reforms supported by these models.

After SED informed the DOE that the Transformation and Restart models were no longer available to New York City schools and that funding had been suspended, the DOE began to look at what alternative approaches it could take to ensure that the supports and funding started under Transformation and Restart could continue and be strengthened. Furthermore, the continuing lack of a new teacher evaluation system led the DOE to further evaluate other options that were available to improve teacher quality by meaningfully evaluating staff and removing ineffective teachers.

After this further consideration, the DOE concluded that a number of PLA schools, including I.S. 339, should be closed and replaced with new schools. By closing I.S. 339 and opening a new school, the DOE will: (1) align the DOE's intervention strategy with the school's most recent performance data and the DOE's most recent assessment of the steps which must be taken to improve performance at the school; and (2) be able to immediately improve the quality of teachers serving students currently attending I.S. 339.

I.S. 339's most recent Progress Report was released at the end of October 2011, after the DOE's decision to implement the Transformation model at the school. That decision was predicated on the school's relatively stable performance between 2008-2009 and 2009-2010. While the school declined on some performance measures, there were indicators of the potential for expeditious improvement. This led the DOE to determine that the Transformation model, which along with Restart is a relatively less intensive intervention, was the best fit for the school. However, the 2010-2011 Progress Report revealed that I.S. 339's performance precipitously declined during the 2010-2011 school year and based on this most recent data, the DOE believes that students at I.S. 339 would be better served by implementation of a more intensive intervention. This is because the data show that the school was struggling even more than the DOE had thought at the time it chose the Transformation model for the school. The DOE also received feedback from members of the New York State Board of Regents that the pace of change in some Transformation and Restart schools was not quick enough to meet the challenges faced by the schools. Thus, the DOE decided to propose that I.S. 339 be closed and replaced with a new school that would incorporate the strongest elements of I.S. 339, while also allowing new staff to be put in place who can accelerate the improvement of student outcomes.

When the DOE placed I.S. 339 in the Transformation model, it hoped that it would be able to quickly reach an agreement with the UFT regarding a comprehensive teacher evaluation system. Unfortunately, that proved impossible. As a result, schools in the Transformation models were forced to enter another school year without the ability to evaluate and, if necessary, replace their staffs in a way that would best support student outcomes. Even though the DOE and UFT have recently moved closer to an agreement on evaluations, as of this date there is still no agreement in place. This creates the strong possibility that these

schools will enter yet another school year with limited ability to remove ineffective teachers. Moreover, even if the DOE and UFT do reach an agreement on evaluations, it will likely take at least two years for poor performing teachers to be removed from the classroom. Given the downturn in I.S. 339's data discussed above, the DOE has concluded it cannot wait that long to implement the staff changes necessary to improve student outcomes.

Per Article 18-D of the DOE's collective bargaining agreement with the UFT, when a new school is created to replace a school that is being phased out or closed, the principal of the new school must develop and implement school-based competencies for hiring teaching staff.<sup>6</sup> Then, a Personnel Committee is created to screen the teaching applicants for the new school using these criteria. Personnel Committee membership consists, at minimum, of two representatives appointed by the UFT President, two representatives appointed by the superintendent (or the Chancellor) and the principal of the new school.

The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.

Any remaining teacher vacancies will then be filled by the Personnel Committee from applicants from the existing teacher pool, or as with all new district schools, if the school is unable to find sufficiently qualified applicants from within the existing teacher pool, the school will be provided an exception to hire up to 40% of its teaching positions from outside of the current teacher pool.

Through the process noted above for hiring instructional staff into a new school, the DOE historically has demonstrated the ability to hire high quality teaching staff into the new school and not rehire staff from the closing school who do not meet the new school's qualifications. As discussed in more detail in Sections V and VI, if this proposal results in a turnover of staff in excess of 50%, New School will become eligible for SIG funding pursuant to the Turnaround model, while also preserving eligibility under the existing SIG model if a final agreement is reached on teacher evaluations. Therefore, in conjunction with this proposal, the DOE will submit a new SIG application to SED for New School, seeking to continue SIG funding necessary to build on the work that began under the old model and implement new and revamped programs in New School to improve student achievement even further. However, the DOE intends to proceed with this proposal regardless of whether SIG funding is available, because it believes that the proposed staff, structural, and programmatic changes at New School will better serve students.

New School will guarantee a seat for all students currently attending I.S. 339 and will admit future new sixth grade students through the District 9 and 10 Middle School Choice Process. New School will be able to continue and augment those supports that are currently demonstrating some success at I.S. 339, and replace those interventions that have been less effective. New School will build upon the best elements of I.S. 339 and will incorporate new elements to support student achievement. It will also fulfill the DOE's commitment to providing targeted support and greater accountability for teachers.

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<sup>6</sup> The use of "locally adopted competencies to measure the effectiveness of staff" is a required element of the Turnaround model, one of several models (discussed below) for addressing the problems of persistently lowest achieving schools supported by federal SIG funding. Federal guidelines provide the following examples of "competencies": "acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking." The guidelines explain that "it is important to develop a set of competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in critical areas to transform the school's wide-scale failure into learning success."

### *Performance and School Environment at I.S. 339*

SED identifies elementary or middle schools as PLA if their students' performance on the English Language Arts and Math State tests is among the lowest five percent of schools in New York State and the school's results have not improved significantly in the previous three years. I.S. 339 was identified as a PLA school in 2010-2011 because the school fell into this State-defined category based on its students' low performance and insufficient improvement in the school's results over time.

I.S. 339 has struggled, and its recent performance confirms the DOE's assessment that the school continues to require significant intervention to improve student outcomes. The DOE believes that the most recent data supports taking more aggressive action at this time by closing I.S. 339 and opening New School. The new structural and programmatic elements that are part of this proposal, and the ability to quickly screen and hire staff who are able to implement those enhancements, will allow the DOE to address the core problems that have led to the poor performance highlighted below.

- Low and declining student performance at I.S. 339 has been a persistent trend. In 2010-2011, a majority of I.S. 339 students remained below grade level in English and Math. In 2010-2011, only 10% of students were performing on grade level in English – putting the school in the bottom 6% of City middle schools in terms of English proficiency. Only 17% of students were performing on grade level in Math – putting the school in the bottom 4% of City middle schools in terms of Math proficiency.
- In 2009-2010, I.S. 339 was in the bottom 8% Citywide for Math proficiency and in the bottom 11% Citywide for English proficiency. In 2008-2009, I.S. 339 was in the bottom 19% Citywide for Math proficiency and in the bottom 6% Citywide for English proficiency.
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. I.S. 339 earned an overall D grade on its 2010-2011 annual Progress Report, with a D grade on Student Performance, a D grade on Student Progress, and a C grade on School Environment. This represents a significant decline from the school's 2009-2010 Progress Report B grade.
- I.S. 339 was rated “Developing” (“D”) on its most recent Quality Review in 2010-2011, indicating deficiencies in the way that the school is organized to support student learning.<sup>7</sup> I.S. 339's review indicates that the school needs to improve classroom observation to elevate school-wide instructional practices, and needs to ensure coordination of social and emotional support for students to maximize student achievement.
- The school's attendance rate is one of the lowest among middle schools Citywide. The 2010-2011 attendance rate was 88% compared to the Citywide middle school average of 93%, putting I.S. 339 in the bottom 11% of New York City middle schools in terms of attendance.

All of these concerns suggest that the school is not equipped to effect dramatic change. However, the data indicate that elements of I.S. 339 are worth preserving in New School.

- Student growth in ELA and Math was notably stronger at I.S. 339 in 2009-2010 and prior, suggesting that appropriate restructuring could reverse the current trend of declining progress. In 2008-2009, learning growth in English was in the 73<sup>rd</sup> percentile and learning growth in math was in the 72 percentile.
- While the school's overall Quality Review score was “Developing” in 2010-2011, the Review indicated some areas of strength such as some effective use of technology and a partnership with

<sup>7</sup> Quality Reviews rate school on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating). For more information about Quality Reviews, please visit the DOE's website at: <http://schools.nyc.gov/Accountability/tools/review>.

