



Public Comment Analysis

Date: February 2, 2011

Topic: The Proposed Phase-out of Global Enterprise High School (11X541)

Date of Panel Vote: February 3, 2011

Summary of Proposal

Global Enterprise High School (11X541, “Global Enterprise”) is an existing high school located at 925 Astor Avenue, Bronx, NY 10469, within the geographical confines of Community School District 11. It currently serves students in grades nine through twelve. Global Enterprise is located in building X415 and is currently co-located with Christopher Columbus High School (11X415, “Columbus”), Collegiate Institute for Math and Science (11X288, “Collegiate Institute”), Astor Collegiate Academy (11X299, “Astor Collegiate”), and Pelham Preparatory Academy (11X542, “Pelham Prep”). There is also a District 75 school (“P010X”) that has a high school inclusion program in the X415 building (“P010X@Columbus”). P010X@Columbus students are enrolled in Columbus’ general education classes, and, depending on their individual needs, receive Special Education Teacher Support Services. Finally, there is a Young Adult Borough Center located in X415. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias. All six schools currently enroll students in grades 9-12.

The New York City Department of Education (“DOE”) is proposing to phase out and eventually close Global Enterprise based on its poor performance and the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs.

If approved, Global Enterprise would no longer admit new ninth-grade students after the conclusion of the 2010-2011 school year, and the existing schools in X415 would continue to serve their current students. Current students would be supported as they progress towards graduation while remaining enrolled in Global Enterprise.

In a separate Educational Impact Statement (“EIS”), posted on December 20, 2010 and amended on January 27, 2011, the DOE is also proposing to open an additional high school, 11X509, in Building X415 to replace Global Enterprise. The new school would serve students in grade nine during the 2011-2012 school year and would continue growing to full-scale as Global Enterprise phases out, completing its expansion to serve students in grades 9-12 during the 2014-2015 school year. 11X509 would not have an academic screen, but would serve students who are learning English and have been in the country for less than four years. In the event that the proposal to phase out Global

Enterprise is not approved, the DOE would re-examine the availability of space in the building, and may, as appropriate, revise its proposal to co-locate 11X509 in X415. Such a proposal would be described in a revised EIS.

In a separate EIS also posted on December 20, 2010 and amended on January 19, 2011, the DOE is proposing the phase-out of Columbus High School due to its longstanding poor performance and open another additional high school, 11X508, in building X415 to replace Columbus. In the event that the proposal to phase out Columbus High School is not approved, the DOE would re-examine the availability of space in the building, and may, as appropriate, revise its proposal to co-locate 11X508 in X415. Such a proposal would be described in a revised EIS.

In 2009-2010, building X415 had a target capacity to serve 3,055 students, and the building enrolled 3,264 students, yielding a target building utilization rate of 109%. In 2010-2011, there are 3,039 students projected to be in the building, which would yield a utilization rate of 99%. If the proposals to phase-out Global Enterprise and co-locate 11X509 are approved, the building utilization will increase to 101% in 2014-15 when Global has completed phasing out and 11X509 has completed phasing in.

The EIS and amended EIS are available at the following link (<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>), and hard copies are available in the main office of all impacted schools.

Summary of Comments Received Prior to the Official Public Comment Period

Certain comments were received during meetings with parents and community members prior to the comment period on this proposal. Although these comments were not received during the comment period, as a courtesy, the DOE wishes to acknowledge that a complaint was received that the Fact Sheet was only provided in English at the initial parent meeting in November. The translated Fact Sheet, as well as a translated parent letter, were distributed when the phase-out decision was announced; a follow-up letter informing families of the posting of the proposal was provided; the Educational Impact Statement is provided in Spanish on the website. Interpretation services in Spanish were provided at the initial parent meeting, the parent meeting immediately following the announcement of the phase-out decision, and the joint public hearing. Translated versions of the Fact Sheet were distributed at the joint public hearing.

Summary of Comments Received at the Joint Public Hearing

A joint public hearing regarding this proposal was held at Christopher Columbus Educational Campus on January 28, 2011. At that hearing, interested parties had an opportunity to provide input on the proposal. Approximately 88 members of the public attended the hearing, 27 people offered comments on the proposal and 2 questions were submitted. Present at the meeting were CEC 11 member Patrick Gannon; Columbus Principal Lisa Fuentes; Collegiate Math and Science Principal Estelle Hans; Astor Collegiate Principal Sandra Burgos; Pelham Prep Principal Jane Aronoff; Deputy Chancellor Santi Taveras; Superintendent Geraldine

Taylor-Brown; and Gregg Betheil, Executive Director of the Office of School Programs and Partnerships.

