

EDUCATIONAL IMPACT STATEMENT:

The Proposed Closure of Bushwick Community High School (32K564) and the Opening and Co-Location of New School (32K456) with Roland Hayes Junior High School (32K291) in Building K291 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to close Bushwick Community High School (32K564, “Bushwick Community”), an existing transfer high school in building K291 (“K291”), located at 231 Palmetto Street, Brooklyn, NY 11221, within the geographical confines of Community School District 32.¹ Bushwick Community currently serves students between the ages of 17 and 21 who have attended another high school for at least one year.² The DOE is proposing to immediately replace Bushwick Community with a new transfer high school (32K456, “New School”) in K291, which will serve students between the ages of 16 and 21 who have attended another high school for at least one year.

If this proposal is approved, Bushwick Community will close at the conclusion of the 2011-2012 school year. All current students who have not graduated before the start of the 2012-2013 school year will be guaranteed seats and automatically enrolled in New School.³

Bushwick Community is currently co-located in K291 with Roland Hayes Junior High School 291 (32K291, “Roland Hayes”), an existing district middle school that serves students in sixth through eighth grades and admits students through the District 32 Middle School Choice Process. 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.

Bushwick Community is a transfer high school and, therefore, does not participate in the Citywide High School Admissions Process. Transfer schools accept students who have been enrolled in high school for at least one year and who choose to make a change. Each transfer school determines admissions criteria individually. Bushwick Community has a rolling admissions policy, accepting students between the ages of 17 and 21 throughout the school year. To enroll, a student must contact a transfer school directly to schedule an intake interview. Students are encouraged to meet with a guidance counselor or visit a Referral Center or a Borough Enrollment Office, where an experienced New York City public school counselor or social worker can explain the available options. Additional information about applying to a transfer school can be found at: <http://www.goingforme.org>.

Additional information about transfer high schools is contained in Section III of this proposal.

¹ Transfer schools are small, academically rigorous high schools designed to reengage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called “over-age and under-credited”). These schools provide a personalized learning environment and connections to career and college opportunities. Students graduate with a high school diploma from their transfer high school.

² While transfer schools serve students in grades nine through twelve, they do not adhere to strict grade distinctions as students typically enroll at various stages of credit accumulation or number of Regents exams passed. This is reflected in enrollment charts throughout this document, which group students leveling grades nine through twelve.

³ Summer school sites are determined yearly by the DOE. If this proposal is approved, students in Bushwick Community 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>.

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 Bushwick Community and replacing it with New School, the DOE is seeking to expeditiously improve the educational quality offered at K291. If this proposal is approved, New School will develop rigorous school-specific competencies to measure and screen prospective staff – including former Bushwick Community staff members 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 student outcomes, the DOE also will maximize New School’s chance of receiving up to \$800,000 in supplemental federal funding under the federal School Improvement Grant (“SIG”) program. New School will build on the strongest elements of Bushwick Community and incorporate new elements, including new talent, designed to better meet student needs. Thus, the immediate closure and replacement of Bushwick Community with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

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 graduation rates or poor academic performance.⁴ (The standards for the PLA designation are described in more detail below.) Bushwick Community was first designated as PLA during the 2010-2011 school year.⁵

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 (known as School Improvement Grants, or SIG funding) available to states in order to help schools whose students are not making adequate yearly progress, such as PLA schools.⁶

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 supports similar to those developed in Transformation, but also replace at least half of the school’s

⁴ For the 2009-2010 school year, SED identified fifty-seven PLA schools across the State, including thirty-four in New York City. For the 2010-2011 school year, SED identified sixty-seven PLA schools across the State, including fifty-four in New York City.

⁵ For more information, please visit: <http://www.p12.nysed.gov/pla/>

⁶ 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. Bushwick Community was first placed into a SIG model in 2011-2012 meaning that New School will be eligible for two years of funding.

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.⁷

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 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 ten 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 of those 10 schools to support them to begin some initial improvement work and plan for more intensive intervention in subsequent years.

With respect to Bushwick Community specifically, the DOE applied to SED for permission to place the school into the Restart model. SED approved the application, which made Bushwick Community eligible for up to \$800,000 in SIG funding per year for three school years. However, Bushwick Community's continuing eligibility for these funds under the Restart model was conditioned upon the DOE and the 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 alternative approaches it could take to ensure that the supports and funding started under the Transformation and Restart models 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.

After these evaluations, the DOE concluded that a number of PLA schools, including Bushwick Community, should be closed and replaced with new schools. By closing Bushwick Community 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 increase the quality of teachers serving the students currently attending Bushwick Community.

Bushwick Community's most recent Progress Report was released at the end of October 2011, after the DOE's decision to implement the Restart model at the school. That decision was predicated on some

⁷ 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>.

positive trends in student progress between 2008-2009 and 2009-2010, which led the DOE to determine that the Restart model, which along with the Transformation model is a relatively less intensive intervention, was the best fit for the school. However, Bushwick Community's metrics declined or did not sufficiently improve during the 2010-2011 school year and based on this most recent data, the DOE believes that students at Bushwick Community would be better served by implementation of a more intensive intervention. This is because the data showed that the school was struggling even more than the DOE had thought at the time it chose the Restart 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 school. Thus, the DOE decided to propose that Bushwick Community be closed and replaced with a new school that would incorporate the strongest elements of Bushwick Community, while also allowing new staff to be put in place who can accelerate the pace of improvement.