‘School of One’ to help students to improve in math. With the new supports and restructuring available, we expect that New School will be able to effectively leverage these areas of strength while improving student outcomes. With appropriate supports and guidance, we expect the school will be able to improve its monitoring system, and the school environment more broadly, to produce improved student outcomes.

This table summarizes the performance of I.S. 339 over the past several years:

I.S. 339	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	B	D
Progress Report Progress Grade	A	B	D
Progress Report Performance Grade	A	D	D
Progress Report Environment Grade	C	C	C
Quality Review Score	N/A	N/A <sup>8</sup>	D
<b>Performance Data<sup>9</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	39%	13%	10%
Math % Proficient (Levels 3 and 4)	61%	19%	17%
<b>Other Key Performance Indicators</b>			
Attendance Rate	87.6%	87.3%	88.2%
<b>2010-2011 State Accountability Status</b>	Restructuring (advanced) <sup>10</sup> Comprehensive		

### Overview of Past Strategic Improvement Efforts at I.S. 339

For the past several years, the DOE has sought to support I.S. 339 to ensure that it was equipped to provide a quality education for its students. These supports are described below.

<sup>8</sup> Not all schools receive a Quality Review every year.

<sup>9</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percentage of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

<sup>10</sup> This status is determined by SED under the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/irs/accountability>.

**Leadership Support:**

- Coached and trained leadership on implementing plans in support of ongoing literacy programs.
- Provided ongoing professional development to ensure ESL compliance, review current program and generate meaningful strategies for improving student outcomes.
- Provided coaching support for school leadership around quality review aligned instructional indicators including, but not limited to, common core integration, differentiation, and effective research-based pedagogical practices.

**Instructional Support:**

- Provided teachers with instructional support to deepen instructional expectations, student interest, and classroom rigor.
- Provided extensive professional development for Special Education support of the Compliance Assurance Plan designated by the SED.

**Operational Support:**

- Supported school staff on developing strategies and practices for improving student attendance and creating strategies for targeting attendance concerns.
- Supported school staff in Special Education compliance issues, including timely writing of Individualized Education Programs, alternative assessments and other supports and strategies for improving instruction and plans for students with disabilities.

**Student Support:**

- Trained the School Based Support Team in comprehensive guidance programs and evidence based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.
- Facilitated comprehensive supports to review disciplinary and procedural protocols targeted at improving the school learning environment and impacting student outcomes.
- Facilitated safety meetings with the Police Department on an as needed basis.
- Supported parent meetings with the Parent Teacher Association on an as needed basis.

Even with these supports, however, the DOE has determined that I.S. 339 does not have the capacity to quickly improve student achievement. Rather, the DOE believe that the most expeditious way to improve the educational program for the students currently attending I.S. 339 is to close the school and replace it with New School next year. This will allow the DOE to put in place a process to screen and hire the best possible staff for New School, giving all non-graduating students currently attending I.S. 339 access to an improved faculty.

Prior to issuing this proposal, the DOE met with the I.S. 339 community. On January 23, 2012 District 9 Community Superintendent Dolores Esposito met with I.S. 339's School Leadership Team ("SLT"), parents, teachers, and community members to discuss this proposal and the impact it would have on the school community.

The DOE will seek and review further community feedback while this proposal is under consideration by the Panel for Educational Policy ("PEP").

## II. Proposed or Potential Use of Building

X147 has a target capacity of 1,401 students.<sup>11</sup> (The concept of “target capacity” is explained below.) In 2011-2012, the building served 1,189 students,<sup>12</sup> yielding a utilization rate of 85%.<sup>13</sup> This means that the building is “underutilized” and has extra space to accommodate students.

If this proposal is approved, I.S. 339 will be closed after the 2011-2012 school year and will no longer serve any students. In its place, New School will open for September 2012. Seats in the school will be guaranteed for all students currently enrolled in I.S. 339, including eighth grade students who do not meet promotion standards by June 2012. I.S. 313 will continue to serve students in grades six through eight.

Over a two-year period, the proposed grade spans for the schools in the building are as follows:

<b>Grades Spans</b>			
<b>DBN</b>	<b>School Name</b>	<b>2011-2012</b>	<b>2012-2013</b>
09X339	I.S. 339	6-8	-
09X570	New School	-	6-8
09X313	I.S. 313 School of Leadership Development	6-8	6-8

If this proposal is approved, New School will serve approximately 720-750 students in grades six through eight beginning in the 2012-2013 school year. This includes a guaranteed seat for the 469 students currently at I.S. 339 in grades six and seven, as well as an expectation of holdover students who need extra time to meet promotion standards. This approximates enrollment levels in I.S. 339, which is currently serving 738 students.

I.S. 313 is serving 451 students in 2011-2012, and the DOE projects that the enrollment of this school will remain at or close to its current level.<sup>14</sup>

If this proposal is approved, once I.S. 339 is closed and New School is opened, there will be approximately 1,155-1,215 students in X147 in 2012-2013, yielding a projected utilization rate of 82-87%. Therefore, the building has adequate capacity to accommodate New School and I.S. 313 after the closure of I.S. 339.

<sup>11</sup> 2010-2011 Enrollment, Capacity, Utilization Report (“Blue Book”)

<sup>12</sup> 2011-2012 Audited Register.

<sup>13</sup> All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

<sup>14</sup> Enrollment projections are based on current enrollment and expected number of sections per grade for future enrollment. Actual enrollment will depend on applicant demand.



Over a two-year period, the enrollments for each school and building utilization rates are as follows:

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
09X339	I.S. 339	738	-
09X570	New School	-	720 – 750
09X313	I.S. 313 School of Leadership Development	451	435 – 465
<b>Total Building Enrollment</b>		1,189	1,115 – 1,215
<b>Utilization</b>		85%	82% - 87%

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE’s utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, utilization rates for 2011-2012 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity will increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s standard for goal classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

The DOE anticipates that building X147 will still have excess space once New School replaces I.S. 339 with approximately the same enrollment. Any DOE proposal to site additional school organizations into this space would be described in a separate EIS, and be subject to PEP approval.

### III. Impact of the Proposal on Affected Students, Schools, and Community

#### A. Students

##### *Impact on Academic and Extracurricular Offerings and Partnerships at I.S. 339 and New School*

New School will put in place a variety of structural and programmatic changes designed to improve student learning from the levels currently seen at I.S. 339. These structural and programmatic changes will be enabled and supported by New School’s hiring process which will allow the DOE to put in place a process to screen and hire those teachers with the specific skills and talent necessary to properly implement these

changes. This will give all non-graduating students currently attending I.S. 339 access to an improved faculty.

Given the number of structural and programmatic changes that must be made in order to ensure that New School is able to effectively serve the needs of the students currently attending I.S. 339, the DOE believes that the newly screened and hired staff will be among the most important changes at New School.

The DOE's intention in proposing the closure of I.S. 339 and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of I.S. 339 with new staff and new programmatic elements in a new school.

Pending the availability of resources and based on student interests and resources, new elements planned for New School may include but are not limited to: changes to the structure of the school day schedule to increase learning time, changes to the instructional model including common assessments in each content area, strengthening academic intervention services, enhancing the school-wide planning and administration, and enhancing teacher supports by implementing institutes that promote teacher collaboration.

I.S. 339 currently partners with several organizations as listed at the end of this section. The DOE anticipates that, if this proposal is approved, and pending the availability of SIG funding and needs assessments, New School will partner with the same organizations.

I.S. 339 also offers several sports and after-school extra-curricular activities and clubs as listed below. If this proposal is approved, and pending the availability of SIG funding and needs assessments, New School is expected to offer the same extra-curricular activities, with enhancements described below.

