

EDUCATIONAL IMPACT STATEMENT:

The Proposed Closure of J.H.S. 80 Mosholu Parkway (10X080) and Opening and Co-Location of New School (10X575) with P.S./M.S. 280 Mosholu Parkway (10X280) in Building X080 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to close J.H.S. 80 Mosholu Parkway (10X080, “J.H.S. 80”), an existing district middle school located in building X080 (“X080”), and in X910, transportable classroom units, located at 149 East Mosholu Parkway, Bronx, NY 10467, in Community School District 10.¹ It currently serves students in grades six through eight. The DOE is proposing to immediately replace J.H.S. 80 with New School (10X575, “New School”), a new district middle school serving students in grades six through eight in building X080

If this proposal is approved, J.H.S. 80 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 a seat and automatically enrolled in New School.²

J.H.S. 80 Mosholu Parkway is co-located in X080 with P.S./M.S. 280 Mosholu Parkway (10X280, “P.S./M.S. 280”), an existing district K-8 school that currently serves students in kindergarten through eighth grades. 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.

J.H.S. 80 admits students using a zoned admissions process; however, students residing in the X080 zone may also participate in the Districts 9 and 10 Middle School Choice Process. P.S./M.S. 280 also admits students residing in its zone. Additional information about the Districts 9 and 10 Middle School Choice Process is contained in Sections III of this proposal.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. By closing J.H.S. 80 and replacing it with New School, the DOE is seeking to expeditiously improve educational quality in X080. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including J.H.S. 80 staff who apply to work at New School. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE’s existing contract with the United Federation of Teachers (“UFT”), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School plans to develop new programs and school supports that are intended to improve student outcomes. Doing this important work to improve the quality of teaching and learning in the school, DOE also will maximize New School’s chance of receiving up to \$900,000 in each of the next two years (for a total of \$1,800,000 over both years) in supplemental federal funding under the federal School Improvement Grant (“SIG”) program. New School will build on the strongest elements of J.H.S. 80 and incorporate new elements, including new talent designed to better meet student needs. Thus, the immediate closure and replacement of J.H.S. 80 with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

¹ P.S./M.S. 280 is listed on the DOE Web site as being located at 3202 Steuben Avenue, Bronx, NY 10467. This is the address for the extension which was added to building X080, whose main address is listed above.

² Summer school sites are determined yearly by the DOE. If this proposal is approved, students in J.H.S. 80 who require summer school to meet promotion or graduation requirements would attend summer school in one of these sites. More information on summer school can be found on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/SummerSchool/default.htm>.

Background on the DOE Decision-Making Process

PLA Identification

Each year, the New York State Education Department (“SED”) designates a number of schools as Persistently Lowest Achieving (“PLA”) based on their low graduations rates or poor academic performance.³ (The standards for the PLA designation are described in more detail below.) J.H.S. 80 was first designated as PLA during the 2010-2011 school year.⁴

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.⁵

To be eligible for SIG funding, one of the following four different intervention models must be implemented at a PLA school: (1) the Transformation model; (2) the Restart model; (3) the Turnaround model; or (4) the Closure model. The Transformation model augments instructional and student support services and creates new teacher incentive and teacher development systems to build and retain quality staff. Under the Restart model, schools are partnered with a non-profit Educational Partnership Organization (“EPO”) that makes recommendations to the DOE for specific school-based interventions to raise student achievement. In the Turnaround model, schools develop new instructional programs and student support services similar to those developed in Transformation, but also replace at least half of the school’s staff in order to improve teacher quality. In the Closure model, schools are closed and the students who attend the schools are enrolled into other existing schools.⁶

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 10 schools, the DOE wanted to collect additional information to determine the most appropriate intervention, and thus these schools were not assigned a SIG model. Instead, the DOE provided \$300,000 in Title I funding to each of those schools to begin some initial improvement work and plan for more intensive intervention in subsequent years

³ For the 2009-2010 school year, SED identified 57 PLA schools across the State, including 34 in New York City. For the 2010-2011 school year, SED identified 67 PLA schools across the State, including 54 in New York City.

