

Public Comment Analysis

Date: March 19, 2013

Topic: The Proposed Grade Truncation of Academy for Social Action: A College Board School (05M367) from a 6-12 School to a 9-12 School Beginning in 2013-2014

Date of Panel Vote: March 20, 2013

Summary of Proposal

On January 18, 2013, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) proposing to implement a grade truncation of the middle school grades of Academy for Social Action: A College Board School (05M367, “ASA”), a secondary school currently serving students in sixth through twelfth grades, beginning in 2013-2014. ASA is located in building M043 (“M043”) at 509 West 129th Street, New York, NY 10027 in Community School District 5 (“District 5”). If this proposal is approved, ASA will no longer serve students in grades six through eight and will only serve students in grades nine through twelve. ASA is co-located in building M043 with I.S. M286 Renaissance Leadership Academy (05M286, “Renaissance”), an existing middle school that serves students in grades six through eight; The Urban Assembly Institute for New Technologies (05M410, “New Technologies”), an existing middle school that serves students in grades six through eight; and Urban Assembly School for the Performing Arts (05M369, “Performing Arts”), an existing high school that serves students in grades nine through twelve. The DOE is proposing to truncate ASA based on its poor performance and the DOE’s assessment that the school lacks the capacity to improve quickly to better support middle school student needs.

On January 31, 2013, the DOE amended the EIS to clarify that the Quality Review was for all grades of ASA and to update the 2011-2012 New York City School Survey facts outlined in this proposal. These updates did not substantially revise the proposal.

In a separate EIS also posted on January 18, 2013, the DOE is proposing to co-locate grades five through eight of Success Academy Charter School – Harlem 2 (84M384, “SA-Harlem 2”) in building M043 beginning in 2014-2015. If the proposal to co-locate SA-Harlem 2 in M043 is approved, beginning in 2014-2015 SA – Harlem 2 will serve students in grades five and six in building M043, adding one grade annually until it reaches full scale in M043 in the 2016-2017 school year, with a grade span of five through eight in M043. That proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar202013Proposals.htm>

If this proposal is approved, ASA will no longer enroll sixth-grade students after the conclusion of the 2012-2013 school year; ASA will no longer serve sixth- and seventh-grade students after the 2013-2014 school year; and ASA will no longer serve sixth- through eighth-grade students following the 2014-2015 school year. In 2015-2016 and beyond, it will serve only students in grades nine through twelve. Current students in grades six through eight will be served and supported by the DOE as they progress towards the completion of middle school while remaining enrolled at ASA. Current and future eighth-grade students who meet promotional requirements will be given priority to enroll in ASA for high school or will apply to another high school through the Citywide High School Admissions Process. In cases where students do not meet promotional requirements by June 2015 and must repeat a grade no longer offered

by ASA, they will be served by another district, borough-wide, or Citywide middle school. Additional information about the District 5 middle school admissions process and ASA admissions is provided in Section III.A of the EIS.

Schools are identified for possible intervention, including truncation, for any of the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their most recent Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as a Priority School, defined by SED as one of the bottom 5% of schools in the state. In August 2012, SED identified Priority schools across the State, including 122 in New York City. Secondary schools are identified as Priority based on their graduation rates and test performance. Specifically, under the DOE’s accountability framework, all schools that receive a grade of D, F, or a third consecutive C grade or lower on their annual Progress Report and all schools that receive a rating of Underdeveloped on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out or grade truncation. Progress Reports are released by the DOE each fall and evaluate schools on a scale of A through F based on Student Progress, Student Performance, School Environment, and, new to the High School Progress Report in 2011-2012, College and Career Readiness. During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating).

ASA middle school received an overall F grade on its 2011-2012 Progress Report and an overall D grade on its 2010-2011 Progress Report.

As a result, the DOE initiated a comprehensive review of ASA, with the goal of determining what intensive supports and interventions would best benefit its students and the ASA community. During that review, the DOE looked at recent historical performance and demand data from 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 a grade truncation will best serve students and the community. Truncating ASA’s middle school grades will allow the school to more fully focus on serving its ninth- through twelfth-grade students. Truncation will also allow for a new school option to open in building M043, which the DOE believes will better serve future students and the District 5 community.