#### New School Mission

The mission of New School is to cultivate and develop the entire school community so that all populations of students are secondary-, college- and career-ready. Teachers will engage collaboratively to ensure accelerated student learning through reflective practice and professional learning experiences. A guiding philosophy of all adults in the school community is that every student deserves an effective teacher, and New School will work tirelessly to seek out professional development and growth opportunities that will advance this belief. New School will be an inclusive, engaging, and rigorous learning environment with authentic learning opportunities and integrated instructional technology, preparing students to contribute as global citizens well beyond their time at New School.

#### Instructional Model and Curricula

I.S. 339's current instructional model includes both an array of instructional technology resources and a climate of collaboration through teacher teams, including multiple Collaborative Inquiry teams. Collaborative inquiry is a sustained process of investigation and action used by a group of teachers to improve student achievement and close the achievement gap. In conjunction with a continuing assessment of student needs, New School will pursue strategies to ensure that New School will integrate meaningful technology instruction into content areas in order to begin the work of preparing students not just for high school, but for college and careers.

New School will build on the environment of collaboration by using teacher teams to reflect on pedagogical practices; capturing a wide variety of student achievement data; using technology systems to share and analyze data in meaningful ways; and using this data to make targeted instructional decisions about how best to teach every student with respect to his or her individual learning needs. Teacher teams will also be used to support critical sub-groups. By emphasizing Collaborative Inquiry, teacher teams will identify differences and nuances in student learning needs in order to differentiate instruction for students across all grades and content areas. Finally, New School will use its community of collaborative planners and learners to create a school-wide philosophy of multi-cultural learning through a wide range of interdisciplinary, multi-cultural curricula and empathy for all.

While I.S. 339 has set the groundwork for instituting common assessment cycles, New School will make it even more central to the student learning experience going forward. Each content area will teach a six week unit of study, made up of daily lessons and benchmark formative assessments. At the end of each of these unit cycles, students will take a common assessment. Teachers will then analyze the resulting student data to inform the next unit cycle, making any necessary curricular adjustments to account for demonstrated student strengths or deficiencies. This is another area whereby the school's current system of collecting and analyzing student data through Google Docs and Spreadsheets will help to facilitate a quick and meaningful turnaround of student results and instructional decisions.

New School will also aim to accelerate student learning in core academic subjects, by selecting teachers to teach academically-relevant electives, like "Probability and Statistics" and "Filmmaking." This shift from the current Connections system will allow a further integration of meaningful instructional technology while still aligning with the important core academic learning standards during every instructional minute of every day.

#### [Support for Students with Disabilities and English Language Learners](#)

I.S. 339 has struggled overall with supporting special populations, but the success that has been achieved is attributable to extra-curricular learning experiences provided for students with disabilities and ELL students. Building upon the initial success of the Saturday Academy program at I.S. 339, New School will plan to implement year-long extra-curricular academies to engage students with similar learning needs in programs that fit their learning profiles, including but not limited to: Read 180; Rosetta Stone; Reading Plus; and System 44.

#### [Academic Intervention for Students](#)

While the current school model provides targeted academic interventions for some students, these interventions are not currently scalable to serve the entire school. With many of I.S. 339's students, including those students who are representative of special populations and those performing far below state standards, there is a clear necessity to supplement their time in class with targeted extra-curricular interventions. In New School, teachers' schedules will all include time each week to work with a specific group of their students away from a traditional classroom setting to provide skill remediation, tutoring, and/or extension opportunities as necessary. This program will be monitored weekly and, to increase responsibility and accountability among students for this work, they will receive a grade for this time on their report cards.

#### [Honors Opportunities](#)

I.S. 339 students who are performing at or above their academic grade level have had limited enrichment opportunities. With this population in mind, New School will develop core academic classes (ELA, Math, Science, Social Studies) with enhanced features and challenges to address the unique needs of students who are accelerating. Beginning in sixth grade, students who demonstrate honors potential will have the option to receive targeted instruction regarding the Specialized High School Admission Test, which is administered in the fall of their eighth-grade year. Where possible, eighth-grade students will receive appropriate high school credit upon completion of a year-end New York State Regents Exam. These students will receive additional supports through the extended school time described below.

#### [School Design and Schedule](#)

Students will be grouped strategically in Small Learning Academies to provide teachers with the ongoing opportunity to differentiate instruction and social/emotional support, building on the existing organizing structure of Teams and Pods. Each academy will function independently and will have its own teacher- and student-created identity, focusing on a core value or practice of mind, i.e. "Empathy" or "Social

Change.” This identity will impact both curricular decisions and may work to enhance the quality of student activities and programs.

Additionally, in order to allow for an increased student inquiry-driven curriculum, all classes will run between 60 and 80 minutes. This shift in class time will allow teachers and students to engage in technology-driven, project-based discovery learning. Extended periods in the school’s current organizational structure have been met with favorable reviews from both teachers and students, and will be extended to include every period in New School.

Based on an ongoing assessment of needs and resources, New School will also create extended school time opportunities. Using time before and after school, largely through the Small Learning Academies described above, students will receive up to 10% more targeted instructional time than they are currently receiving. New School will work with staff and leaders to conduct ongoing needs assessments and would make adjustments to the school schedule in order to maximize student learning opportunities.

As needed, New School will utilize the School-Based Options (“SBO”) process, which allows individual schools to modify provisions in the collective bargaining agreement or DOE regulations as related to class size, rotation of assignments or classes, teacher schedules and/or rotation of paid coverage for the school year. Rather than enforcing a one-size-fits-all model for how all schools must extend its day, structure schedules, or set faculty meeting times, the SBO process allows each school to determine how these elements may be most effectively implemented for its own situation and needs, based on approval by staff and the principal. The union chapter committee and school principal review SBOs in March-April of each year. The principal and union chapter leader must agree to the proposed modification which will then be presented to school union members for vote. Fifty-five percent of the voting members must affirm the proposed SBO for it to pass. The SBO option is available to all schools, including PLA schools.

### Human Capital

New School will be able to utilize the Lead Teacher program to hire a dedicated educator to support the professional development and capacity building of school staff. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools. New School will also be able to utilize the NYC Teaching Residency for School Turnaround,<sup>15</sup> which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing. Residents undergo a school-embedded training program in a low-performing school and are equipped with specific knowledge and strategies to be successful in a school undergoing significant reform. Additionally, New School will have access to the Teachers of Tomorrow (TOT), an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which include persistently lowest achieving schools) by providing them with tax-free grants for up to four consecutive years.

Under the Transformation model, I.S. 339 has partnered with Ramapo for Children to deliver professional development services, provide instructional coaches, and create a committee to identify professional development needs. Although a significant amount of time and resources have been dedicated towards implementing professional development, inputs have not translated into increased student achievement. New School will work to deepen elements of professional development which have been successful and strengthen those components which have not resulted in strong student outcomes

New School will also pursue strategies to embed the best practices and expectations from the DOE’s Teacher Effectiveness work into the professional development framework. As part of this effort, New School leadership will plan to seek learning opportunities such as utilizing coaches to receive guidance on how to implement a more comprehensive system for observing teachers and deliver more specific, actionable, verbal and written feedback to teachers. The New School will also pursue learning opportunities to learn how to more effectively document and track progress against key milestones for teachers, using the

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<sup>15</sup> Information about the NYC Teaching Residency Program is available at: <http://nycteachingresidency.ttrack.org/>

Danielson framework. I.S. 339 began a school-wide adoption of Danielson’s Framework for Effective Teaching, which was used to observe and support classroom teaching. New school will continue to use a research-based model to organize feedback, structure support, and offer targeted professional learning experiences. All supporters of classroom instruction will be trained and their observational foci normed in the identified framework.

A hallmark of I.S. 339 is its collaboration among teachers. At New School, this disposition towards sharing and collegiality will be better utilized to ensure that teachers are applying their collaborative efforts towards designing rigorous unit plans—aligned to the Common Core Learning Standards—that take into account both the necessity for accelerated student learning and the learning differences of all students. This curriculum development will occur primarily during daily teacher meetings during the school day, as well as outside of school time.