When the DOE placed Bushwick Community in the Restart 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 and Restart 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 the 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 the 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 lack of improvement in Bushwick Community'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.⁸ Then, a Personnel Committee is created to screen the teaching applicants for the new school using these criteria. Personnel Committee membership, at minimum, consists 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 an ability to hire high-quality teaching staff into the new school and not rehire staff from the

⁸ 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 School Improvement Grant 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."

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 Bushwick Community and New School, seeking to continue the SIG funding necessary to build on the work that began under the old model and to implement new and revamped programs in New School to improve student achievement even further and more quickly. 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 Bushwick Community who do not graduate before the start of the 2012-2013 school year and will admit future new students through a school-based admissions process. New School will be able to continue and augment those supports that are currently demonstrating some success at Bushwick Community, and replace those interventions that have been less effective. New School will build upon the best elements of Bushwick Community 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.

Performance and School Environment at Bushwick Community

SED identifies high schools as PLA based on their low graduation rates or poor academic performance. Bushwick Community was identified as a PLA school in 2010-2011 because of its consistently low four-year graduation rate.

Bushwick Community has struggled to improve, and its performance during the last few years confirms the DOE's assessment that the school requires a more significant intervention to improve student outcomes. The DOE believes that the most recent data supports taking more aggressive action at this time by closing Bushwick Community 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 weak performance highlighted below.

- The six-year graduation rates at Bushwick Community have been consistently low —under 32%— for the past four years. Last year, Bushwick Community's six-year graduation rate (including August graduates) was 28% — the second lowest among transfer schools Citywide.⁹
- Bushwick Community is not adequately preparing students for the rigors of college. Only 11% of the Class of 2010 enrolled in college, which places the school in the bottom 6% for transfer high schools Citywide.
- The outcomes of the highest need students at Bushwick Community do not compare well to similar students at other transfer high schools. Only 11% of students in the 2010-2011 six-year graduation cohort who entered the school with fewer than 11 credits graduated in six years. This outcome is the lowest for any transfer high school Citywide.

⁹ Throughout this EIS, New York City's graduation rate calculation is used for individual school's graduation rates for all years, which is reported on the DOE Progress Reports. For New York City, the most recent graduation rate available is New York State's calculation for DOE students, which was 65.1% for the class of 2010. New York State's calculation of New York City's 2011 Citywide graduation rate will not be available until New York State completes the verification of the graduation rate and releases it in Spring 2012. New York City and New York State graduation rates both include August graduates and are generally similar.

- 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. Bushwick Community earned an overall C grade on its 2010-2011 annual Progress Report, with a B grade on Student Progress, an F grade on Student Performance, and a B grade on School Environment.

Despite a number of challenges the school has faced, the data indicates that some elements of Bushwick Community are worth preserving in the new school.

- Students’ Regents exam outcomes indicate some success in specific subjects, particularly English and Math. The DOE will seek to implement new programs to strengthen instruction in other subjects where there has been little success.
- Student attendance at the school has consistently increased over the last several years, indicating that students are increasingly coming to school. The average student attendance increased by 15% from 2009-2010 to 2010-2011. Improving instruction and school organization at New School could result in increased learning for the students currently attending Bushwick Community each day.
- The school’s overall Quality Review score was rated as “Proficient,”¹⁰ indicating some areas of strength in the way the school is organized to support student learning. Specific strengths noted include that school leaders consistently convey high expectations to students, that there is explicit feedback from school leaders with clear next steps for pedagogy improvement, and that relationships between school leaders, teachers and students are respectful. With the new supports and restructuring available, the DOE expects that New School will be able to effectively leverage these areas of strength while improving student outcomes for all students.

The chart below summarizes key performance data for Bushwick Community over the past three years:

Bushwick Community	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	B	C
Progress Report Progress Grade	A	B	B
Progress Report Performance Grade	F	F	F
Progress Report Environment Grade	A	A	B
Quality Review Score	- ¹¹	P	P
Key Components of Performance and Progress			
6 Year Graduation Rate	25%	25%	28%
Change in Attendance Rate	9%	10%	15%

2010-2011 State Accountability Status¹²	Restructuring (year 1) Comprehensive
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¹⁰ Quality Reviews rate schools on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s website at: <http://schools.nyc.gov/Accountability/tools/review>.

¹¹ Not all schools receive a Quality Review every year.

¹² This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at <http://www.p12.nysed.gov/irs/accountability>.

Overview of Past Strategic Improvement Efforts at Bushwick Community

For the past several years, the DOE has supported Bushwick Community in order to ensure that it was equipped to provide a quality education for its students.

Leadership Support:

- Built school-wide leadership capacity through an intensive leadership certification program that supports school inquiry team work culminating in state supervisory licenses granted by Baruch College.
- Provided support around developing a student handbook, supporting students with disabilities, and school safety reporting.

Instructional Support:

- Trained leadership on implementing plans in support of citywide instructional initiatives, including implementing Common Core Learning Standards and teacher effectiveness rubrics. Provided training for teachers to implement common core learning standards consonant with citywide instructional expectations.
- Provided training for the principal and the senior leadership team on best practices to re-engage students returning from long-term absence status.
- Provided ongoing student achievement data analysis support through regular data specialist network meetings and made available customized online data analysis platform for in-school work.