⁴ For more information, please visit: <http://www.p12.nysed.gov/pla/>

⁵ SIG funding is available for PLA schools for a maximum of three years from the start of the school’s initial implementation of any SIG model. J.H.S. 80 was first placed into a SIG model in 2011-2012 meaning that New School will be eligible for two additional years of funding.

⁶ 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>

With respect to J.H.S. 80 specifically, the DOE applied to SED to place the school into the Restart model. SED approved the application, which made J.H.S. 80 eligible for up to \$900,000 in SIG funding per year for three school years. However, as explained below, J.H.S. 80's continuing eligibility for these funds under the Restart model was conditioned upon the DOE and UFT agreeing by January 1, 2012 to implement a new teacher evaluation system.

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

After SED informed the DOE that the Transformation and Restart models were no longer available to New York City schools and that funding had been suspended, the DOE began to look at 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 this further consideration, the DOE concluded that a number of PLA schools, including J.H.S. 80, should be closed and replaced with new schools. By closing J.H.S. 80 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 students currently attending J.H.S. 80.

J.H.S. 80's most recent Progress Report was released at the end of September 2011, after the DOE had made the decision to implement the Restart model at the school. That decision was predicated on the school's moderate performance in 2008-2009, followed by a decline in 2009-2010 on several progress and performance metrics. The DOE determined that the Restart model, a relatively less intensive intervention, had the potential to reverse the downward trend and was therefore the best fit for the school. However, as evidenced by the 2010-2011 Progress Report, J.H.S. 80's progress and performance fell further. Based on this most recent data, the DOE believes that students at J.H.S. 80 would be better served by implementation of a more intensive intervention. This is because the data show that the school was struggling even more than the DOE had thought at the time it chose the 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 J.H.S. 80 be closed and replaced with a new school that would incorporate the strongest elements of J.H.S. 80, while also allowing new staff to be put in place to accelerate the pace of improvement.

When the DOE placed J.H.S. 80 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 UFT have recently moved closer to an agreement on evaluations, as of this date there is still no agreement in place. This creates the strong possibility that these schools will enter yet another school year with limited ability to remove ineffective teachers. Moreover, even if the DOE and UFT do reach an agreement on evaluations, it will likely take at least two years for poor performing teachers to be removed from the classroom. Given the inadequate pace of progress 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.⁷ 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.

⁷ The use of "locally adopted competencies to measure the effectiveness of staff" is a required element of the Turnaround model, one of several models (discussed below) for addressing the problems of Persistently Lowest Achieving schools supported by federal SIG funding. Federal guidelines provide the following examples of "competencies": "acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking." The guidelines explain that "it is important to develop a set of competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in critical areas to transform the school's wide-scale failure into learning success."

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 staff into the new school and not rehire staff from the closing school who do not meet the new school's qualifications. As discussed in more detail in Sections V and VI, if this proposal results in a turnover of staff in excess of 50%, New School will become eligible for SIG funding pursuant to the Turnaround model, while also preserving eligibility under the existing SIG model if a final agreement is reached on teacher evaluations. Therefore, in conjunction with this proposal, the DOE will submit a new SIG application to SED for J.H.S. 80 and New School, seeking to continue SIG funding necessary to build on the work that began under the old model and implement new and revamped programs in New School to improve student achievement even further. However, the DOE intends to proceed with this proposal regardless of whether SIG funding is available, because it believes that the proposed staff, structural, and programmatic changes at New School will better serve students.

New School will guarantee a seat for all students currently attending J.H.S. 80. New School will be able to continue and augment those supports that are currently demonstrating some success at J.H.S. 80, and replace those interventions that have been less effective. New School will build upon the best elements of J.H.S. 80 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 J.H.S. 80

SED identifies elementary or middle schools as PLA if their students' performance on the English and Math State tests is among the lowest five percent of schools in New York State and the school's results have not improved significantly in the previous three years. J.H.S. 80 was identified as a PLA school in 2010-2011 because the school fell into this State-defined category based on its students' low performance on the English and Math tests and insufficient improvement in the school's results over time.