In addition to the above-mentioned common unit cycle, teachers at New School will work with colleagues from other content areas to identify and emphasize interdisciplinary entry points to make student learning continuous and consistent from classroom to classroom, subject to subject. This is based on the belief that when students are hearing the same language and key concepts in more than one of their classes and from more than one of their teachers, they are far more likely to retain learning than were they to be taught in a one-subject vacuum.

Furthermore, building on the system of identifying areas for professional learning opportunities based on teachers’ self-assessed needs, New School will offer semester- and year-long learning institutes for all teachers, based on their own professional, pedagogical, and personal development. In September, all teachers will complete a comprehensive professional self-inventory, which will help to form their year-long Professional Growth Plan. Teachers will be grouped based on similar areas for development, and engage weekly at teacher meetings during the day and at after-school seminars in professional readings, planning activities, relationship-building exercises, and first-hand student learning opportunities to identify and anticipate student issues when teaching a similar unit, project, or lesson.

### Socio-Emotional Supports

Counselors, psychologists, and social workers will work with each Small Learning Academy to identify and implement academic, social, and emotional supports for priority students. Student support workers will take a more involved role in day-to-day student learning and partner with teachers to assist in designing meaningful, age-, gender-, and developmentally-appropriate learning experiences. As a result, school counselors and interventionists will be asked to take a much more hands-on approach to their students’ overall learning experience. From liaising with families, to developing individual plans and strategies to boost attendance figures, to working with teachers to create individualized plans for increased classroom success, the school’s counselors and other social/emotional interventionists will be trained to advocate for the health, well-being, and appropriate academic intervention plans for students that are in danger of falling behind academically.

Capitalizing on parents as partners and levers in their students’ success and based on available resources, New School will pursue opportunities to develop a series of Parent Institutes that promote both adult learning and the alignment between school and home. Possible strands of study include “Testing and Assessment,” “How to Promote, Support, and Emphasize Reading,” “How to Talk to Your Adolescent,” and “Making the Internet Safe and Productive.”

New School will also work to develop partnerships with organizations to augment the work it does internally with students. I.S. 339 does not currently partner with mental health agencies. Pending the availability of space in the building, New School will pursue opportunities to expand the quantity of mental health services provided on-site through offering a school-based health center in the building. This would make important mental and health services available on site to all students on a daily basis. New School will identify and make accessible meaningful, positive community organizations to work with its families.

For example, these partnerships will include mental and emotional health providers (Bronx Lebanon Hospital), family counseling and therapy providers (VISTA), extra-curricular activities and athletic programs (Police Athletic League), and external educational opportunities. In addition to the school programs and initiatives aforementioned, it will be important to educate parents and work with them and as their advocates to make sure that their students’ time away from the school building is as safe, supportive, and productive as possible. Students that are engaged in extra-curricular programs are not only more likely to come to school happy and well adjusted, but also to accelerate their own learning.

Additionally, New School will also pursue opportunities in creating a School Wellness Council. New School may apply for a grant through the Office of School Wellness Programs School Wellness Council Grant Program to support the work of the Council.<sup>16</sup> School Wellness Councils can be comprised of teachers, administrators, school staff, parents, students and/or community leaders. The Council works to create an environment in which schools can holistically and systematically consider how to improve nutrition, health, and physical activity opportunities, and create a positive impact across the entire community. These wellness opportunities would be in alignment to the overall school’s mission and theme.

New School will pursue participation in the CHAMPS (Cooperative, Healthy, Active, Motivated, and Positive Students) Middle School Sport and Fitness League which provides resources to middle schools to promote physical activity through traditional and non-traditional sports and fitness activities, such as flag football, floor hockey, table tennis, cricket, double-dutch, dance, and yoga, in order to encourage physical activity and school connectedness for students regardless of their athletic ability.

**Impact on Partnerships**

In addition to the above mentioned partnerships, according to the 2011-2012 Middle School Directory,<sup>17</sup> I.S. 339 has partnerships with:

<b>Program Partners</b>
Supportive Children’s Advocacy Network (SCAN) New York, United Way, Teaching Matters, Camp Manice, Teach For America (TFA), PubliColor, Australian United States Services in Education (AUSSIE), Apple Inc., iTeach/iLearn, School of One, Google

If this proposal is approved, the DOE will work with New School to ensure the smooth transition of all the above existing partnerships from I.S. 339 to New School.

The other school currently located in X147 already has established relationships with several partners. The DOE anticipates that those partnerships will be unaffected by closure of I.S. 339 and opening of New School.

**Impact on Sports and Extra-curricular Programming**

According to the Middle School Directory, I.S. 339 currently offers the following extracurricular activities (sports and clubs):

Clubs	Boys Sports	Girls Sports	Co-ed Sports
Step Team	Basketball, Football, Track & Field	Basketball, Track & Field	Fencing, Soccer, Softball, Volleyball

<sup>16</sup> <http://schools.nyc.gov/Academics/FitnessandHealth/School+Wellness+Council+Grant.htm>

<sup>17</sup> <http://schools.nyc.gov/NR/rdonlyres/D18E3524-45FE-4555-A264-9AE42CCFF3FE/112146/District9MSDpart3.pdf>

If this proposal is approved, New School is expected to offer the same student athletics, extracurricular activities and club as I.S. 339 offers, and will make additional decisions based on demand and resources.

If this proposal is approved, the DOE anticipates that this same opportunity will exist for students across X147, including students attending New School. If this proposal is approved, New School is expected to offer the same extra-curricular activities and clubs as are now offered at I.S. 339.

As with all schools citywide, it is difficult to predict precisely how changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

### *Impact on Students Attending Other Schools in X147*

This proposal is not expected to impact academic or extracurricular program offerings at I.S. 313. Programs will continue based on student interests, available resources, and staff support for those programs. The proposed closure of I.S. 339 and proposed opening of New School will not impact the enrollment or admissions at I.S. 313. All current and future students with disabilities and ELL students will continue to receive mandated services.

### *Enrollment Options for Current I.S. 339 Students and Future Middle School Students—Districts 9 and 10 Middle School Choice Process*

Under this proposal, all current I.S. 339 students will have a guaranteed seat in New School. This includes all sixth- and seventh-grade students, as well as any eighth-grade students who do not get promoted to ninth grade by June 2012. All incoming sixth-grade students who would have been enrolled in I.S. 339 through the Middle School Choice Process will be automatically enrolled in New School.

I.S. 339 admits students through the Middle School Choice Process into two programs, one zoned campus choice and one choice. The zoned admissions method provides a priority to students living within a specified zone. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes for zoned schools, please visit the DOE Web site's School Search function at: <http://schools.nyc.gov/schoolsearch>. In the Campus Choice zoned admissions method, all students zoned to the X147 building have priority for a seat in the building and rank the two schools in the order of preference. Students are then matched to one of the schools through a matching process operated by the Office of Student Enrollment ("OSE").

The choice program, which has a focus on technology, admits students through a limited unscreened method.

New School will admit students through the same two methods as I.S. 339 did and will retain the choice program in technology.

I.S. 313 also admits students through Middle School Choice Process into two programs, one zoned campus choice and one choice. The choice program admits students through an unscreened method. There is no expected change in the admissions process for I.S. 313 as a result of this proposal.

Districts 9 and 10 share a middle school choice process, which means that District 9 and District 10 students have equal preference for choice schools and programs in both districts. Fifth-grade students who meet promotional standards and live within either district are eligible to apply to any District 9 or 10 choice middle school. Students rank their preferences from among the District 9 and District 10 choice middle schools and programs, as well as their zoned option. These options include:

- Choice middle schools or programs with a screened application process (admission is based on criteria designated by the school);
- Choice middle schools or programs with an unscreened or limited unscreened application process (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools and campus choice middle schools (multiple schools in one campus collectively serving a zone);
- K-8 schools with an unscreened or limited unscreened application process that have available seats for middle school students (elementary students in these schools have the right to remain for middle school and receive priority, all other seats become available through this process); and
- 6-12 schools with an unscreened, limited unscreened, or screened application process.