Operational Support:

- Provided school support on budgeting, safety, and building management.
- Provided support for school staff on developing strategies and practices for improving student attendance and creating strategies for targeting attendance concerns.

Student Support:

- Facilitated the implementation of Learning to Work (“LTW”) programs to provide educational reinforcement, college and career assistance, and career readiness through quality work in various paid internships
- Provided guidance counselor, parent coordinator, and library network opportunities for ongoing professional development of school-based staff.

Even with these supports, however, the DOE has determined that Bushwick Community does not have the capacity to quickly improve student achievement. Rather, the DOE believes that the most expeditious way to improve the educational program for the students currently attending Bushwick Community 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 Bushwick Community access to an improved faculty.

Prior to issuing this proposal, the DOE met with the Bushwick Community. On January 24, 2012, Brooklyn High School Superintendent Karen Watts met with Bushwick Community’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 continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy (“PEP”).

II. Proposed or Potential Use of Building

According to the 2010-2011 Enrollment, Capacity, Utilization Report (the “Blue Book”), K291 has a target capacity of 1,883 students. (The concept of “target capacity” is explained below.) In 2011-2012, the building is serving 1,018 total students,¹³ yielding a utilization rate of 54%.¹⁴

If this proposal is approved, Bushwick Community 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 Bushwick Community who do not graduate by June 2012. Roland Hayes will continue to serve students in grades six through eight.

The current and proposed grade spans for the schools in the building are as follows:

Grades Spans¹⁵			
DBN	School Name	2011-2012	2012-2013
32K564	Bushwick Community	9-12	-
32K456	New School	-	9-12
32K291	Roland Hayes	6-8	6-8

If this proposal is approved, New School will serve approximately 375-385 students beginning in the 2012-2013 school year. This includes an expectation of a number of holdover students who need extra time to graduate. This approximates the current enrollment levels in Bushwick Community, which is currently serving 382 students.

Roland Hayes is serving 636 students in 2011-2012, and the DOE projects that the enrollment of this school will remain at or close to its current level.¹⁶

If this proposal is approved, once Bushwick Community is closed and New School is opened, there will be approximately 985-1,025 students served in K291 in 2012-2013, yielding a projected utilization rate of 52%-54%. Therefore, the building has adequate capacity to accommodate New School and Roland Hayes after the closure of Bushwick Community.

The current and projected enrollments for each school and building utilization rates are as follows:

¹³ 2011-2012 audited register.

¹⁴ 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 the 2011-2012 audited register. 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.

¹⁵ Bushwick Community is a transfer high school and is structured on student credit needs, not grade level. Additionally, at transfer high schools, some students may be technically classified in grades “not served” at the school. This would occur in situations where current students have not accumulated sufficient credits to be promoted to the next grade. Regardless, as stated throughout this EIS, all students who do not graduate by July 2012 would be served at the New School in 2012-2013.

¹⁶ Enrollment projections are based on current enrollment and expected number of sections per grade for future enrollment. Actual enrollment will depend on applicant demand.

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
32K564	Bushwick Community	382	-
32K456	New School	-	375 - 385
32K291	Roland Hayes	636	610 - 640
Total Building Enrollment		1,018	985 – 1,025
Utilization		54%	52% - 54%

As described in more detail in the 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 K291 will continue to have excess space once Bushwick Community closes and New School opens. Any DOE proposal to site additional school organizations into this space would be described in a separate Educational Impact Statement ("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 Bushwick Community 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 Bushwick Community. These structural and programmatic changes will be enabled and supported by New School's hiring process, which will allow New School to screen and hire those teachers with the specific skills and talent necessary to properly implement these

changes. This will give all students currently attending Bushwick Community who do not graduate before the start of the 2012-2013 school year access to an improved faculty.

Given the changes that must be made in order to ensure that New School is able to more quickly and effectively meet the needs of the students currently attending Bushwick Community, 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 Bushwick Community and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of Bushwick Community with new staff and new programmatic elements in New School.

Based on available resources and student needs, new elements planned for New School include, but are not limited to: new blocked period course offerings; experiential learning through technology, specifically new media; changes to the structure of the school day schedule; and additional common planning time for school staff.

Bushwick Community currently partners with several organizations. The DOE anticipates that, if this proposal is approved, New School will partner with at least all of the same organizations. In addition to traditional partnerships, as a Restart school, Bushwick was matched with an EPO, New Visions for Public Schools ("New Visions"). New School plans to continue this partnership. More detailed information is included below.

Bushwick Community also offers several sports, after-school extra-curricular activities, and clubs. If this proposal is approved, New School is expected to offer at least the same sports, extra-curricular activities, and clubs. 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 students as all schools modify extracurricular offerings annually based on student demand and available resources.

[New School Mission](#)

Bushwick Community has built a supportive school community, but it currently does not fully leverage best practices for students seeking to successfully complete their secondary education in a transfer school setting.

New School will incorporate innovative models of academic and youth development supports and structures into the everyday student experience, fostering a culture of high expectations for students. New School will seek to effectively use formative and summative instructional data, and to design for each student a rigorous academic course of study – aligned to Common Core Learning Standards – that will prepare them for post-secondary education and career opportunities.