The following comments and remarks were made at the joint public hearings:

1. CEC Member Patrick Gannon stated that he was attending to hear feedback directly from the community, and will represent opinions from the hearing speakers in his future conversations with the CEC and other decision makers regarding the proposal.
2. The SLT of Global Enterprise stated that the way the No Child Left Behind law measures student learning presents challenges. The SLT also stated that there had been a 27% gain in confidence over the last four years in Global Enterprise's School Survey. The SLT also shared additional data about the school's academic rigor and progress, noting improvement in student progress, regents passing rates in various subjects, and multiple students who received advanced and Regents diplomas in the 2009-2010 school year. The SLT stated Global Enterprise wants to and has the capacity to improve.
3. Multiple commenters stated that the school had made progress in recent years, and therefore should not be proposed for phase out.
4. Multiple commenters stated the school was on track to improve graduation rates and make more progress in future school years.
5. Multiple commenters stated the school had not received adequate support from the DOE.
6. Multiple commenters stated the school had not received adequate support from New Visions, a partner organization.
7. Multiple commenters stated DOE statistics for Global Enterprise did not seem to make sense.
8. Multiple commenters stated the EIS did not address options for students scoring a Level 1 or Level 2 on State ELA and math tests, and requested a support plan and the various options available to these students if the phase-out proposal is approved.
9. One commenter noted the school's percentage of English Language Learners and special education students, and expressed dissatisfaction with the lack of quality and local schools available to students if Global Enterprise phased out.
10. One commenter who has a child in the school stated the school is demonstrating more progress than in past years, and expressed concern that student's younger sibling would not have same options or opportunity if the school phased out.
11. One commenter noted increases in student outcomes and asked the Department of Education why Global Enterprise should be phased out if it is making progress.
12. One commenter repeated the question of why DOE is proposing to phase out Global Enterprise if the school is making progress, and stated concern that labeling the school "failing" is not good for the students currently enrolled.
13. One commenter stated the school had still proven itself capable despite a lack of services.
14. One commenter asked whether any Joint Public Hearing panelists had been to the school before, and stated that staff development and mentoring has been non-existent at the school.
15. One commenter stated the school and teachers had helped her child, and that she had fought a language barrier to get her daughter an education.

16. One commenter noted progress in graduation rates, and credited the Principal for changing the school's culture.
17. One commenter stated the Principal had not been given a fair chance to turn the school around.
18. One commenter who attends Global Enterprise said the school taught her independence and the teachers believed in her, but it did not receive enough support for higher achieving students.
19. One commenter said the fact sheet passed out at the hearing contained errors, and that the partnerships noted in the fact sheet did not adequately support the school. She also stated that low demand was a product of the school being labeled a failure, and that there had been requests for help that went unanswered by DOE.
20. One commenter who attends Global Enterprise stated the school taught him/her to think outside of the Bronx, but the school had problems with behavior. He/she also stated no DOE official came inside a classroom to survey the school.
21. One commenter stated the proposed phase out sent a message to students that they don't matter, and students want to be greater than a label stamped on their back. He/she also stated there's a legacy of families who want to send their children to the school.
22. One commenter who attends Global Enterprise stated the school was sending more students to college and was working hard to prepare students for college and life.
23. One commenter who previously attended Global Enterprise stated the money needed to start up a new school should be used for Global Enterprise instead.
24. One commenter who attends Global Enterprise said the proposed phase out made her angry because the school has prepared her to take school serious and to work hard.
25. One commenter stated disagreement with the Mayor's closure policy because it did not show care for student education, and stated opposition to proposed phase out of the school.
26. One commenter stated no one outside of Global Enterprise cares about possibly incorrect statistics because it is not their school.
27. One commenter questioned the information on Network support provided by the Division of Portfolio Planning, and that the DOE did not provide a strategic plan for the school. He/she also questioned whether a new school designed for English Language Learners would be as successful with these students as Global Enterprise has been, and stated that the school has many special education students that require modifications.
28. One commenter who attends Global Enterprise stated the teachers have inspired him/her to do more work and that they never give up on students.
29. One commenter stated the school enrolls a large number of students scoring a Level 1 or Level 2 on State ELA and math tests, and that the DOE has not provided a specific plan to support these students.