J.H.S. 80 has struggled to improve, and its performance during the last few years confirms the DOE's assessment that the school continues to require significant intervention to improve student outcomes. The DOE believes that the most recent data supports taking more aggressive action at this time by closing J.H.S. 80 and opening New School. The new structural and programmatic elements that are part of this proposal, and the ability to quickly screen and hire staff who are able to implement those enhancements, will allow the DOE to address the core problems that have led to the poor performance highlighted below.

- Low student performance at J.H.S. 80 has been a persistent trend. In 2010-2011, a majority of J.H.S. 80 students remained below grade level in English and Math. In 2010-2011, only 15% of students were performing on grade level in English – putting the school in the bottom 17% of City middle schools in terms of English proficiency. This represents a decline from 2009-2010, when 21% of students were on grade level in English. Only 27% of students were performing on grade level in Math in 2010-2011 – putting the school in the bottom 15% of City middle schools in terms of Math proficiency.
- In 2009-2010, J.H.S. 80 was in the bottom 20% Citywide for Math proficiency and in the bottom 33% Citywide for English proficiency. In 2008-2009, J.H.S. 80 was in the bottom 12% Citywide for Math proficiency and in the bottom 10% Citywide for English proficiency.
- Additionally, J.H.S. 80 is not adequately helping students to make progress in English and Math. The school was in the bottom 26% of City middle schools in terms of learning growth in English and in the bottom 14% of City middle schools in terms of learning growth in Math. Learning growth measures students' annual growth on the State English and Math tests relative to students who earned the same score the year before, taking into account student demographics. If these conditions persist, J.H.S. 80 students will fall further behind their peers.
- 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. J.H.S. 80 earned an overall C grade on its 2010-2011 annual Progress Report, with a D grade on Student Performance, a C grade on Student Progress, and a D grade on School Environment. The school's Progress Report score was in the bottom 18% of middle schools Citywide.
- The school's attendance rate is low compared to other City middle schools. The 2010-2011 attendance rate was 88%, putting J.H.S. 80 in the bottom 11% of New York City middle schools in terms of attendance.

All of these concerns suggest that the school is not equipped to effect dramatic change. However, the data indicates that elements of J.H.S. 80 are worth preserving in New School.

- J.H.S. 80 appears to be making some strides in learning growth with Black and Hispanic male students. Over 52% of Black and Hispanic males whose fourth grade results on the State English test were in the lowest third Citywide had strong learning growth English in 2010-2011, a figure that puts J.H.S. 80 in the top 31% Citywide for this measure. The DOE will seek to preserve J.H.S. 80’s efforts to support these students in the New School, while implementing new supports to assist other student populations that continue to struggle at J.H.S. 80, including students with disabilities.
- The school’s overall 2010-2011 Quality Review score was a Proficient (P), indicating that the school fosters an educational environment conducive to student learning.⁸ With the new supports and restructuring available to the new school, we expect that the 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 J.H.S. 80 over the past three years:

J.H.S. 080 The Mosholu Parkway	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	B	C
Progress Report Progress Grade	A	B	C
Progress Report Performance Grade	A	D	D
Progress Report Environment Grade	C	C	D
Quality Review Score			P
Performance Data⁹			
English Language Arts % Proficient (Levels 3 and 4)	43%	21%	15%
Math % Proficient (Levels 3 and 4)	57%	25%	27%
Other Key Performance Indicators			
Attendance Rate	89.4%	89.6%	88.1%
2010-2011 State Accountability Status¹⁰			
Restructuring (advanced) Comprehensive			

Overview of Past Strategic Improvement Efforts at J.H.S. 80

For the past several years, the DOE has sought to support J.H.S. 80 in order to ensure that it was equipped to provide a quality education for its students.

⁸ Quality Reviews rate school 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>.