Summary of Comments Received at the Joint Public Hearing

A joint public hearing regarding this proposal and the proposal to co-locate grades five through eight of SA-Harlem 2 was held at building M043 on February 26, 2013. At that hearing, interested parties had an opportunity to provide input on the proposal. Approximately 118 members of the public attended the hearing, and 38 people spoke. Present at the meeting were: ASA Principal Rhokeisha Ford; ASA School Leadership Team (“SLT”) Representatives Carol Wilder and Elizabeth Patrick; Performing Arts Principal Fia Davis; Performing Arts SLT Representatives Benjamin Schott, Diane Johnson, Megan McMahon; New Tech Principal Jeffrey Chetirko; New Tech SLT Representatives Daphne Leda and Creighton Riggs; Renaissance Principal Qadir Dixon; Deputy Chancellor Marc Sternberg; Deputy Chief Operating Officer Melissa Harris; Manhattan High School Superintendent Anthony Lodico; United Federation of Teachers District 5 Representative Dwayne Clark; Council of School Supervisors & Administrators Juanita Bass; Sara Morgridge representing New York City Council Member Robert Jackson; Cordell Cleare

representing New York State Senator Bill Perkins; Thomas Franta representing SUNY; and Yael Kalban and Meera Jain from the DOE's Division of Portfolio Planning.

Members of the Community Education Council ("CEC") 5 were invited to participate and confirmed their availability, but did not attend the hearing.

The following comments and remarks were made at the Joint Public Hearing

1. Elizabeth Patrick, ASA SLT representative, opposed the proposal and commented as follows:
 - a. Adding a new school to the building will pose safety issues because there is only one entrance.
 - b. There will be logistical challenges in scheduling five schools to use one cafeteria.
 - c. It is impossible to add another school to the building when there are already four schools.
 - d. ASA does not have enough resources to offer students an adequate learning environment.
 - e. ASA cannot fulfill the gym requirements for the high school students because of overcrowding.
2. Carol Wilder, President of the Parent Teacher Association and ASA SLT representative, opposed the proposal and commented as follows:
 - a. District 5 has the highest concentration of charter schools.
 - b. There will be security issues if the DOE puts a charter school in this building.
 - c. Why not increase the enrollment at the under-enrolled schools in the building, rather than bringing in a new charter school?
 - d. The purpose of charter schools is to better their own political agenda.
 - e. Charter schools are selective and expel students who don't conform to their standards.
 - f. The DOE should not truncate the middle school grades of ASA.
 - g. ASA has taught her children civic responsibility, obligatory living, compassion and sense of community.
 - h. ASA does not have the necessary supplies, books and resources it needs.
3. Fia Davis, Principal of Performing Arts, opposed the proposal and asserted the following:
 - a. As a performing arts school, Performing Arts needs to be over the Footprint to meet the academic and artistic needs of its students.
 - b. The BUP shows that Performing Arts will lose instructional and administrative space, which will impact students' educational experience.
 - c. How does the DOE plan to fit 550 more students from SA-Harlem 2 in this building?
 - d. Students should feel safe, but will not feel safe if SA-Harlem 2 moves into the building.
 - e. Find another location for SA-Harlem 2 so Performing Arts can continue to develop relationships with the existing schools in this building.
4. Megan McMahon, Assistant Principal of Performing Arts, opposed the proposal and expressed the following concerns:
 - a. Performing Arts serves a very different population of students because the school does not audition prospective students.
 - b. Performing Arts will not be able to sustain its mission and program while losing space.
 - c. The DOE should re-site SA-Harlem 2 elsewhere.
5. Benjamin Schott, Performing Arts SLT representative, opposed the proposal and expressed the following concerns:
 - a. Performing Arts graduates 60% of its students with disabilities compared to the Citywide average of 39%.
 - b. Performing Arts uses flexible programming and tailors instruction to meet the needs of its students.