In addition, screened and audition middle schools and alternative programs are offered through referrals. Students may also choose to apply to a number of schools that manage their own admissions process and/or schools with borough-wide or Citywide eligibility. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools. Information about all of these options is printed in each district’s Middle School Choice Directory, which can be found on the DOE’s Web site at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Bronx>. (Please note that this directory is updated yearly.) General information about the Middle School Choice Process can be found on the DOE’s Web site at <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Middle school students with Individualized Education Programs (“IEPs”) (with the exception of those recommended for District 75 or non-public school placements) and English Language Learners (“ELLs”) are admitted to schools in the same manner as general education students. Schools will create programs based on each student’s IEP, while ensuring them access to a general education environment to the greatest extent possible consistent with their needs. Therefore, placement for students with IEPs and ELLs is the same as described above.

The DOE believes that New School will support student success at a level that the current school cannot, and therefore all students are encouraged to take advantage of their guaranteed seat in the new school. However, all students currently attending Title I schools that are in Improvement Year 2 status or worse (including PLA schools), including I.S. 339, are eligible to apply for a transfer to another school through the DOE’s existing No Child Left Behind (“NCLB”) Public School Choice Process. More information about this process can be found at the DOE’s Web site at: <http://schools.nyc.gov/choicesenrollment/changingschools/default>.

The other District 9 Middle School Choice options are:

DBN	School Name	Building Code	Address	Grade Span 2011-2012	Grade Span at Scale	Building Utilization	2010-2011 Progress Report Grade	% SE	% ELL	Admissions Method	Site Accessibility
<b>Zoned</b>											
09X004	P.S./M.S. 004 Crotona Park West	X004	1701 FULTON AVENUE	K-8	K-8	57%	C	15%	11%	Zoned	Not functionally accessible
<b>Zoned with Choice Options</b>											
09X117	I.S. 117 Joseph H. Wade	X117	1865 MORRIS AVENUE	6-8	6-8	66%	C	13%	32%	Limited Unscreened, Screened, Zoned	Not functionally accessible



09X219	I.S. 219 New Venture School	X148	3630 THIRD AVENUE	6-8	6-8	101%	C	22%	20%	Unscreened, Zoned	Not functionally accessible
09X229	I.S. 229 Roland Patterson	X229	275 HARLEM RIVER PARK BRIDGE	6-8	6-8	41%	B	25%	21%	Screened, Zoned	Fully Programmatically accessible
09X454	Science And Technology Academy: A Mott Hall School	X166	250 EAST 164 STREET	6-8	6-8	68%	A	13%	23%	Limited Unscreened, Screened, Zoned	Not functionally accessible
<b>Zoned Campus Choice with Choice Programs</b>											
09X022 <sup>18</sup>	J.H.S. 022 Jordan L. Mott	X022	270 EAST 167 STREET	6-8	6-8	77%	C	9%	30%	Unscreened, Screened	Not functionally accessible
09X145	J.H.S. 145 Arturo Toscanini	X145	1000 TELLER AVENUE	5-8	6-8	68%	B	16%	37%	Unscreened	Not functionally accessible
09X232	I.S. 232	X082	1700 MACOMBS ROAD	6-8	6-8	89%	A	12%	46%	Unscreened	Not functionally accessible
09X303	I.S. X303 Leadership & Community Service	X082	1700 MACOMBS ROAD	6-8	6-8	89%	C	6%	17%	Limited Unscreened	Not functionally accessible
09X313	I.S. 313 School of Leadership Development	X147	1600 WEBSTER AVENUE	6-8	6-8	89%	C	12%	34%	Unscreened, Zoned	Fully Programmatically accessible
09X323	Bronx Writing Academy	X022	270 EAST 167 STREET	6-8	6-8	77%	C	11%	31%	Unscreened	Not functionally accessible
09X325	Urban Science Academy	X145	1000 TELLER AVENUE	5-8	5-8	68%	C	13%	36%	Unscreened	Not functionally accessible
09X328	New Millennium Business Academy Middle School	X145	1000 TELLER AVENUE	6-8	6-8	68%	D	10%	18%	Limited Unscreened	Not functionally accessible
<b>District 9 and 10 Choice Options</b>											
09X128	Mott Hall III	X055	450 SAINT PAUL'S PLACE	6-8	6-8	76%	A	7%	8%	Screened	Not functionally accessible
09X215	Kappa	X148	3630 THIRD AVENUE	5-8	5-8	101%	B	4%	11%	Screened	Not functionally accessible
09X218	P.S./I.S. 218 Rafael Hernandez Dual Language Magnet School	X235	1220 GERARD AVENUE	K-8	K-8	90%	C	8%	37%	Screened <sup>19</sup>	Fully Programmatically accessible
09X241	Urban Assembly School for Applied Math and Science, The	X970	1595 BATHGATE AVENUE	6-12	6-12	110%	B	10%	9%	Limited Unscreened	Fully Programmatically accessible
09X327 <sup>20</sup>	Comprehensive Model School Project M.S. 327	X110	580 CROTONA PARK SOUTH	6-8	6-12	93%	B	9%	12%	Unscreened	Not functionally accessible
09X413	Bronx High School for Medical Science	X410	240 EAST 172 STREET	6-12	6-12	80%	B	6%	6%	Screened	Fully Programmatically accessible

<sup>18</sup> The PEP will consider a proposal to close and immediately replace this school at its April 26, 2012 meeting.

<sup>19</sup> This school gives priority to continuing fifth graders.

<sup>20</sup> Comprehensive Model School M.S. 327 was approved by the PEP to be re-sited to X240, new construction at 1501 Jerome Avenue.

09X505	Bronx School for Law, Government and Justice	X460	244 EAST 163 STREET	6-12	6-12	96%	C	10%	7%	Screened	Fully Programmatically accessible
10X045	Thomas C. Giordano Middle School 45	X045	2502 LORILLARD PLACE	6-8	6-8	79%	C	12%	18%	Screened, Zoned	Not functionally accessible
10X118	J.H.S. 118 William W. Niles	X118	577 EAST 179 STREET	6-8	6-8	94%	C	9%	11%	Screened, Zoned	Fully Programmatically accessible
10X225	Theatre Arts Production Company School	X137	2225 WEBSTER AVENUE	6-12	6-12	72%	C	15%	4%	Screened	Fully Programmatically accessible
10X228	Jonas Bronck Academy	X283	400 EAST FORDHAM ROAD	6-8	6-8	89%	B	12%	6%	Screened	Fully Programmatically accessible
10X243	West Bronx Academy for the Future	X435	500 EAST FORDHAM ROAD	6-12	6-12	92%	C	18%	14%	Limited Unscreened	Fully Programmatically accessible
10X244	The New School for Leadership and Journalism	X143	120 WEST 231 STREET	6-8	6-8	97%	A	13%	26%	Limited Unscreened, Zoned	Not functionally accessible
10X254	I.S. 254	X254	2452 WASHINGTON AVENUE	6-8	6-8	78%	C	14%	30%	Limited Unscreened, Zoned	Fully Programmatically accessible
10X342	International School for Liberal Arts	X430	2780 RESERVOIR AVENUE	6-12	6-12	92%	A	2%	81%	Screened	Fully Programmatically accessible
10X363	Academy For Personal Leadership And Excellence	X115	120 EAST 184 STREET	6-8	6-8	73%	N/A	13%	40%	Unscreened	Not functionally accessible
10X390	M.S. 390	X026	1930 ANDREWS AVENUE	6-8	6-8	73%	B	12%	33%	Limited Unscreened, Zoned	Not functionally accessible
10X391 <sup>21</sup>	The Angelo Patri Middle School	X137	2225 WEBSTER AVENUE	6-8	6-8	72%	C	18%	34%	Limited Unscreened, Zoned	Fully Programmatically accessible
10X447	Creston Academy	X079	125 EAST 181 STREET	6-8	6-8	85%	C	11%	27%	Unscreened	Partially Programmatically accessible
10X459	East Fordham Academy For The Arts	X115	120 EAST 184 STREET	6-8	6-8	73%	A	13%	29%	Unscreened	Not functionally accessible
<b>BOROUGH-WIDE Choice</b>											
09X231	Eagle Academy for Young Men	X465	4143 THIRD AVENUE	6,9-12	6-12	86%	N/A	13%	4%	Limited Unscreened	Not functionally accessible
09X568	The Young Women's Leadership School	X117	1865 MORRIS AVENUE	-	6-8	N/A	N/A	N/A	N/A	Screened	Not functionally accessible
10X225	Theatre Arts Production Company School	X137	2225 WEBSTER AVENUE	6-12	6-12	72%	C	15%	4%	Screened	Fully Programmatically accessible

<sup>21</sup> The PEP will consider a proposal to close and immediately replace this school at its April 26, 2012 meeting.