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

¹⁰ 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 Website at <http://www.p12.nysed.gov/irs/accountability>.

Leadership Support:

- Provided mentorship for the principal and assistant principals to help them set clear goals for the school and design and implement plans to improve student achievement.
- Supported leadership and staff in implementing meaningful strategies for improving the quality of classroom visitations and teacher observations, as a way to improve both teacher practice and student outcomes.
- Supported school leaders in addressing English Language Learner (“ELL”) compliance issues, and provided professional development for Special Education and ELL teachers, to improve instruction for students with disabilities and ELLs.

Instructional Support:

- Supported staff in organizing a teacher mentorship program to inform and improve teacher practice.
- Coached teachers and staff in implementing differentiated instruction using Common Core Learning Standards through classroom observations, customized feedback, and professional development.
- Worked with teachers and school leadership on curriculum alignment and unit planning to increase the rigor of classroom instruction.

Operational Support:

- Advised school staff on budgeting, resource utilization, and building management.

Student Support:

- Supported school leadership and counselors in developing strategies to build a safe and supportive school environment, including classroom and hall management strategies.
- Assisted school staff in developing strategies and practices for improving student attendance and creating strategies for targeting attendance concerns.

Even with these supports, however, the DOE has determined that J.H.S. 80 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 J.H.S. 80 is to close the school and replace it with New School for the 2012-2013 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 J.H.S. 80 access to an improved faculty.

Prior to issuing this proposal, the DOE met with the J.H.S. 80 community. On January 13th, 24th, and 26th, Children’s First Network 104 Leader Bob Cohen met with J.H.S. 80’s School Leadership Team (“SLT”), parents, teachers, and community members to discuss this proposal and the impact it would have on the school community.

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

II. Proposed or Potential Use of Building

X080 and X910 have a combined target capacity of 1,579 students.¹¹ (The concept of “target capacity” is explained below.) In 2011-2012, the buildings are serving 1,516 total students,¹² yielding a utilization rate of 96%.¹³

If this proposal is approved, J.H.S. 80 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 J.H.S. 80 who do not graduate by June 2012. P.S./M.S. 280 will continue to serve students in kindergarten through grade eight.

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

¹¹ 2010-2011 Enrollment, Capacity, Utilization Report (“Blue Book”)

¹² 2011-2012 Audited Register

¹³ 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 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.

DBN	School Name	Grade Spans	
		2011-2012	2012-2013
10X080	J.H.S. 080 The Mosholu Parkway	6-8	-
10X575	New School	-	6-8
10X280	P.S./M.S. 280 Mosholu Parkway	K-8	K-8

If this proposal is approved, New School will serve approximately 605-635 students in grades six through eight beginning in the 2012-2013 school year. This includes a guaranteed seat for the 417 students currently in grades six and seven, as well as an expectation of holdover students who need extra time to graduate. This approximates enrollment levels in J.H.S. 80, which is currently serving 646 students.

P.S./M.S. 280 is projected to serve 810-900 students in kindergarten through grade eight in 2012-2013, and the DOE projects that the enrollment of this school will remain at or close to its current level.¹⁴

If this proposal is approved, once J.H.S. 80 is closed and New School is opened, there will be approximately 1,415-1,535 students served in X080 and X910 in 2012-2013, yielding a projected utilization rate of 90-97%. Therefore, the buildings have adequate capacity to accommodate New School and P.S./M.S. 280 after the closure of J.H.S. 80.

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

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
10X080	J.H.S. 080 The Mosholu Parkway	646	-
10X575	New School	-	605 - 635
10X280	P.S./M.S. 280 Mosholu Parkway	870	810 - 900
Total Building Enrollment		1,516	1,415 – 1,535
Utilization		96%	90% - 97%

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

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

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

more students than a kindergarten class. This is reflected in the fact that the DOE's 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.