- c. The DOE should not take away the administrative spaces because it will compromise special education instruction.
 - d. The DOE should site SA-Harlem 2 in another building.
6. Diane Johnson, Performing Arts SLT representative, opposed the proposal and expressed the following concerns:
 - a. The arts program helps students that are struggling and have behavioral problems.
 - b. Performing Arts needs space to continue its arts programming.
 - c. Students currently feel safe at Performing Arts, but if the DOE brings another school in the building, they will not feel safe.
 - d. Students might feel that charter school students receive more resources.
 - e. The DOE should re-site SA-Harlem 2 in another building.
7. Daphne Leda, New Tech SLT representative, opposed the proposal and expressed the following concerns:
 - a. New Tech is working tirelessly to inspire students to be critical thinkers and excellent communicators.
 - b. New Tech uses innovative curriculum to meet the specific needs of every child so that they can meet their full potential.
 - c. She fears co-location because New Tech is losing 50% of their space.
8. Creighton Riggs, New Tech SLT representative, opposed the proposal and asserted that:
 - a. New Tech has given him the courage to stand up here and he respects the school.
 - b. SA-Harlem 2 will disrupt New Tech's environment by taking its space.
9. Qadir Dixon, Principal of Renaissance, opposed the proposal and expressed the following concerns:
 - a. Five schools in one building is not feasible.
 - b. Renaissance students will all have to use the gym at the same time because it will be shared with four other schools.
 - c. Co-locating fifth-grade students with twelfth grade students will pose safety concerns.
 - d. He is proud to have New Tech co-located in the building.
 - e. The DOE should ask how it can help ASA support their students.
 - f. Renaissance accepts students that left charter schools and builds them to up to do great things.
 - g. This building used to be violent but the schools have worked together to make it safe.
10. Sara Morgridge, representing New York City Council Member Robert Jackson, opposed the proposal and asserted the following:
 - a. The middle and high school grades of ASA have functioned as distinct entities, and therefore the truncation of the middle school grades shouldn't be highly disruptive.
 - b. How is it that SA-Harlem 2 requires more space than the school it is replacing?
 - c. Performing Arts is one of the few unscreened performing arts schools that do not audition students to receive an arts curriculum.
 - d. The Instructional Footprint is inadequate because it doesn't offer more space for special education or arts curriculum.
 - e. Why doesn't the BUP ask the other schools in M043 to make equal sacrifices to accommodate SA-Harlem 2?
 - f. Council Member Robert Jackson is formally opposed to the "theft" by SA-Harlem 2 of rooms used by Performing Arts for their specialized arts curriculum.
11. Cordell Cleare, representing New York State Senator Bill Perkins, opposed the proposal and asserted the following:
 - a. This is not about education, but about a real estate grab by SA-Harlem 2.

- b. It is not possible to fit five schools in this building.
 - c. The Performing Arts choir performed beautifully for the Harlem community this past Christmas.
12. Dwayne Clark, UFT District 5 representative, opposed the proposal and expressed the following concerns:
 - a. Why isn't the DOE offering ASA middle school additional support, staffing, resources and funds, rather than truncating it?
 - b. Truncating the middle school grades will leave ASA unstable without adequate support.
 - c. SA-Harlem 2 will bring their history of rudeness, intrusiveness, and problematic issues that are going to constantly occur in this building.
 - d. This is a proposal for grades five through eight of SA-Harlem 2, but they will grow to grades five through twelve, and then perhaps kindergarten through twelve in this building.
 - e. The children in District 5 are always stepped upon when it comes down to siting a charter school over a district school.
 - f. Eva Moskowitz wants this space because of its location and will try to break up this community.
13. Juanita Bass, Council of School Supervisors and Administrators representative, opposed the proposal and expressed the following concerns:
 - a. I hope the DOE takes into serious consideration the placement of ASA's middle school students at their top choice schools.
 - b. I want to make sure that the high school students that are left behind are fully supported, academically and socially.
14. Multiple commenters stated that Performing Arts will lose their performing arts spaces if the DOE co-locates SA-Harlem 2 in the building.
15. Multiple commenters asserted that this building was not designed to accommodate five schools.
16. One commenter asserted that the co-location of SA-Harlem 2 will place a burden on the students and teachers.
17. One commenter asserted that by reducing the space of Performing Arts, the DOE is telling those students that their artistry, passion and interest in arts are not important.
18. Multiple commenters expressed that the building is already overcrowded and will become even more so if the DOE sites SA-Harlem 2 in the building.
19. Multiple commenters expressed that there won't be enough space for all the schools to serve their students.
20. Multiple commenters asserted that SA-Harlem 2 should be sited in another building, not M043.
21. One commenter asserted that Eva Moskowitz should "bully" another school out of its space, rather than taking resources from the DOE.
22. Multiple commenters stated that charter schools unfairly get more resources than public schools.
23. One commenter suggested that her child was asked to leave a Success Academy Charter School because it wasn't the right environment and that the school couldn't accommodate his needs.
24. Multiple commenters stated that Performing Arts is a wonderful school, has dedicated teachers and is doing amazing things.
25. One commenter stated that Performing Arts offers many cross-curricular activities, such as integrating hip-hop and science programs.
26. One commenter stated that she transferred to Performing Arts because she loves to sing and dance and really cares about her school.
27. One commenter suggested that Performing Arts offers students who aren't accepted into other performing arts schools a chance to pursue their passion for arts.