[Partnership with New Visions](#)

In Summer 2011, as a condition of implementing the federal Restart model, Bushwick Community began a partnership with an EPO, New Visions. The partnership was created to attempt to raise student achievement by supporting a rigorous and culturally relevant curriculum, improved teacher practice, meaningful professional development, effective community engagement, and college preparation through New Vision's Scaffolded Apprenticeship Model. New Visions partners with organizations such as The New Teacher Project, Internationals Network for Public Schools, Turnaround for Children, and the City University of New York ("CUNY") to drive student achievement in high schools and ensure that all students have access to services which promote and foster both academic and social-emotional growth.

At this time, New School is planning to continue the EPO partnership with New Visions. This will allow New School to build upon efforts started at Bushwick Community to create a productive environment in which students thrive academically, socially, and emotionally. New Visions will be working with school leadership to refine and implement the ambitious plans for New School. In addition, within the improved structures and systems of New School, New Visions will continue the important work it had started in improving school performance and student outcomes.

Instructional Model and Curricula

Under the Restart model, Bushwick Community had begun to redesign the scope and sequence of its curriculum to strengthen literacy in the school. Currently, the available course sequences are limited and insufficient in rigor to serve the spectrum of students in the community. New School will complete this redesign work and realign the curricula to the Common Core Learning Standards. Coherent literacy approaches will be integrated across subject areas to increase student writing and reading proficiency. There will be clearly defined sequences in all content areas, with a pacing calendar, assessments, special projects, and benchmark dates. Blended learning will be used to support instruction through the tools and platforms provided by iLearnNYC, which is discussed in further detail below.

Bushwick Community began to use baseline diagnostics to inform instruction. Based on an ongoing assessment of needs and resources, New School will plan to use a combination of formative and summative assessments to monitor student progress, inform data-driven instruction, and promote differentiation. New School will design and develop a system to use assessments to inform course placement and track student progress through each course sequence, allowing for more effective and targeted individual programming. This system will also help faculty make decisions about compacting coursework and enriching curriculum choices.

Additionally, New School will create a fully articulated plan for how its LTW program can be more effectively utilized to support student success. For example, the current LTW program will be expanded to offer courses in leadership, communication, and problem solving to develop students toolkit of professional skills needed for both college and the workplace. The goal of LTW is to assist students in overcoming obstacles that impede their progress toward a high school diploma and lead them toward rewarding employment and educational experiences after graduation. LTW offers academic and student support, career and educational exploration, work preparation, skills development, and internships. At New School, LTW experiences will be more integrated into student learning and skill-building.

Bushwick Community had begun working with New Visions to help support the successful transition of students from high school to college. New School is committed to putting systems in place that give students multiple opportunities to pursue and prepare for college. New School will work with the CUNY At Home in College program to implement college transition English and Math courses for seniors. These two-semester long courses are designed to prepare students for the level of work and rigor expected of them in college. Teachers will also receive ongoing Professional Development from CUNY in order to implement these courses effectively. New School will also offer Advanced Placement courses to increase student engagement and foster academic growth for those students who have mastered State Regents standards.

New School will pursue a new partnership with ReServe, an innovative non-profit staffing agency that matches continuing professionals aged 55 or above, with other nonprofit organizations, public institutions and government agencies. Staff who are assigned by ReServe are known as “ReServists” and provide direct services, administrative support, and capacity-building expertise in schools or social service agencies. At New School, a ReServist will work alongside the Guidance department at New School to assist college advisors with providing one-on-one and small group college advisement, college access record-keeping,

and college awareness supports to students.¹⁷ New School will work with other external organizations, based on student and school needs, to provide targeted support for post-secondary planning and graduation. This may include SAT prep, exposure to college culture, and college counseling services.

Teachers' schedules at New School will be programmed to ensure they can meet in teams to work with guidance counselors and support staff. Teams of teachers will have shared accountability for students, and the team structure will allow for opportunities for teachers to build their own skills. Guidance and other youth development services at New School will be properly aligned to support individual student needs with shared accountability that does not currently exist for such needs at Bushwick Community.

iZone Program

Bushwick Community applied and was selected to participate in iLearnNYC for the 2012-2013 school year. If this proposal is approved, New School will participate in iLearnNYC in the same manner as planned for Bushwick Community. iLearnNYC is one of several initiatives associated with the iZone. The iZone is a community of schools seeking to increase students' achievement in kindergarten through twelfth grade, college, and their careers by supporting innovative educational strategies and school models that personalize learning around the needs, motivations, and strengths of each student. iZone schools personalize learning by choosing the ideas, technologies, and tools that work best for their school communities. As an iZone school, New School will participate in iLearnNYC, which allows middle and high schools to flexibly meet the needs of individual students through online and blended learning, which combines traditional face-to-face instruction with online learning.

iLearnNYC provides access to a state-of-the-art online and blended learning platform that aggregates content from fourteen vendors, allows for authoring of online content, offers the Turnitin plagiarism checker and a gradebook, and facilitates cross-school collaboration around instruction and best practices. Schools participating in iLearnNYC are supported by central staff to incorporate online and blended learning into their schools, and they receive professional development based on individual school needs. iLearnNYC schools also receive hardware, facilities, and technical support for the online and blended courses.

This will be the first time that the student community will be participating in the iZone program.