10X308	Bronx Dance Academy School	X852	3617 BAINBRIDGE AVENUE	6-8	6-8	81%	B	14%	9%	Screened	Fully Programmatically accessible
<b>CITY-WIDE Choice</b>											
01M539	New Explorations into Science, Technology and Math High School	M022	111 COLUMBIA STREET	K-12	K-12	99%	A	0%	0.2%	Screened	Not functionally accessible
02M407	Institute for Collaborative Education	M475	345 EAST 15TH STREET	6-12	6-12	146%	B	0%	0.4%	Screened	Not functionally accessible
02M408	Professional Performing Arts High School	M017	328 WEST 48 STREET	6-12	6-12	97%	B	0%	2%	Screened	Not functionally accessible
02M442	Ballet Tech, NYC Public School for Dance	M905	890 BROADWAY	4-8	4-8	60%	B	0%	3%	Screened	Not functionally accessible
03M334	The Anderson School	M044	100 WEST 77 STREET	K-8	K-8	103%	A	0%	0.4%	Screened <sup>22</sup>	Fully Programmatically accessible
03M859	Special Music School	M932	129 WEST 67 STREET	K-8	K-8	57%	A	0%	1%	Screened <sup>23</sup>	Not functionally accessible
04M012	Tag Young Scholars	M117	240 EAST 109 STREET	K-8	K-8	76%	B	0%	0%	Screened <sup>24</sup>	Fully Programmatically accessible
21K239	Mark Twain I.S. 239 for the Gifted & Talented	K239	2401 NEPTUNE AVENUE	6-8	6-8	79%	A	2%	1%	Test Outcome	Not functionally accessible

*Impact on Students with Disabilities and English Language Learners*

I.S. 339 currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained special education (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). If this proposal is approved, students with disabilities attending New School will continue to receive mandated services in accordance with their IEPs.

I.S. 339 currently offers English as a Second Language (“ESL”) and Spanish transitional bilingual education (“TBE”) in grades six, seven, and eight. If this proposal is approved, ELL students at New School will continue to receive mandated services.

<sup>22</sup> This school gives priority to continuing fifth graders.

<sup>23</sup> This school gives priority to continuing fifth graders.

<sup>24</sup> This school gives priority to continuing fifth graders.

### *Enrollment Impact for Future Middle School Students – Over-the-Counter Placements*

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of students it will need to serve as a result of a closure decision. As per the 2011-2012 audited register, I.S. 339 has a total of 216 new sixth-grade students. New sixth-grade students have entered the school through two methods:

- Middle School Admissions Process
- “Over-the-counter” (“OTC”) placement

OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);<sup>25</sup> or
- Students who did not participate in the elementary or middle school admissions process for some other reason.

When a middle-school eligible student arrives for an OTC placement, his or her school assignment is determined by his or her interest, his or her home address, which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

While the DOE cannot predict the exact number of students who will apply to a particular middle school through the Middle School Admissions Process or the number of students who will arrive through an OTC placement, the following analysis uses the data from the 2011-2012 school year to approximate future needs.

Approximately 181 students were admitted to sixth grade through the Middle School Choice process at I.S. 339 during the 2010-2011 school year for September 2011 enrollment. Twelve students were held over from the previous year, and approximately 35 sixth-grade students were admitted to I.S. 339 through the OTC placement process. Similarly, 23 OTC students were admitted to I.S. 339 for seventh grade and 23 OTC students were admitted for eighth grade.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2011-2012 school year, 24 schools in District 9 that serve grades six through eight accepted a total of 938 students in grades six through eight through the OTC placement process, reflecting an average of approximately 39 students per school.

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<sup>25</sup> Per Chancellor's Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

**B. Schools**

In 2012-2013, once I.S. 339 has closed, New School has opened, and I.S. 313’s enrollment remains the same, there will be approximately 1,155-1,215 total students served in the building. The projected utilization for X147 at that point is approximately 82-87%. The estimated enrollment for both organizations in X147 over a two-year period is shown in the tables below.

**09X339**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2011-12 (audited)	227	242	269	738
2012-13 (proj.)	-	-	-	-

**09X570**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2011-12 (audited)	-	-	-	-
2012-13 (proj.)	220 - 230	235 - 245	265 - 275	720 - 750

**09X313**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2011-12 (audited)	149	150	152	451
2012-13 (proj.)	145 - 155	145 - 155	145 - 155	435 - 465

If this proposal is approved, there will be sufficient space to accommodate New School and I.S. 313 pursuant to the Citywide Instructional Footprint (the “Footprint”). (Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.)

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school’s representative.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As in other situations where schools are co-located, the schools will need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning.

As indicated above, the enrollments of the schools in the building are expected to remain at or close to their current levels. Thus, the room allocations of the schools in the building are expected to remain the same. As indicated above, the enrollments of New School and I.S. 313 are expected to remain at or close to their current levels. New School will be approximately the same size as I.S. 339 was, and as such will have the same footprint that I.S. 339 did.

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building. In addition, the Office of Space Planning will also work with the schools in X147 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations.

It is likely that there will be a some underutilized space in building X147. The DOE will monitor enrollment in both schools in the upcoming school years. In the instance that it becomes clear an additional new school could be opened in X147 to more fully and efficiently utilize the building's capacity, the DOE would propose to open a new school in the building at that time.

### *Building Safety and Security*

The DOE makes available the following supports to schools relating to safety and security:

- Providing "Best Practices Standards for Creating and Sustaining a Safe and Supportive School," as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children's First Network ("CFN") Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

## C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children's needs. This proposal is intended to meet this goal by allowing the students currently enrolled in I.S. 339 to benefit from a new school with a rigorously screened staff, a new mission and new vision, and new programs.

The DOE believes that this proposal to close I.S. 339 and replace it with New School best meets the needs of the community. As discussed above, based on the school's recent performance, I.S. 339 needs more aggressive intervention in order to give its students the best chance to succeed. Previously, the DOE sought to support the performance of students in I.S. 339 by implementing the Transformation model. However, based on the school's most recent performance data, the DOE has concluded that a more rigorous intervention is required to improve student outcomes. Thus, the DOE has decided to close the school and put in place a process aimed at hiring the best possible staff into a new school, thereby immediately improving teacher quality. The DOE has also decided to implement new structural and programmatic changes.

The DOE believes that these interventions will give students the environment they need in order to succeed, while also minimizing disruption to the community by preserving the current use of the building in terms of the number of schools, types of schools, and grade levels served.

I.S. 339 is one of two middle schools in District 9 that the DOE is proposing to close and replace. Each of those schools is the subject of an EIS which can be found on the DOE's Web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/April2012Proposals.htm>.

### *Impact on Middle School Seat Capacity in District 9*

The District 9 seats eliminated by I.S. 339's closure will be recovered by the opening of New School. As a result, the proposal to close I.S. 339 is not expected to yield a net loss of middle school seats in building X147 or in District 9.

Specifically, in District 9:

- There are 3,954 total sixth-grade seats in District 9 middle schools.
- In 2011-2012, there are only 3,108 sixth-grade students enrolled in District 9 middle schools.
- Therefore, there is currently an excess, or surplus, of 846 sixth-grade seats in District 9 middle schools.