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

A. Students

Impact on Academic and Extracurricular Offerings and Partnerships at J.H.S. 80

New School will put in place a variety of structural and programmatic changes designed to improve student learning from the levels currently seen at J.H.S. 80. These structural and programmatic changes will be enabled and supported by New School's hiring process which will allow the DOE to put in place a process to screen and hire those teachers with the specific skills and talent necessary to properly implement these changes. This will give all non-graduating students currently attending J.H.S. 80 access to an improved faculty.

Given the number of structural and programmatic changes that must be made in order to ensure that New School is able to effectively serve the needs of the students currently attending J.H.S. 80, 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 J.H.S. 80 and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of J.H.S. 80 with new staff and new programmatic elements in a new school.

The school currently offers transitional bilingual programming in Spanish. New School will continue to offer transitional bilingual programming.

Based on available resources and student needs, new elements planned for New School include but are not limited to: changes to the school organization including reconfiguration of the existing academies, changes to the school day schedule, new instructional models in order to foster more standards-align and rigorous instruction, strengthened bilingual programming, and more robust socio-emotional supports to support the non-academic needs of students.

J.H.S. 80 currently partners with several organizations. The DOE anticipates that, if this proposal is approved, New School will partner with all of the same organizations. In addition to traditional partnerships, as a Restart school, J.H.S. 80 was matched with an Educational Partnership Organization ("EPO"), Abyssinian Development Corporation ("ADC"). More detailed information about this partnership and EPO are included below.

J.H.S. 80 also offers several sports and after-school extra-curricular activities and clubs. If this proposal is approved, New School is expected to offer the same 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 extra-curricular offerings annually based on student demand and available resources.

New School Mission

The mission of J.H.S. 80 is to support all students to achieve personal growth, global awareness, and high academic standards in a literacy-rich, standards-based and nurturing environment. Building on this mission, New School will anchor this vision by ensuring that all students are prepared for academic success in high school, college, and careers by offering a rigorous and engaging, student-centered learning environment. New School will seek to do this while recognizing that the school is the hub of the community, with many stakeholders interested in and supporting the outcomes of its students. Therefore, New School will seek to create an environment where input from all students, staff, parents, and community members is expected and welcome. As New School strives to develop a strong community, its students will become responsible young citizens who can adapt to an ever-changing world due to the strong academic training they will receive at New School.

Partnership with Abyssinian Development Corporation (ADC)

In Summer 2011, as a condition of implementing the federal Restart model, J.H.S. 80 began a partnership with an EPO, Abyssinian Development Corporation ("ADC"). This year, ADC has worked closely with J.H.S. 80 leadership and staff to raise student achievement at the school by implementing the school improvement plan, aligning school systems, supporting the leadership team, implementing school-wide professional development and supporting student engagement, leadership and preparation for high school.

At this time, New School is planning to continue its partnership with ADC. This will allow New School to build upon efforts started at J.H.S. 80 to create a productive environment in which students thrive academically, socially, and emotionally, and where leaders and staff develop empowering and enjoyable learning and service experiences to ensure sustainable success.

Instructional Model and Curricula

J.H.S. 80 is currently designed around three academies: the Social Justice Academy (supports a peaceful environment through character education and community outreach), the Performing Arts Academy (promotes academics and cultural diversity through artistic experience), and the Journalism Academy (provides academic instruction in the areas of journalism, media, finance, and business). There is additionally an Honors Program that provides an enriched instructional curriculum with emphasis on Environmental Science, Social Awareness, Apprenticeship and Technology. For 2012-2013, New School will have a new organizational structure grounded in internationalism, social justice, cultural pride, and cultural diversity.

The current structure does not provide students with sufficient levels of differentiated instruction to meet the diverse learning styles and different needs of students. The academies also do not challenge students to engage in deeper thinking and do not provide sufficient academic options to engage and motivate student learning. While New School will maintain these academies, they will be reorganized to enable all students to gain a deep understanding of these themes, have opportunities to take courses at different levels including accelerated and honors course, and to focus on a concentration in either environmental science or performing arts. Technology, writing, and project-based learning will also become a part of the curriculum. New School will seek to provide students with laptops for multimedia productions, internet research, and publishing.