Admissions Programs

Bushwick Community is currently open to New York City residents who are 17 years of age and older and have attended another high school for at least one year. It does not have a required minimum number of credits for admission.

At New School, the admissions policy will change. In contrast to Bushwick Community's admissions methods, New School will decrease the minimum age threshold and accept students who are at least 16 years of age or older and have attended another high school for at least one year. This admissions policy change will make New School a more accessible option to students by being available to a wider range of students who are behind in their academics. Additionally, by enrolling students at a younger age who are most at-risk of dropping out of high-school entirely, New School will be able to provide support and intervention in literacy and numeracy skills, credit recovery, and Regents supports to struggling students at an earlier stage and therefore increase the chances of getting students back on track to graduate. Students will also benefit by remaining at the school for up to 5 years, rather than only 4 years allowing more time for targeted interventions and learning time that would result in higher levels of college preparation and readiness.

¹⁷ For more information about ReServe, please visit the website: <http://www.reserveinc.org/>.

Support for Students with Disabilities and English Language Learner Students at New School

Currently, Bushwick Community serves students in Integrated Co-Teaching (“ICT”) classes and offers Special Education Teacher Support Services (“SETSS”). At New School, all students with disabilities will receive mandated services in accordance with their Individualized Education Programs (“IEPs”). English Language Learner (“ELL”) students will have access to English as a Second Language (“ESL”) mandated services. ELL students’ schedules will be strategically programmed to support their acquisition of the English language.

School Schedule

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 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 in order for it to pass. The SBO process is available to all schools, including PLA schools.

New School will institute a new trimester system to ensure students have maximum opportunities to take a variety of courses. By implementing a trimester schedule, students will have greater access to skills development laboratories and classes tailored to their individual educational needs. A trimester system will provide students with a more thorough experience within a content area, and will also provide students with more opportunity to repeat classes as necessary in order to graduate on time. An additional benefit to the trimester system is fewer class changes, which in turn will result in fewer potential disruptions and head-off potential discipline problems.

In addition, based on available resources, New School will seek to offer a Saturday Academy for all students, including students with disabilities and English Language Learner (“ELL”) students to provide more opportunities to increase learning time and ultimately increase graduation rates and college readiness. In order to promote credit accumulation, afterschool periods may be offered at New School as well as accelerated opportunities to move towards graduation through online programs, an expansion of technology-based learning begun in Bushwick Community.

Human Capital

If this proposal is approved, 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. This program is available to all schools, including PLA schools. New School will also be able to utilize the New York City Teaching Residency for School Turnaround¹⁸ which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing. Residents undergo 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, an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which include PLA schools) by providing them with tax-free grants for up to four consecutive years.

¹⁸ <http://nycteachingresidency.ttrack.org/>

There have been challenges to effective professional development for staff at Bushwick Community. Current offerings, which teachers may self-select, are not clearly aligned to school-wide goals, and evidence of the teachers' training is not reflected in classroom instruction. Numerous coaches are available but teachers' access and use of these resources are not consistent.

The new approach at New School will be to assign teachers to specific professional development based on individual professional goals and student performance data reviews. New School will use a research-based coaching tool for teacher evaluation in frequent informal and formal observations. Teachers will work in teacher teams to build both their own capacity and teams' capacity to address school and student achievement goals. Observations will be used to match effective classroom instruction with implementation of strategies acquired through professional development sessions. All teachers will be required to engage in relevant classroom inter-visitation. Part of the professional development plan will be lesson studies around implementation of Common Core Learning Standards performance tasks beginning and ending with student work. "Turn-keying of professional development" will be integrated into teacher team Common Planning Time. Teachers will leverage tools in DataCation, an online assessment management system, to track student progress as well as create goals with each student as they map their skill development as well as progress toward graduation.

Professional development at New School will include strengthening teachers' ability to implement Common Core Learning Standards, assessing literacy skills, integrating literacy activities across all content areas, and the ability to differentiate instruction based on individual students' reading and writing needs.

As appropriate, New School will tap New Visions' resources for ELL coaching and workshops.

Socio-Emotional Supports for Students

Work with local community-based organizations ("CBOs") begun by Bushwick Community to develop guidance capacity may continue at New School. This includes strengthening a youth development model so that guidance counselors, teachers, and assistant principals are able to become more culturally aware and be able to de-escalate and work with students who demonstrate social and behavioral issues.

Bushwick Community has numerous guidance counselors and social work staff that have created a supportive tone and environment, but their work is currently uncoordinated and not coherently linked to efforts intended to drive strong student academic outcomes. New School will have a cohesive and clearly articulated guidance plan for the entire school in place that brings together a team of guidance and college counselors with school and LTW social workers and teaching faculty to provide students more targeted academic and socio-emotional supports.

New School will work with social workers to create a plan of action with identifiable, measurable, and achievable goals aimed at reaching targeted students. For example, a fully articulated attendance plan will be created at New School that includes components to ensure regular contact with absent students, with a dedicated team of school aide, family associate, attendance teacher, and coordinator of the attendance committee to oversee interventions. The attendance team will be held accountable in part through use of Automate The Schools ("ATS") attendance data documents and a system for highlighting absentees.