30. One commenter stated the need for a hearing on why New Visions did not provide the services that are being claimed, and that the school is paying New Visions even while losing per-pupil funding because of under-enrollment.

The DOE received a comment at the Joint Public Hearing which did not directly relate to the proposal.

31. One commenter noted the difficulty of attending the Joint Public Hearing because of weather conditions, and requested that the hearing be rescheduled.

Summary of Issues Raised in Written and/or Oral Comments Submitted to the DOE

32. The DOE received a comment concerning all phase-out proposals calling for a moratorium on school closings, which stated that the DOE is the servant of the people and is not acknowledging the community's opposition to these proposals. The commenter suggested a facilitated discussion process which would work towards consensus.

Analysis of Issues Raised, Significant Alternatives Proposed and Changes Made to the Proposal

Comments 2, 3, 4, 10, 11, 12, 16, 17, 22, 24 are all related to the decision to phase out the school. In addition, many statements were made regarding the progress the school is making.

Every year, the DOE identifies which schools are having the most trouble serving their students. We compile a preliminary set of schools that could possibly be considered for intensive support or intervention by looking at all schools that receive a grade of D, F, or a third consecutive C or lower on the Progress Report, and schools that receive a rating below Proficient on the Quality Review. We also take into account how the State assesses the school's performance, by including schools identified as Persistently Lowest Achieving (PLA) in this first group.

From there, we start to narrow down. Elementary and middle schools that score higher than their district average in English Language Arts and math, high schools with graduation rates higher than the citywide average, schools earning a Well Developed or Outstanding score on the Quality Review, or schools receiving a Progress Report for the first time are removed from the list and not considered for significant actions.

With this smaller set of schools, we undergo in-depth conversations with school communities and networks to get an even better sense of what is happening at this school, and whether more significant action is needed. We continue to consider performance data, school culture, and demand information. Eventually, we are left with a set of schools that are not serving their students well enough and need more aggressive supports and intervention.

While Global Enterprise has made some improvement in its graduation rate, the school's 4 year graduation rate has remained in the low 50% range since 2007. In addition, the Regents rate

increase by approximately 15 percentage points, but remains far below the citywide average. We acknowledge the hard work that has gone into improving student outcomes at Global Enterprise, but unfortunately the school is still not producing adequate results.

- In 2009-2010, the school's four-year graduation rate (including August graduates) was 55%, below the citywide 63% average. This puts Global Enterprise in the bottom 15% of all high schools citywide for 2009-2010. The 2008-2009 graduation rate (including August graduates) was 51% and the 2007-2008 graduation rate (including August graduates) was 53%.
- If Regents diplomas alone counted toward graduation—as will be the case in just one year—the four-year graduation rate at Global Enterprise would drop to just 24%, well below the Citywide 46% average. This means that if trends persist, only one out of every four students who entered ninth grade in 2007 will graduate by next August.
- Looking at the school's six-year graduation rate, the situation is not much better. In 2009-2010, Global Enterprise achieved a 62% six-year graduation rate, still below the Citywide four-year average of 63%. This means that it takes Global Enterprise two extra years to graduate the same number of students as the average New York City school.
- In 2009-2010, only 69% of first-year students at Global Enterprise earned at least 10 credits. Credit accumulation in the first year of high school is a key predictor of future student success because students who fall behind early often have trouble getting back on track to graduation. High school students are required to earn at least 44 credits (in addition to requirements around the Regents exams) in order to graduate.

Global Enterprise earned an overall C grade on its Progress Report last year, with a D grade on Student Performance, a C grade on Student Progress, and a B grade on School Environment. Global Enterprise's Progress Report score ranks in the bottom 19% of high schools citywide receiving a 2009-2010 Progress Report. Global Enterprise earned an overall C grade on its 2008-2009 Progress Report, with a B grade on Student Performance, a C grade on Student Progress, and a B grade on School Environment.

Global Enterprise was rated “Underdeveloped with Proficient Features” on its two most recent Quality Reviews in 2007-2008 and 2008-2009. During Quality Reviews, experienced educators spend several days visiting a school, observing classrooms, and talking to staff, students, and parents. Schools are rated on a four-point scale, with “Well Developed” as the highest rating. “Underdeveloped with Proficient Features” is equivalent to a score of two out of four.