New School plans to build off of the existing academy at J.H.S. 80, while actively assessing whether there are better structures that, moving forward, will better prepare students for academic success in high school and beyond. In the near term, New School will seek to ensure that each academy serves to better support its students in cohesive smaller learning communities. With an anticipated enrollment of 600 students, it is critical that the students at New School feel supported and that they are able to develop meaningful pro-social relationships with their peers and the adults in the school. Therefore, New School will ensure that each academy will each have a sufficient number of students enrolled (on average 200 students per academy) and be able to develop its own identity above and beyond the existing themes of social justice, performing arts, and journalism. Academies will be led by a member of the principal's leadership team (e.g. an assistant principal, a lead teacher), and will be better able to cater to the interests and needs of the students within it. The academy leader and its teachers will meet regularly in common planning time to discuss the academic and social needs of its students and develop plans and activities to address these needs. The staff will continue to research materials that will provide all students with the advantage they require to compete successfully in the classroom and in their own community. Teacher lessons and programs designed with parental involvement will be created to be flexible and reflective of the Common Core Learning Standards, in order to give each student the foundation they need to learn.

Each academy will provide a curriculum that is culturally relevant, where its stated theme is embedded within the instruction and enrichment activities in which students will take part. For example, students in the Social Justice Academy at New School might study civil rights movements across the world and participate in class trips to locations of famous civil rights demonstrations – to ground instruction in real-world experiences. New School also proposes to expand its current system of “looping” students with teachers from one year to the next, which means that teachers and students are paired together for more than one year, instead of a traditional system where students have all new teachers each year. Currently, students loop with their teachers from grade seven to eight. The school is exploring the option of extending this to all three grades, which within the revamped academy structure will allow students to develop long-standing meaningful relationships with their cohort of teachers.

J.H.S. 80 has a solid set of curriculum unit plans for all grades and subjects. A curriculum realignment process has been under way, and will be completed in New School, that will ensure that the curricula are fully aligned to Common Core Learning Standards and state standards and are vertically aligned from grades six through eight. The goal is to complete this alignment, and also to ensure that the curriculum units are aligned to the reading programs selected, which are READ 180 and Achieve 3000. New School seeks to have curricula in place that are differentiated by academy, grade level, and content area. Units of study will include authentic assessments, pacing calendars, grading policy and rubrics, and special project assignments related to the course content and the theme of the SLC.

iZone Program

J.H.S. 80 applied and was selected to participate in iLearnNYC for the 2012-2013 school year. If this proposal is approved, New School would

participate in iLearnNYC in the same manner as planned for J.H.S. 80. iLearnNYC is one of several initiatives associated with the iZone. The iZone is a community of schools seeking to increase students' achievement in K-12, 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 community. 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 14 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.

If this proposal is approved, the program acceptance granted to J.H.S. 80 would be transferred to New School.

Academic Intervention and Supports

There will be several academic interventions and supports in place to address a variety of needs in the New School community.

J.H.S. 80 has been piloting an early warning system based on the work of research scientist Robert Balfanz and his colleagues at Johns Hopkins University that tracks indicators shown to be good predictors of high school dropouts (e.g., course failures in math and ELA, attendance below 80%, and unsatisfactory behavior marks in at least one class). These data are being tracked on a quarterly basis by the school's data specialist, who forwards the information to the staff. New School will use this data to develop school wide preventative measures, as well as targeted and intensive interventions for students who are at risk for falling behind.

Targeted students will be served by Read 180 teachers, a practice begun at J.H.S. 80. The program will track student progress and move students accordingly. After-school programs as well as the extended day program will be available to support students in a small group setting. New School will promote collaboration among the literacy, ELL, and social studies departments in order to plan lessons that integrate reading and writing strategies into the social studies content area. Saturday classes and after-school programs will also be used to support student progress in other subject areas. Students at New School will receive tutoring services in Supplemental Educational Services ("SES") and during the Saturday Science Academy and in the Monday Science institutes after-school. The Monday Science institutes will focus on building content knowledge as well as reinforcing skills and strategies in science.