28. One commenter stated Performing Arts has great partnerships with artists, dance companies, and theaters.
29. Multiple commenters suggested that they will support the staff at Performing Arts and New Tech in fighting the co-location of SA-Harlem 2.
30. One commenter stated that the ASA softball and basketball teams are positive contributions to the school.
31. Multiple commenters stated that ASA and its staff are committed to helping their children develop.
32. Multiple commenters stated that teachers in M043 are already sharing classrooms and cannot give up space to another school.
33. Several commenters asserted that ASA does not have enough space to teach and students have class in the auditorium.
34. One commenter asserted that ASA serves a high percentage of students with special needs and needs space to serve these students.
35. Multiple commenters stated that the DOE should be offering more support to ASA.
36. One commenter stated that they were given an opportunity to learn at ASA and the school should not be truncated.
37. One commenter expressed that 46% of students at New Tech have IEPs and the school needs adequate space to serve these students.
38. Multiple commenters expressed that the co-location of SA-Harlem 2 will cause New Tech to lose 50% of their space.
39. Multiple commenters expressed that New Tech has helped their children improve academically and socially.
40. One commenter expressed that New Tech should be allowed to grow because the students love this school.
41. Multiple commenters stated that it's not fair that their students have fewer resources and space than charter school students have.

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

No written comments were received at the joint public hearing.

No oral comments were received via voicemail.

The DOE received four comments via email.

42. Yesenia Crespo, Director of Corporate and Community Partnerships at Performing Arts, opposed the proposal and asserted the following:
 - a. The proposed loss of instructional and administrative rooms would destroy the school's arts program.
 - b. The DOE funded and built a performing arts wing in the basement, but it will be taken over by a charter school.
 - c. Performing Arts enrolls students from four of the five boroughs, but without dedicated performing arts spaces, it will lose students and teachers.
 - d. The BUP and Instructional Footprint do not consider the school's special arts programming.

- e. The loss of classroom space would affect Performing Arts' affiliations with community partners who have invested time, resources, and funding to support its arts programming and specialized space.
43. Robert Jackson, New York City Council Member, opposed the proposal and asserted the following:
- a. New Tech and Renaissance should increase their respective enrollments and backfill the space vacated by grades six through eight of ASA.
 - b. Siting a fifth school in M043 does not make sense.
 - c. The M043 building is small and there are already difficulties sharing it.
44. Anabel Palma, New York City Council Member, opposed the proposal and asserted the following:
- a. The co-location of SA-Harlem 2 in M043 will take away classrooms and offices dedicated to supporting students with disabilities.
 - b. This proposal will lead to further overcrowding in M043.
45. This proposal will restrict Performing Arts' ability to improve its students' educational experience. Fia Davis, Principal of Performing Arts, opposed the proposal and asserted the following:
- a. Performing Arts' current space allocation based on academic, special education and performing arts requirements should be maintained.
 - b. The DOE should create a building space plan that records the current needs and requirements of Performing Arts.
 - c. The DOE should permanently designate Performing Arts to receive rooms in excess of its baseline allocation based on academic and performing arts requirements.
 - d. The DOE should remove Performing Arts from the list of possible co-location sites.

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

- Comments 1(a-c), 2(a-e), 3(a-e), 4(a-c), 5(a-d), 6(a-e), 7(a-c), 8(a,b), 9(a-g), 10(b-f), 11(a-c), 12(c-f), 14-29, 32, 38-41, 42(a-e), 43(a-c), 44(a-c), and 45(a-d) pertain to the proposal for the co-location of grades five through eight of SA-Harlem 2 and are addressed in the corresponding public comment analysis available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar202013Proposals.htm>
- Comment 10(a) is in support of the truncation and does not require a response.
- Comments 2(g), 30 and 31 discuss the positive aspects of ASA, school leadership, partnerships and standing in the community. The DOE acknowledges the positive experiences of some students and staff at ASA over the years. However, the decision to propose the middle school for truncation is driven by a commitment to helping all students succeed and the performance of

ASA's middle school over the past several years suggests that many students are not being well-served. In addition, the DOE recognizes the important role that schools play in their communities and knows that schools throughout the city are not just educational institutions, but rich and tight-knit communities. The DOE expects that the school proposed to replace ASA middle school will be fully engaged with the community and will continue to play a vital role as an anchor for the community.