Based on the fact that Global Enterprise has received poor grades on its most recent annual Progress Reports for the last 3 years and the fact that the school has also received poor score on all of the Quality Reviews, the DOE initiated a comprehensive review of Global Enterprise, with the goal of determining what intensive supports and interventions would best benefit its students and the Global Enterprise community. During that review, the DOE looked at recent and historical performance and demand data for the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback. After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of Global Enterprise—will address the

school's longstanding performance struggles and allow for new school options to develop in building X415 that will better serve future students and the broader community.

The DOE recognizes that a lot of effort has been contributed toward improving the school, but the school has not turned around. It is clear to us that some students have had positive experiences and that there are strong student/teacher relationships in some of our most struggling schools. However, we must ultimately make a decision around the academic rigor of a school and whether or not it has the capacity to support its students. It is our belief that Global Enterprise does not have the capacity to turn around quickly to meet the needs of its students.

With regard to comments 5, 13, 14, 18, and 27, which suggest that the DOE has not provided adequate support to the school: Global Enterprise staff members and families have worked hard to improve the school. Over the previous years, the DOE has offered numerous supports to Global Enterprise including:

Leadership Support:

- Supporting the principal in developing the school's Comprehensive Education Plan and in setting school goals.
- Extensive leadership training for the principal.
- Connecting administrators with other schools to learn effective practices that could be replicated at Global Enterprise

Instructional Support:

- Introducing the Instructional Rounds model to help teachers collaborate and learn from each other.
- Working with teacher teams to use formative assessments and data to improve instruction for English language learners, students with disabilities, and students performing below grade level.

Operational Support:

- Providing workshops and support for grant writing and developing partnerships with community-based organizations including NYCares.
- Coaching on budgeting, human resources, recruiting and retaining talented teachers, and compliance issues.

Student Support:

- Providing training for guidance counselors on how to use scholarship reports and graduation tracking systems.
- Supporting the school's efforts to let students know about their options after high school; these efforts have included the College Now program and tours of college campuses for students.
- Developing strategies, including mediation and crisis management, to improve student attendance and reduce suspensions.

Given Global Enterprise's lack of success despite the above efforts—whether as part of a centralized effort to support all schools or individualized plans for Global Enterprise—it is

apparent that Global Enterprise has failed to develop the proper infrastructure to meet the needs of its students and families.

With regard to comments 8 and 29 concerning the DOE's plan to support low performing students if the phase out proposal is approved, in addition to the above supports, the DOE will ensure that all students, regardless of their proficiency level, are supported during the school's phase out by:

- Providing teacher training around issues including curriculum planning, improving teaching practices, and tailoring instruction to individual student needs.
- Fostering opportunities for teachers and administrators to connect with colleagues in other more successful schools, allowing them to learn from one another, improve teaching, and better support students.
- Facilitating partnerships with community-based organizations to support youth development initiatives at the school.

Schools that are phasing out have demonstrated an increase in performance for remaining students in large part due to critical leadership and staff changes that may be implemented. The school will continue to receive critical support from their Children First network team. In addition, as phase-out schools shrink from losing one grade per year, they take on similar characteristics of small schools and realize the same benefits for students.

Comments 6, 14, 19, and 30 are related to the perceived lack of support by the school's partner organization, New Visions for Public Schools. New Visions created Global Enterprise and was selected to support the school by both the former and current principal. New Visions documented a variety of instructional and operational supports provided to the school, including:

- Supporting the Principal in developing the school's Comprehensive Education Plan and in setting school goals.
- Extensive leadership training for the Principal.
- Connecting administrators with other schools to learn effective practices that could be replicated at GEA.
- Introducing the Instructional Rounds model to help teachers collaborate and learn from each other.
- Working with teacher teams to use formative assessments and data to improve instruction or English language learners, special education students, and students performing below grade
- Providing workshops and support for grant writing and developing partnerships with community-based organizations like NYCares.
- Coaching on budgeting, human resources, recruiting and retaining talented teachers, and compliance issues.
- Providing training for the guidance counselor on how to use scholarship reports and graduation tracking systems.
- Supporting the school's efforts to let students know about their options after high school; these efforts have included the College Now program and tours to college campuses for students.
- Developing partnerships with SoBRO (South Bronx Overall Economic Development Services) and Prep for Success to tutor at-risk students and help support their families.

- Developing strategies, including mediation and crisis management, to improve student attendance and reduce suspensions.

New Visions plans to continue offering the above supports to the school through its phase out, with the exception of the grant writing workshops.