As needed, students at New School will be referred for evaluations to identify and address barriers to student progress, which may include evaluations of students' psychological or social-emotional well-beings. Teachers will participate in inquiry teams within their academies to uncover barriers to student progress and identify sound instructional strategies and other interventions aimed at overcoming those barriers. Guidance counselors and social workers will participate in these teams alongside teachers and administrators. Struggling students will be offered Academic Intervention Services ("AIS"), counseling, and attendance monitoring. Parents will be involved at every opportunity in order to strengthen the home-school connection. The expanded-learning program supported by ADC will ensure that all students receive the additional support they need.

Supports for Students with Disabilities and English Language Learners

Currently, J.H.S. 80 offers a transitional bilingual program education ("TBE") programs in Spanish. Currently, there are three bilingual classrooms and three self-contained ESL classrooms. There are two ESL teachers who service approximately 85 students. The bilingual and ESL teachers work in collaboration with the instructional coaches to develop a plan of instruction to serve the students and meet their linguistic needs. New School will continue to offer this TBE program.

The bilingual program will be strengthened so that an additional theme of an "international academy" would be infused into the school. The TBE will support students in deepening bilingual proficiency. To that end, professional development at New School will address the needs of staff working with ELLs by providing them with in-house staff development by ESL teachers, as well as literacy and math coaches. Coaches will model lessons, conference with teachers, and assist in planning lessons. Coaches will arrange for interclass visitations so teachers will be able to observe best instructional practices and learn from each other, meet on a weekly basis with the Assistant Principal to discuss weekly outcomes, and plan next steps towards meeting professional development goals with individual teachers or staff.

In addition to in-house professional development, J.H.S. 80 has diverse support from multiple sources. New School will assess which of these opportunities are providing the most value and will continue and expand upon those that have been leading to gains in teacher growth and student achievement. New partnerships will be developed to address the needs of students with disabilities.

School Schedule

Currently, J.H.S. 80 offers extended learning opportunities for students in the form of after-school instruction and a Saturday academy. At New School, a new schedule will be developed providing for a more expanded learning program. Each Academy will determine what additional instructional time it needs and work with the central administration to ensure that the school is able to provide those opportunities.

As needed, New School may seek to utilize the School-based Option (“SBO”) — a process that allows individual schools to modify provisions in the collective bargaining agreement or NYCDOE 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 their days, 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 option is available to all schools, including PLA schools.

Human Capital

Using the DOE’s leadership competencies as a foundation and the school’s instructional needs as a departure point, J.H.S. 80 has implemented a comprehensive professional development program inclusive of bi-weekly professional development, in-class coaching, skills development, and accountability support. New School will draw upon professional development strategies, activities, and resources such as: leadership seminars, one-on-one coaching and feedback, lead teachers, instructional rounds, monthly planning team coordination and walkthroughs, accountability calendar development, and program audits.

New School will implement these professional development opportunities in partnership with ADC. New School will ensure that additional periods for professional development are provided in alignment with the school’s comprehensive instructional program and designed in collaboration with school staff.

Study groups will continue to be convened to support the development of a professional learning community. These bi-weekly study groups will be facilitated by various staff members and will focus on texts reflecting recent research/best practices teaching methods and practices for ELLs and students with disabilities. Learning Walks will be organized to model solid instructional practices for teachers. This strategy will also help to build among teachers a culture of learning and constructive criticism. ADC team members will support all professional development.

New School will have the ability to hire a Lead Teacher to support the professional development of school staff. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools.

Additionally, New School will be able to utilize the NYC Teaching Residency for School Turnaround,¹⁵ which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing. Residents undergo a school-embedded training program in a lowest-performing school and are equipped with specific knowledge and strategies to be successful in a school undergoing significant reform. Additionally, New School will have access to The Teachers of Tomorrow (“TOT”), an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which include persistently lowest achieving schools) by providing them with tax-free grants for up to four consecutive years.