- Comments 2(f), 12(b), and 36 suggest that ASA should not be truncated. A school's Progress Report and/or Quality Review may initially suggest a school be considered for intervention, but no single criterion leads to a decision about what interventions are appropriate. To identify the kind of action that will be best for the student community, the DOE reviews school data, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback.

ASA's middle school has struggled, and the school's performance during the 2011-2012 school year further demonstrates that the school lacks capacity to improve quickly to better support student needs.

- The overwhelming majority of ASA middle school students remain below grade level in English Language Arts and Math. Only 8% of students were performing on grade level in English Language Arts—putting the school in the bottom 1% of middle schools Citywide. Only 20% of students were performing on grade level in Math—putting the school in the bottom 5% of middle schools Citywide.
- 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. ASA's middle school grades earned an F grade on the 2011-2012 Progress Report, including an F grade for Student Progress, a D grade for Student Performance, and an F grade for School Environment. This marks a continuation of low achievement for ASA's middle school grades, which received an overall D grade on the 2010-2011 Progress Report.
- ASA was rated "Developing" on its most recent Quality Review in 2011-2012, indicating deficiencies in the way that the school is organized to support student learning.
- Safety issues have also been a concern at the school. On the 2011-2012 New York City School Survey, only 57% of student respondents reported feeling safe in the hallways, bathrooms, and locker rooms at ASA, putting the school in the bottom 3% of middle schools Citywide. Furthermore, only 65% of parent respondents reported that their child was safe at ASA, putting the school in the bottom percentile of middle schools Citywide.
- ASA's middle school program has also experienced a recent decline in demand. Between the 2009-2010 and 2012-2013 school years, enrollment declined by ninety-eight students, or 46%.

After completing that review, the DOE believes that truncating ASA's middle school grades will allow the school to focus on high school instructional needs, thereby enabling ASA to improve more efficiently.

- Comments 1(d) and 2(h) suggest that ASA is lacking resources needed to effectively deliver instruction. In New York City, we fund schools through a per pupil allocation. That is, funding

“follows” the students and is weighted based on students’ grade level and need (incoming proficiency level and special education/ELL/Title I status). If a school’s population declines from 2,500 to 2,100 students, the school’s budget decreases proportionally—just as a school with an increase in students receives more money. Even if the Department of Education had a budget surplus, a school with declining student enrollment would still receive less per pupil funding each year enrollment falls. The DOE has seen that ASA’s middle school program experienced a recent decline in demand. Between the 2009-2010 and 2012-2013 school years, enrollment declined by ninety-eight students, or 46%. This means that ASA’s budget decreased proportionally to the decline in enrollment over the past few years and had to function with fewer resources as a result of the smaller budget.

- Comments 1(e) and 33 assert that the M043 building is overcrowded. M043 has the capacity to serve 1,440 students. In 2012-2013, the building is serving 1,101 students, yielding a utilization rate of 76%. This means that the building is underutilized and has extra space to accommodate students. In 2016-2017, after ASA has completed its truncation and SA-Harlem 2 has reached full scale in M043, the DOE projects the building will serve approximately 1,435-1,625 students, yielding a utilization rate of 100%-113%. Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation. In addition, charter school enrollment plans are frequently based on larger class sizes than target capacity, contributing to building utilizations above 100% while not impacting the utilization of the space allocated to the traditional public school. In regards to the gymnasium, there are currently two gymnasiums in the M043 building, which have the capacity to serve 304 students each. According to the 2012-2013 Audited Register (as of October 26, 2012), ASA’s high school serves 277 students which suggests that there is enough capacity in either gymnasium to accommodate these students at one time, or at staggered periods throughout the day in order to fulfill the state mandated gym requirements.
- Comment 34 concerns the allocation of space for students that have IEPs or are receiving self-contained services at ASA. According to the Footprint, self contained special education classes will receive size appropriate space allocations varying from 240 to 499 feet, which is the equivalent of 1 half-size room, or can be served in full-size rooms. The BUP for the proposed co-location of SA-Harlem 2 allocates the following rooms for special education instruction:

School Name	2013-2014		2014-2015		2015-2016		2016-2017	
	2 half-size rooms	0 self-contained sections						
ASA	2 half-size rooms	0 self-contained sections						

Although ASA doesn’t have any students in self-contained sections, in 2013-2014 and onwards, ASA is allocated 2 half-size rooms for 0 self-contained sections. This suggests that they have adequate space for special education curriculum, should students need to be served in self-contained sections.