With regard to comment 7, 19, and 26 suggesting that the DOE's presented inaccurate data to support the phase out proposal: the school administration was presented with all of the data underlying the calculation of all Progress Report measures – including graduates' diploma type – during the Progress Report verification period in October 2010, and had ample opportunity to review and update that data. The Graduation Rate and Regents diploma rate reflects that post-verification data.

With regard to comment 8 concerning the options available to future students, if Global Enterprise is approved to phase out, beginning in September 2011 the school will no longer admit new ninth-grade students. Eighth grade students at all proficiency levels, with the exception of those applying to District 75 programs, can participate in the regular High School Admissions Process. In New York City, high school admissions are based on a citywide choice process, with students ranking up to 12 high schools in order of preference during the Main Round of high school admissions. Global Enterprise currently admits students through the Limited Unscreened admissions method. A full list of City high schools, including those with Limited Unscreened admissions methods, is available in the New York City High School Directory, which is available in print at middle schools and at Borough Enrollment Centers or on the DOE Website at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

With regard to comment 9 concerning the options available to future English language learners and students with disabilities, Global Enterprise currently offers Collaborative Team Teaching (CTT) and Self-Contained (SC) classes, and Special Education Teacher Support Services (SETSS). It also has an English as a Second Language (ESL) program and a transitional Bilingual Spanish program. English language learners (ELLs) at Global Enterprise will continue to receive their mandated services and will continue to have access to the bilingual Spanish program even as the school phases out. Students with disabilities will likewise continue to receive their mandated services in accordance with their Individualized Education Plans (IEPs).

High school students with IEPs are placed in the school they would attend if they were not disabled. Schools are expected to create programs that meet the needs of all students ensuring the greater exposure to a general education curriculum. Therefore, placement for students with IEPs is the same process as that for general education students. Like students with IEPs, ELL students are placed in the school they would attend if they were English proficient. Therefore, placement for ELLs is the same process as that for native English speakers.

Global Enterprise currently offers a transitional Bilingual Spanish program. There are 7 other schools located in the Bronx that also offer Bilingual Spanish programs that will be available to students. Students interested in attending a school with a Bilingual Spanish program can learn more about these schools and programs in the High School Directory

A full list of City high schools is available in the New York City High School Directory, which is available in print at middle schools and at Borough Enrollment Centers or on the DOE Website at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

With regard to comment 19 which implies that demand for the school decreased because the DOE labeled it a failing school, the demand data presented in the EIS reflect high school admissions applications submitted in early December 2009 for students beginning high school in September 2010. This data captures the demand for Global Enterprise prior to the DOE's proposed phase-out of Global Enterprise. As a result, these enrollment and demand figures do not reflect the impact of that proposed phase-out announcement. In addition, the DOE is unaware of a request for help that went unanswered.

Comment 20 suggests that the DOE did not send representatives to survey the school, however Quality Reviews were conducted in 2006-2007, 2007-2008, and in 2008-2009. During Global Enterprise's Quality Reviews, experienced educators spent several days at the school, observing classrooms, and talking to staff, students, and parents. In 2006-2007, the year that Quality Reviews were first conducted, Global Enterprise received the lowest possible rating, Underdeveloped. Global Enterprise was rated Underdeveloped with Proficient Features on its two most recent Quality Reviews in 2007-2008 and in 2008-2009. A rating of Underdeveloped with Proficient Features indicates serious deficiencies in the way that the school is organized to support student learning and Global Enterprise has received that rating for two consecutive years. Global Enterprise's 2008-2009 Quality Review cited a number of concerns including:

- Lack of a rigorous and challenging curriculum and setting high expectations for students, suggesting that students are not being pushed to do appropriate grade-level or more advanced work;
- Inadequate differentiation of instruction to meet the diverse needs of all students, which means that teachers are not meeting each student at his or her level in order to help them progress; and
- Insufficient use of collaborative and data informed processes to set and implement measurable, actionable and differentiated goals for students, which prevents teachers from knowing students' levels of skill and content mastery, preventing them from making appropriate goals and moving students towards them.

With regard to comments 21 and 25 phasing out a school is the most difficult decision we make. We are proposing this action because we think it's the right thing for current and future students in this community. The DOE wants to ensure that every student has access to a quality education. In New York City, we are striving to create a system of great schools. To accomplish this goal, we've replaced 91 of our lowest-performing schools with better options and opened 474 new schools. Of the 474, 365 are traditional public schools and 109 are public charter schools. As a result, we've created more good choices for families.