Specifically, in the X147 building:

- I.S. 339 is currently serving 227 sixth grade students.
- The proposed opening of New School in building X147 is projected to create 220-230 sixth grade seats.
- This means that the sixth grade seats in District 9 eliminated by I.S. 339's closure will be recovered through the opening of New School.

In short, the proposal to close I.S. 339 is not expected to yield a net loss of seats in building X147 or in District 9. There will continue to be an excess of seat capacity in District 9 middle schools.

As mentioned above, I.S. 339 is one of two middle schools in District 9 that are proposed to be closed and replaced. In total, if both proposals are approved, there will continue to be an excess in seat capacity in District 9 middle schools.

- These two schools are currently serving 446 total sixth-grade students.
- The proposed opening of the two replacement middle schools in District 9 projected to create 350-

- 370 sixth-grade seats.
- This means that the sixth-grade seats in District 9 eliminated by the closure of these two schools will be largely recovered through the opening of these two schools. Again, the excess capacity in the district will more than offset the net loss of seats.

In short, these proposals are not expected to yield a net loss of seats in District 9. Moreover, community residents may enroll in a District 9 middle school through the Districts 9 and 10 Middle School Choice Process or apply to other public charter schools in District 9, in the Bronx, or Citywide.

There are three new District 9 middle schools, Eagle Academy for Young Men, the Young Women’s Leadership School of the Bronx, and Mott Hall Charter School that serve or will serve middle school grades. All are listed in the table below:

**District 9 Middle Schools Phasing In**

DBN	School	Grade Span 2011-2012	Grade Span at Scale	Admissions Method	Special Programs
09X231	Eagle Academy for Young Men	6, 9-12	6-12	Limited Unscreened	Saturday Academy, Eagle S.O.A.R. Program
09X958	The Young Women's Leadership School of the Bronx <sup>26</sup>	N/A	6-8	Screened	N/A <sup>27</sup>
84XTBD	Mott Hall Charter School <sup>28</sup>	N/A	6-8	Lottery, priority to District 9	N/A <sup>29</sup>

In addition, District 9 students have several charter middle school options. The table below lists charter schools currently located in District 9 that serve middle school grades, admit students through a lottery application process, and provide a preference for District 9 students. All students in District 9 will continue to have the opportunity to participate in these respective charter lotteries.

<sup>26</sup> The Panel for Educational Policy will vote on the opening and co-location of The Young Women's Leadership School of the Bronx on March 21, 2012. If approved, The Young Women's Leadership School of the Bronx will open in the 2012-2013 school year serving grade six.

<sup>27</sup> The Young Women's Leadership School of the Bronx is a new school and information about its extracurricular programs or partnerships will not be available until late spring or early fall when the school has created its programs.

<sup>28</sup> The DOE intends to post a proposal on March 5, 2012 to co-locate Mott Hall Charter School with P.S. 63 for a vote by the PEP on April 26, 2012. If approved, Mott Hall Charter School will open in the 2012-2013 school year serving grade six.

<sup>29</sup> Mott Hall Charter School is a new school and information about its extracurricular programs or partnerships will not be available until late spring or early fall when the school has created its programs.



**District 9 Middle School Charter Options**

DBN	School	Grade Span 2011-2012	Grade Span at Scale	2011-2012 Total Enrollment <sup>30</sup>	Admissions Method
84X703	BRONX PREPARATORY CHARTER SCHOOL	5-12	5-12	708	Lottery, priority to District 9
84X705	FAMILY LIFE ACADEMY CHARTER SCHOOL	K-8	K-8	427	Lottery, priority to District 9
84X706	HARRIET TUBMAN CHARTER SCHOOL	K-8	K-8	573	Lottery, priority to District 9
84X717	ICAHN CHARTER SCHOOL	K-8	K-8	322	Lottery, priority to District 9
84XTBD	MOTT HALL CHARTER SCHOOL	N/A	6-8	N/A	Lottery, priority to District 9

Detailed information about charter schools will also be published annually and will be available in print or on the DOE Web site here: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building X147. This proposal is not expected to impact the fully programmatic site accessibility of the X147 building.

## IV. Enrollment, Admissions and School Performance Information

### *I.S. 339*

#### Admissions Data

<b>Current Admissions</b>	6-8: Middle School Choice Process; Admissions Methods: Zoned Campus Choice and Limited Unscreened
<b>Admissions After Proposed Closure of I.S. 339</b>	N/A

<sup>30</sup> Based on headcount as of October 1, 2011

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	227	242	269	738
2012-13 (proj.)	-	-	-	-

Demographic Data

Percentage of Students Receiving ICT or SC Services <sup>31</sup>	17%
Percentage of Students with Individualized Education Programs <sup>32</sup>	22%
Percentage of English Language Learner Students <sup>33</sup>	30%
Percentage of Students Eligible for Free or Reduced Lunch <sup>34</sup>	94%

School Performance Data

I.S. 339	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	B	D
Quality Review Score	-	-	D
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	39%	13%	10%
Math % Proficient (Levels 3 and 4)	61%	19%	17%
<b>Other Key Performance Indicators</b>			
Attendance Rate	87.6%	87.3%	88.2%
<b>2010-2011 State Accountability Status</b>	Restructuring (advanced) Comprehensive		

<sup>31</sup> Students receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register.

<sup>32</sup> Students with IEPs as percentage of total students from the 2011-2012 Audited Register.

<sup>33</sup> ELL students as percentage of total students 2011-2012 Audited Register.

<sup>34</sup> Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

*I.S. 313*

Admissions Data

<b>Current Admissions</b>	6-8: Middle School Choice Process; Admissions Methods: Zoned Campus Choice and Unscreened
<b>Admissions After Proposed Closure of I.S. 339</b>	6-8: Middle School Choice Process; Admissions Methods: Zoned Campus Choice and Unscreened

Enrollment Data

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2011-12 (audited)	149	150	152	451
2012-13 (proj.)	145 - 155	145 - 155	145 - 155	435 - 465

Demographic Data

Percentage of Students Receiving ICT or SC Services	12%
Percentage of Students with Individualized Education Programs	19%
Percentage of English Language Learner Students	34%
Percentage of Students Eligible for Free or Reduced Lunch	87%

School Performance Data

<b>I.S. 313 School of Leadership Development</b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	B	C
Quality Review Score	P	-	-
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	46%	19%	11%
Math % Proficient (Levels 3 and 4)	67%	33%	34%

<b>Other Key Performance Indicators</b>			
Attendance Rate	88.5%	88.4%	87.7%
<b>2010-2011 State Accountability Status</b>	Restructuring (advanced) Comprehensive		

*New School*

Admissions Data

<b>Current Admissions</b>	N/A
<b>Admissions After Proposed Closure of I.S. 339</b>	6-8: Middle School Choice Process; Admissions Methods: Zoned Campus Choice and Limited Unscreened

Enrollment Data

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2011-12 (audited)	-	-	-	-
2012-13 (proj.)	220 - 230	235 - 245	265 - 275	720 - 750

Demographic Data<sup>35</sup>

Percentage of Students Receiving ICT or SC Services	17%
Percentage of Students with Individualized Education Programs	22%
Percentage of English Language Learner Students	30%
Percentage of Students Eligible for Free or Reduced Lunch	94%

School Performance Data

New School does not yet have students enrolled at the school. Therefore, there are no performance data for the school.

<sup>35</sup> Demographic data included for New School is anticipated based on the current student population at I.S. 339, but actual demographic data may differ.

## V. Initial Costs and Savings

If this proposal is approved, once the closure of I.S. 339 and the opening of New School are implemented, the DOE will cease to allocate funds to I.S. 339 and will allocate funds instead to New School.

New School will be provided with a fixed per-school allocation of \$15,000 during its first year. All schools receive approximately \$225,000 in annual fixed Fair Student Funding (“FSF”) foundation allocations to fund administrative costs and an additional \$50,000 in Children First supplemental funding.