- Comments 9(e), 12(a), 13(b), and 35 concern supports offered to ASA. All schools receive support and assistance from their superintendent and Children First Network, a team that delivers

operational and instructional support directly to schools. If this proposal is approved, the high school grades of ASA will continue to be part of the network that offered supports to the middle school grades of ASA, or can request a transfer to another network. Struggling schools receive supports as part of system-wide efforts to strengthen all schools; and they also receive individualized supports to address their particular challenges. We do everything we can to offer struggling schools leadership, operational, instructional, and student supports that can help turn a struggling school around. We have had enormous success around the City replacing our lowest-performing schools with new schools that do better. We owe it to our families to give them the best possible options, and in some cases that means replacing low-performing schools with new ones. The DOE acknowledges that staff members have worked hard to improve ASA, but even with support the school has not produced adequate outcomes for students. To help the school's efforts to improve performance, the DOE offered numerous supports including:

Leadership Support:

- Assisting school leadership in the development of instructional plans and goals for the school year, in support of the school's Comprehensive Education Plan.
- Supporting school leadership in aligning curriculum to Citywide instructional expectations to raise standards for teacher practice and student learning.
- Coaching the principal and assistant principals in the use of classroom observations and feedback to enhance teacher effectiveness.

Instructional Support:

- Providing support and guidance to the school in tracking credit accumulation to identify students who are falling behind and target support to keep struggling students on track to graduation.
- Providing professional development for teachers in analyzing student performance data to identify learning trends, set goals, and differentiate instruction to increase student achievement.
- Facilitating training and coaching for teachers in aligning instructional practices and curriculum to Citywide instructional expectations.

Operational Support:

- Supporting school staff in meeting compliance requirements for students with disabilities and English Language Learners in order to ensure that students are receiving mandated services.
- Advising school staff on budgeting, human resources, staff recruitment and building management.
- Advising the school on grant opportunities, supporting grant implementation, and working with the principal to align the budget with the school-wide instructional goals.

Student Support:

- Providing professional development for school staff on topics in youth development, including conflict resolution, student mediation, gang awareness and violence prevention, in order to build school-level capacity to provide social and emotional support to students.
- Assisting the school administration in the development of a school safety plan to reduce safety incidents and suspension rates, and promoting best practices for dealing with difficult behavior patterns to improve the school's culture and learning environment.

ASA has received individualized support plans, as well as centralized services that the DOE provides to all schools—yet despite this extensive assistance, the school has failed to meet the needs of its middle school students and families.

The DOE remains focused on helping ASA students to succeed. If this proposal is approved, ASA will be provided targeted, customized, and intensive supports aimed at the unique needs of the school and its students. This support will be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment, including, but not limited to the following:

- Helping the school provide students with options that support their advancement and fully prepare them for their next transition point;
 - Working with school staff to foster a positive culture; and
 - Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.
- Comment 13(a) regards the placement of ASA middle school students. Current students in grades six through eight will be supported at ASA as they progress towards completion of middle school and transition to high school. Current and future eighth-grade students who meet promotional requirements will be given priority to enroll in ASA for high school. If this proposal is approved, in the 2013-2014 school year, ASA will only serve students in grades seven through twelve. In the 2014-2015 school year, ASA will only serve students in grades eight through twelve. After the last class of eighth-grade students is promoted in June 2015, ASA will no longer serve any middle school grades. In each of those years, there may be students who do not meet promotional requirements by June 2015 and must repeat a grade no longer offered by ASA; these students will be served at another district, borough-wide, or Citywide middle school. Additionally, new middle schools designed to open throughout the City for the 2013-2014 school year will be available for these students to consider. After the PEP votes on the proposals to open new schools, eligible students will have the opportunity to submit a “new schools” application.

Changes Made to the Proposal

No further changes have been made to this amended proposal.