Comment 23 relates to the strategy of opening new schools and its related costs: The DOE believes that replacing failing schools with new small schools is the most effective way to quickly turn around student achievement. In June 2010 MDRC, an independent research group, issued a report on NYC's new small schools strategy. MDRC concluded that "it is possible, in a relatively short span of time to replace a large number of underperforming public high schools

[and] in the process achieve significant gains in students' academic achievement and attainment. And these gains are seen among a large and diverse group of students, including students who entered the ninth grade far below grade level and students of color, for whom such gains have been stubbornly elusive." For additional information on MDRC's report, please refer to the following website <http://www.mdrc.org/publications/560/overview.html>.

Phase out and replacement examples:

- Manhattan: The new schools located on the Seward Park Campus in lower Manhattan had a graduation rate of 82.5% in 2009, compared to Seward Park High School's graduation rate of 36.4% in 2002 (Seward Park HS phased out in 2006).
- Bronx: Evander Childs High School graduated only 30.7% of students in 2002, its final year before phasing out. The new schools on the Evander Childs campus are getting tremendous results with the same student population, graduating 80.3% of students in 2009.
- Brooklyn: Bushwick campus in Brooklyn. In 2009, the schools on the campus had a graduation rate of 71.7%—nearly 50 points higher than the former Bushwick High School's graduation rate of only 22.7% in 2002.

With regard to comments 15, 18, 20, and 28 we acknowledge the hard work and dedication of the teaching staff. However, given Global Enterprise's lack of success despite the supports provided to it – whether as part of a centralized effort to support all schools or individualized plans for Global Enterprise – it is apparent that the school has failed to develop the proper infrastructure to meet the needs of its students and families.

Comment 27 questions whether the new school will be as successful with its students as Global Enterprise has been. Each year we develop a strong pipeline of school leaders by actively soliciting proposals from a variety of sources including people currently working in schools and external organizations with proven track records of success in new schools. In addition, we've already been talking to communities to get a sense of their needs and hopes, and in coming weeks and months, we will arrange to introduce the new school leader to the community in meetings with parents and families, CEC's and elected officials. Our hope is that by identifying the strongest leaders and school models, we will be able to provide more high-quality options to students and families across New York City.

The proposed new school would be dedicated to serving English Language Learners who have been living in this country for less than 4 years. Students would be able to apply to the school as part of the High Schools Admissions process with priority given to students and residents of the Bronx. High School students with IEPs are admitted to high schools in the same manner as general education students. Schools are expected to create programs that meet the needs of all students ensuring greater exposure to a general education curriculum.

Comment 30, public hearings are held to gather community feedback around proposals for significant change in the utilization of a building. These proposals are voted on by the Panel for

Educational Policy. The DOE has no plans to hold a public hearing to discuss the partnership agreement between Global Enterprise and New Visions for Public Schools.

Comment 1 expressed general support for Global Enterprise and the community without raising any specific issues warranting a response.

With respect to comment 32, the central goal of the Children First reforms is to create a system of great schools. Every child in New York City deserves the best possible education. This starts with a great school – led by a dedicated leader with a vision for student success. To ensure that as many students as possible have access to the best possible education, since 2003 New York City has replaced 91 of our lowest-performing schools with better options and opened 474 new schools: 365 district schools and 109 public charter schools. As a result, we’ve created more high-quality choices for families.

Based on feedback from communities in 2009 and 2010, the DOE made improvements to its timeline and process for communicating with schools and families early and often throughout the investigation and decision making process. This year, we talked to school leadership, parents, SLTs, CECs, elected officials, and local CBOs about our ideas about how to improve struggling schools. We convened these meetings to discuss our proposals and to hear feedback and new ideas.

The Department developed and distributed “Fact Sheets” for each school we talked with. These fact sheets described proposals, the rationale behind them, included relevant data, and provided clear instructions for how to offer feedback. They were posted on our website and distributed at meetings.

When we announced the Department’s recommendation to propose the school for phase out, dedicated teams of educators and engagement specialists spent several days back in these schools meeting with teachers, parents, and students.

In January, Joint Public Hearings were held for all proposals and public feedback was collected at these meetings and through dedicated email and phone numbers. The Department’s analysis of public comment is contained in this document.

Changes Made to the Proposal

No changes have been made to this proposal as a result of public comment.