Students and parents will be given access to New School's DataCation's PupilPath to track each child's day-to-day progress. Parents and students will be guided in understanding student requirements for graduation and each child's standing and next steps. In this way, parents will be active partners in facilitating every student's success. New School will also have ongoing mechanisms in place through its guidance plan to engage families and promote college and career planning.

Additionally, New School will consider pursuing 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.¹⁹ School Wellness Councils can be comprised of teachers, administrators, school staff, parents, students and 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 also consider offering the Breakfast in the Classroom program to ensure all students begin their instructional day with a free, nutritious meal.²⁰ The free breakfast campaign is based on scientific research that links children's nutrition with improved academic performance and psychological well-being. By offering Breakfast in the Classroom, New School will support improved attendance, punctuality and behavior, and support student's attention, memory, and achievement.

Impact on Partnerships

In addition to the partnerships addressed above, according to the Additional Ways to Graduate Directory,²¹ Bushwick Community has partnerships with:

- **CBOs:** St. Nicks Alliance
- **Hospital Outreach:** Ryan-Nena Community Health Center
- **Higher Education Institutions:** College Summit, College Access Consortium of NY
- **Not-for-Profit:** Coalition for Hispanic Family Services, Grand Street Settlement, , Opportunity for a Better Tomorrow, Community Empowerment, Brooklyn/Staten Island Blood Services, Make The Road New York
- **Corporate:** Sankofa Inc.

The DOE anticipates that, if this proposal is approved, New School will partner with at least all of these same organizations.

Impact on Sports and Extra-curricular Programming²²

According to the Additional Ways to Graduate Directory, Bushwick Community currently offers the following sports, extracurricular activities, and clubs:

¹⁹ <http://schools.nyc.gov/Academics/FitnessandHealth/School+Wellness+Council+Grant.htm>

²⁰ <http://www.opt-osfns.org/osfns/>

²¹ <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/directory.htm>

²² Athletic and extracurricular offerings reflect those listed for Bushwick Community in the 2011-2012 Directory of High Schools.

Sports	Extra-Curricular Activities	Clubs
<ul style="list-style-type: none"> • PSAL Alternative League Sports²³ – Recreational Basketball, Gym “Walks” for Credit 	<ul style="list-style-type: none"> • Music Production Studio • SAT Preparation, • LGBTQ-Gay-Straight Alliance • Creative Liberation Project • Parenting Group Counseling • Women's Group • Attendance Improvement & Dropout Prevention • Bar Tendaz-Giant Thinking • Café Malik-Spoken Word 	<ul style="list-style-type: none"> • Senior Activities Committee • Culinary Breakfast Club • Men’s Group • Student government • Monthly Broadway Plays • Roller skating • Peer Leaders

If this proposal is approved, New School is expected to offer at least all of the same sports, extra-curricular activities, and clubs. 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.

Enrollment Options for Current Bushwick Community Students

Under this proposal, all current Bushwick Community students who do not graduate before the start of the 2012-2013 school year will have a guaranteed seat and will be automatically enrolled in New School.

Transfer schools do not participate in the High School Admissions Process.²⁴ Transfer schools accept students who have been enrolled in a New York City high school for at least one year and who are behind in high school or at risk of dropping out. Each transfer school determines admissions criteria individually. To enroll, students must contact a transfer school directly to schedule an intake interview.

Bushwick Community currently serves general education students, students with disabilities, and ELL students. Upon admission, schools work with parents of students requiring special education services to develop an individualized program that reflects the resources that the schools can offer as mandated for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. At Bushwick Community, based on individual needs, students with disabilities are placed in ICT classes and receive SETSS as mandated by their IEPs. In addition, students classified as ELL students receive ESL services. ELL students and students with IEPs will continue to receive mandated services at New School.

Impact on Admissions for Future High School Students – Transfer School Students

As previously discussed, Bushwick Community is a transfer school, and New School will be a transfer school. Transfer schools do not participate in the High School Admissions Process. Transfer schools accept students who have been enrolled in high school in New York City for at least one year and who are behind

²³ PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

²⁴ For additional information about the High School Admissions Process, please visit the DOE’s website at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

in high school or at risk of dropping out.²⁵

Each transfer school has its own admissions criteria. To enroll, students must contact a transfer school directly to schedule an intake interview. Bushwick Community currently accepts students who are New York City residents 17 years of age and older, and no minimum credits are required for admission.

As discussed earlier, at New School, the admissions policy will change. New School will decrease the minimum age threshold and accept students who are at least 16 years of age or older and have attended another high school for at least one year. This admissions policy change will make New School a more accessible option to students by being available to a wider range of students who are behind in their academics.

Students can refer to the following website for more information about applying to a transfer school: www.goingforme.org. Students can also visit a Referral Center for High School Alternatives or a Borough Enrollment Office, where an experienced New York City public school counselor or social worker can explain options to students. Students with disabilities and English Language Learners will be treated the same as any other applicant and, if admitted to a transfer school, will receive all mandated services.

All incoming students who have been admitted to Bushwick Community for a seat starting in September 2012-2013 will be automatically enrolled in New School.

Impact on Students Attending Roland Hayes

This proposal is not expected to impact academic or extracurricular program offerings or partnerships at Roland Hayes. Programs will continue based on student interests, available resources, and staff support for those programs. The proposed closure of Bushwick Community and opening of New School will not impact the enrollment or admissions at Roland Hayes.