Estimated FSF for New School in its first year is \$3,176,964 - \$3,309,338. The student achievement and need-based allocations are not taken into account in this estimate because incoming students’ achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal’s discretion. All dollar amounts are based on FY 12 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

This proposal is not expected to impose any costs on I.S. 313.

As discussed above, at the beginning of this school year I.S. 339 was receiving supplemental federal SIG funding to support implementation of the federal Transformation model. The school was to have received \$1,000,000 in Transformation money this school year. While the school otherwise complied with the changes required by the model, its eligibility for these funds under this model was and is conditioned upon the implementation of a new teacher evaluation system. When the DOE and UFT failed to come to an agreement by January 1, 2012, SED suspended SIG funding to all Transformation and Restart schools in the City, including I.S. 339. While the two sides have made progress in their negotiations, at present there is still no agreement on an acceptable teacher evaluation system. As a result, I.S. 339 is not currently receiving SIG funding, and cannot receive such funding until an agreement is reached.

Unlike the Transformation and Restart models, Turnaround does not require an agreement on teacher evaluations. Under Turnaround, a school makes programmatic changes comparable to those required by Transformation and Restart, but also replaces at least 50%<sup>36</sup> of its teaching staff after using locally-adopted competencies to measure their effectiveness. Thus, if the rehiring process at New School results in an SIG-acceptable level of staff turnover, New School will become eligible for SIG funding. Moreover, because the portions of the Turnaround, Transformation and Restart models unrelated to staff turnover are compatible, New School will also retain eligibility for SIG funding under the Transformation model in the event the DOE and UFT reach an agreement on teacher evaluations. Under this proposal, New School may be eligible for SIG funding under either the Turnaround model (if New School satisfies the above-described personnel requirements) or the Transformation model (if an agreement on teacher evaluations between the DOE and the UFT is reached), thereby maximizing the school’s chances for receiving SIG funding.

The DOE will submit an application to SED to award SIG funding to New School pursuant to the applicable model. In that application, the DOE will also ask that SED restore SIG funding to I.S. 339 for the remainder of the current grant year and provide funding to New School in the subsequent years of the grant. However, the DOE plans to proceed with this proposal whether or not either I.S. 339 or New School becomes eligible for SIG funding under either the Transformation or Turnaround models.

Current I.S. 339 teachers who are not hired at New School will remain in excess.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the Absent Teacher Reserve (“ATR”) pool,

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<sup>36</sup> Federal guidance suggests that teachers hired during the initial implementation of SIG may count towards this 50% requirement. The DOE is awaiting guidance from SED on whether SED will permit recently hired teachers to count towards the staff turnover requirement.

meaning that they will continue to earn their salary while serving as substitute teachers in other City schools. This will not count as a cost or savings to New School, but could increase overall ATR costs to the DOE.

This proposal is not expected to impose any costs on or affect the funding of the co-located school.

## VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services

### A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at I.S. 339 will be excessed in the closure.<sup>37</sup> This process will occur at the end of the 2011-2012 school year.

For teachers, new schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. All new district schools opening in campuses where an existing school is phasing out or closing must adhere to Article 18-D of the UFT contract. Article 18-D requires that if a sufficient number of displaced staff from I.S. 339 apply, at least 50% of New School's positions shall be selected from among the appropriately licensed most senior applicants from I.S. 339 who meet the new school's qualifications. Guidance counselor, lab specialist, school secretary, and paraprofessional positions are also subject to Article 18-D.

Hiring decisions for New School for all teachers, whether they concern current I.S. 339 teachers or others, will be made based on competencies to measure the effectiveness of staff, determined by New School Leadership. The priority will be to staff the school with the best teachers available. As discussed above, staff will be selected by a Personnel Committee typically consisting of two Union representatives designated by the UFT president, two representatives designated by the Chancellor or superintendent, and the principal.

Current I.S. 339 teachers who are not hired at New School will remain in excess.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the ATR pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools.

As part of the Transformation model this year, I.S. 339 had funding to hire Master and Turnaround teachers.<sup>38</sup> These titles will not be available after the 2011-2012 school year due to the absence of an agreement with the UFT. While the positions will not be included at New School, the individual teachers in those positions currently will be welcome to apply to New School.

If approved, this proposal will not impact the personnel needs of the other existing organizations in the building.

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<sup>37</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

<sup>38</sup> Master teachers serve as instructional leaders in their content area, dedicated to working collaboratively with their colleagues to drive instructional improvement as an active developer, mentor, and coach of other teachers. Turnaround teachers are model educators in high need schools who help drive instructional improvement for their colleagues by maintaining a laboratory classroom, displaying exceptional results with their students, and facilitating lesson study with their peers—a teacher led professional development process.

## **B. Cost of Instruction**

Funding will be provided in accordance with enrollment levels, allowing New School to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budgets for I.S. 339 and I.S. 313 are determined by the same FSF per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for middle schools is \$4,412.45.

In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, middle schools received an additional \$2,043.69 per pupil for each ELL student they enrolled. At the high school level, supplemental funds are also awarded to each student who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

While schools receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their IEPs. If this proposal is approved, funding will be provided to meet the needs of all students with disabilities at New School in accordance with their IEPs.

FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, New School and I.S. 313 may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. New School is not currently eligible for Title I funding. I.S. 339 and I.S. 313 are currently eligible for Title I funding.

Since I.S. 313's enrollment is expected to be unchanged by this proposal, the DOE anticipates that the school will receive approximately the same amount of Title I funding next year. Since New School is expected to serve the same population as I.S. 339, at approximately the same enrollment levels, the DOE anticipates that New School will receive roughly the same amount of Title I funding as I.S. 339 does, if this proposal is approved.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

This proposal is not expected to impact the costs of instruction at the other school located in the X147 building.

If approved, this proposal will not impact the costs of instruction of I.S. 313.

## **C. Administration**

All school supervisor and/or administrator positions assigned to I.S. 339 will be excessed when the school is closed, if this proposal is approved. Again, all excessing will take place in accordance with existing labor contracts.

Administrative positions at New School will be filled pursuant to the process set forth in Chancellor’s Regulation C-30. That process could result in New School having a different principal or assistant principals than I.S. 339.

If approved, this proposal will not impact the administration of I.S. 313.

**D. Transportation**

If this proposal is approved, transportation will continue to be provided according to Chancellor’s Regulation A-801: <http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at I.S. 313 as a result of this proposal.

**E. Other Support Services**

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy if this proposal is approved. This proposal is not expected to impact the support services at I.S. 313.

**VII. Building Information**

<b>Building</b>		X147
<b>Type of Building</b>		Junior High-Intermediate-Middle
<b>Year Built</b>		1973
<b>Overall BCAS rating</b>		2.63
<b>2010-2011 Target Building Utilization</b>		89%
<b>2010-2011 Target Building Capacity</b>		1401
<b>FY 2011 Maintenance Costs</b>	<b>Labor</b>	\$65,751
	<b>Materials</b>	\$31,588
	<b>Maintenance and repair contracts</b>	\$9,830
	<b>Service contracts</b>	\$4,052
	<b>Custodial operations costs— Materials</b>	\$11,917
	<b>Custodial operations costs— Custodial Allocation</b>	\$351,848
<b>FY2011 Energy Costs</b>	<b>Electric</b>	\$227,920
	<b>Gas</b>	\$1,816
	<b>Oil</b>	\$120,205
<b>Projects completed during the current or prior school year</b>		Ext Masonry/Parapets, Planyc Boiler/Climate Control



<p><b>Projects proposed in the capital plan</b></p>	<p>Boiler conversion, Building upgrade-climate control, Ext Masonry/Parapets, Paved Area-Blacktop/Concrete, New/Retrofit Telephone/Intercom Systems</p>
<p><b>Accessibility of the building</b></p>	<p>Fully Programmatically accessible</p>
<p><b>Building attributes</b></p>	<p>Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office &amp; Science Labs</p>