B. Schools

In 2012-2013, once Bushwick Community has closed and New School has opened, there will be approximately 985-1,025 total students served in the building. The projected utilization for K291 at that point is approximately 52%-54%. The current and estimated enrollment for all organizations in K291 is shown in the tables below:

Bushwick Community

	Total Enrollment (Grades 9-12)
2011-12 (audited)	382
2012-13 (proj.)	-

New School

	Total Enrollment (Grades 9-12)
2011-12 (audited)	-
2012-13 (proj.)	375 - 385

²⁵ To search for City other transfer schools, please refer to the Appendix. For more school-specific information, please refer to the Additional Ways to Graduate Directory: High School Diploma & GED Programs available on the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/directory.htm>

Roland Hayes

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	203	214	219	636
2012-13 (proj.)	200 - 210	200 - 210	210 - 220	610 - 640

If this proposal is approved, there will be sufficient space to accommodate New School and Roland Hayes in K291 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 earlier, the total enrollment in K291 is expected to remain at or close to its current levels. Thus, the room allocation of Roland Hayes is expected to remain the same, and the room allocation of New School is expected to approximate the current room allocation of Bushwick Community. There is sufficient space in K291 to accommodate all schools.

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 K291 to ensure a smooth transition, if necessary, of any rooms currently being used above schools’ footprint allocations.

It is likely that there will continue to be a significant amount of underutilized space in K291. The DOE will monitor enrollment in all schools in the upcoming school years. In the instance that an additional school could be co-located in K291 to more fully and efficiently utilize the building’s capacity, the DOE may propose to do so. All proposals for significant changes to building utilization will follow the requirements outlined in Chancellor’s Regulations A-190.

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 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 Bushwick Community 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 Bushwick Community and replace it with New School best meets the needs of the community. As discussed above, based on the school’s recent performance, Bushwick Community 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 Bushwick Community by implementing the Restart 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.

Impact on High School Seat Capacity in Brooklyn

As a transfer school, Bushwick Community does not serve new ninth-grade students, so it is not included in high school seat capacity calculations. Therefore, this proposal will not impact high school seat capacity in Brooklyn. The replacement school is projected to serve 375-385 transfer high school students. The closure and replacement of Bushwick Community is not expected to yield a net loss of high school seats in Brooklyn or in K291.

In addition to Bushwick Community, eight high schools in Brooklyn are proposed to be closed and immediately replaced. 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>.

If these eight proposals are approved, there will continue to be an excess in seat capacity in Brooklyn high schools.

- These eight schools are currently serving 1,999 total new ninth-grade students.
- The proposed opening of the eight replacement high schools in Brooklyn is projected to create

- 1,840-2,160 seats available to new ninth-grade students.
- This means that the seats in Brooklyn high schools eliminated by the closure of these eight schools will be recovered through the opening of the eight corresponding replacement schools.

Specifically, in Brooklyn:

- There will be 23,706 total seats available for new ninth-grade students in Brooklyn high schools in 2012-2013.²⁶
- In 2011-2012, there are only 21,220 new ninth-grade students enrolled in Brooklyn high schools. Based on historical trends, the DOE anticipates new ninth-grade enrollment in 2012-2013 will approximate the current figure.
- Therefore, there is an excess, or surplus, of 2,486 seats for new ninth-grade students in Brooklyn high schools.

In short, these proposals are not expected to yield a net loss of seats in Brooklyn or in K291. There will continue to be an excess of seat capacity in Brooklyn high schools.

IV. Enrollment, Admissions and School Performance Information

Bushwick Community Admissions Data

Current Admissions	Transfer School Admissions; School Based Process
Admissions After Proposed Closure of Bushwick Community	N/A

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-12 (audited)	382
2012-13 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC Services ²⁷	4%
Percentage of Students with IEPs ²⁸	9%
Percentage of ELL Students ²⁹	5%
Percentage of Students Eligible for Free or Reduced Price Lunch ³⁰	88%

²⁶ The 2012-2013 ninth grade seat availability figure is based on data from the 2011-2012 audited register and includes both district and charter schools, and it accounts for all proposals approved by the PEP as well as proposals pending PEP approval (please visit: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>). This figure also accounts for phase-outs and replacements, grade expansions or truncations, and New Schools. Current ninth-grade seat capacity is based on 2011-2012 ninth-grade seat targets for all district high schools (excluding District 75 and District 79 programs); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits. Seats available for new ninth-grade students include capacity for students who have entered the school through either the HSAP or OTC process. This figure does not include holdover ninth-grade students who entered high school with an earlier cohort of ninth-grade students.

²⁷ Students receiving ICT and SC services as percentage of total students from the 2011-2012 audited register.

²⁸ Students with Individualized Education Program as percentage of total students from the 2011-2012 audited register.

²⁹ English Language Learner students as percentage of total students from the 2011-2012 audited register.

³⁰ Percentage of students eligible for free or reduced price lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

Bushwick Community	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	B	C
Progress Report Progress Grade	A	B	B
Progress Report Performance Grade	F	F	F
Progress Report Environment Grade	A	A	B
Quality Review Score		P	P
Key Components of Performance and Progress			
6 Year Graduation Rate	25%	25%	28%
Change in Attendance Rate	9%	10%	15%

2010-2011 State Accountability Status	Restructuring (year 1) Comprehensive
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Roland Hayes

Admissions Data

Current Admissions	District 32 Middle School Choice Process
Admissions After Proposed Closure of Bushwick Community	District 32 Middle School Choice Process

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	203	214	219	636
2012-13 (proj.)	200 - 210	200 - 210	210 - 220	610 - 640

Demographic Data

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with IEPs	18%
Percentage of ELL Students	26%
Percentage of Students Eligible for Free or Reduced Price Lunch	97%

Performance Data

J.H.S. 291 Roland Hayes	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	C	C
Quality Review Score		P	
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	43%	14%	14%
Math % Proficient (Levels 3 and 4)	51%	23% ³¹	28%
Other Key Performance Indicators			
Attendance Rate	90.9%	90.5%	89.2%
2010-2011 State Accountability Status	Restructuring (advanced) Comprehensive		

New School

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of Bushwick Community	Transfer High School Admissions, School Based Process

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-12 (audited)	-
2012-13 (proj.)	375 - 385

Demographic Data³²

Percentage of Students Receiving ICT or SC Services	4%
Percentage of Students with IEPs	9%
Percentage of ELL Students	5%
Percentage of Students Eligible for Free or Reduced Price Lunch	88%

School Performance Data

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

³¹ In 2010, the SED adjusted the “cut scores” on annual mathematics and ELA 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.

³² Demographic data include for New School is anticipated based on the current student population at Bushwick Community, but actual demographic data may differ.

V. Initial Costs and Savings

If this proposal is approved, once the closure of Bushwick Community and the opening of New School are implemented, the DOE will cease to allocate funds to Bushwick Community 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 \$1,577,801 - \$1,619,876.

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 FY12 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 the other schools located in the building.

As discussed above, at the beginning of this school year Bushwick Community was receiving supplemental federal SIG funding to support implementation of the federal Restart model. The school was to have received \$800,000 in Restart money this school year. While the school otherwise complied with all of the programmatic 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 the UFT failed to come to an agreement by January 1, 2012, SED suspended SIG funding to all schools in the Transformation and Restart models in the City, including Bushwick Community. 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, Bushwick Community is not currently receiving SIG funding, and cannot receive such funding until an agreement is reached.

Unlike the Transformation and Restart models, the Turnaround model does not require an agreement on teacher evaluations. Under Turnaround, a school makes programmatic changes comparable to those required by Transformation, but also replaces at least 50%³³ 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 Restart 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 Restart 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 Bushwick Community 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 Bushwick Community or New School becomes eligible for SIG funding under either the Restart or Turnaround models.

³³ 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.

Current Bushwick Community teachers who are not hired at New School will remain in excess.³⁴

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, 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 Roland Hayes.

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 Bushwick Community will be excessed in the closure. This process will occur at the end of the 2011-2012 school year.

For teachers, New School will follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and the 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 Bushwick Community apply, at least 50% of New School’s positions shall be selected from among the appropriately licensed most senior applicants from Bushwick Community 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 Bushwick Community teachers or others, will be made based on competencies to measure the effectiveness of staff, determined by New School’s leadership. The priority will be to staff the school with the best teachers available. 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 Bushwick Community 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 Restart model this year, Bushwick Community had funding to hire Master and Turnaround teachers.³⁵ These titles will not be available after the 2011-2012 school year unless an agreement with the UFT makes it possible for New School to receive SIG funds under the Restart model. The positions will not otherwise be included at New School, although the individual teachers in those positions currently will be welcome to apply to New School.

³⁴ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

³⁵ 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.

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

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 Bushwick Community and Roland Hayes 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 and high schools is \$4,412.45, and for high schools is \$4,207.47.

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, high 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. Middle schools received an additional \$2,043.69 per pupil for each ELL student they enrolled. 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 Roland Hayes 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. Bushwick Community and Roland Hayes are currently eligible for Title I funding. Since Roland Hayes'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 Bushwick Community, at approximately the same enrollment levels, the DOE anticipates that New School will receive roughly the same amount of Title I funding as Bushwick Community 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 cost of instruction at Roland Hayes.

C. Administration

All school supervisor and/or administrator positions assigned to Bushwick Community 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 Bushwick Community.

If approved, this proposal will not impact the administration of Roland Hayes.

D. Transportation

If this proposal is approved, transportation will continue to be provided to all school organizations according to Chancellor’s Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at any of the school organizations in the building 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 of Roland Hayes.

Building Information

Building	K291	
Type of Building	Junior High-Intermediate-Middle	
Year Built	1975	
Overall BCAS rating	2.42	
2010-2011 Target Building Utilization	57%	
2010-2011 Target Building Capacity	1,883	
FY 2011 Maintenance Costs	Labor	\$54,680
	Materials	\$26,020
	Maintenance and repair contracts	\$34,704
	Service contracts	\$4,530
	Custodial operations costs—Materials	\$14,789
	Custodial operations costs—Custodial Allocation	\$403,760
FY2011 Energy Costs	Electric	\$296,479
	Gas	\$60,327
	Oil	\$6,888
Projects completed during the current or prior school year	Heating Plant Upgrade/Low-Voltage, Planyc Playground	

Projects proposed in the capital plan	Playground redevelopment
Accessibility of the building	Partially Programmatically Accessible
Building attributes	Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office & Science Labs