New School may also pursue strategies to embed the best practices and expectations from the DOE's Teacher Effectiveness work into the professional development framework. As part of this effort, New School leadership will plan to utilize coaches for guidance on how to implement a more comprehensive system for observing teachers and delivering more specific, actionable, verbal and written feedback to teachers. New School will also pursue other learning opportunities, including those related to more effectively documenting and tracking progress against key milestones for teachers using the Danielson framework.

¹⁵ <http://nycteachingresidency.ttrack.org/>

Socio-emotional Supports

The New School will initiate new programs that support student wellness and will build and expand upon existing initiatives that have been successful. New School’s leadership and ADC will review existing strategies for parent and community engagement to determine effectiveness and develop new mechanisms for ongoing engagement of and feedback from critical stakeholders.

J.H.S. 80 had plans to offer bi-monthly CONCEPT (Creating Opportunities Necessary to Create Empowered Positive Teens) parent workshops through its collaboration with the Bronx District Attorney’s Office each year. New School and ADC will work together to ensure that this initiative is implemented. CONCEPT workshops will consist of a range of community-based, structured activities and classroom instruction designed to support parents in teaching middle school students about healthy social skills and problem-solving. Specifically, the workshops will teach parents how to implement a behavioral modification model to teach youth social skills, to help children with differentiating between appropriate and undesired behavior, to follow up on a child’s learned skills, to reinforce positive behaviors, and to identify and de-escalate crisis behaviors.

From October through May of each year, New School students will receive regular classroom instruction in conflict resolution to foster relationship building. In order to facilitate this, Morningside Center for Teaching Social Responsibility will provide a four-day professional development session (two school days and two Saturdays) at the beginning of the initial project year and a two-day refresher session for all teachers. An additional 30 days of classroom visits and support will be provided to teachers as they implement the program. This is a continuation and expansion upon the initial work begun at J.H.S. 80.

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

New School may pursue offering the Breakfast in the Classroom program to ensure all students begin their instructional day with a free, nutritious meal.¹⁶ The free breakfast campaign is based on scientific research that links children’s nutrition with improved academic performance and psychological well-being. If Breakfast in the Classroom is offered New School will be providing an additional support structure to achieve improved attendance, punctuality and behavior, and students’ attention, memory, and achievement.

Additionally, New School may also pursue the opportunity to create a School Wellness Council. If so, New School will apply to the School Wellness Council Grant Program for funding to support the work of the Council.¹⁷ School Wellness Councils can be comprised of teachers, administrators, school staff, parents, students and/or community leaders. The Council works to create an environment in which schools can holistically and systematically consider how to improve nutrition, health, and physical activity opportunities, and create a positive impact across the entire community. These wellness opportunities would be in alignment to the overall school’s mission and theme.

Finally, New School will continue to offer monthly parent workshops in reading and math strategies for parents of ELL and students with disabilities in order to engage them in their children’s education. A monthly calendar will inform parents of the current units of study in the four content areas, English Language Arts, math, science, and social studies.

Impact on Partnerships

In addition to the partnerships noted above, according to school’s website, J.H.S. 80 has partnerships with:¹⁸

Community Partnerships
Mosholu Preservation Corporation, Mosholu Woodlawn South Community Coalition, and Wave Hill

If this proposal is approved, the DOE will work with New School to ensure the smooth transition of all the above existing partnerships from J.H.S 80 to New School.

¹⁶ <http://www.opt-osfns.org/osfns/>

¹⁷ <http://schools.nyc.gov/Academics/FitnessandHealth/School+Wellness+Council+Grant.htm>

¹⁸ <http://schools.nyc.gov/SchoolPortals/10/X080/default.htm>

P.S./M.S. 280 already has established relationships with several partners, including some whose work is directly connected to the mission and theme of that school. The DOE anticipates that those partnerships will be unaffected by closure of J.H.S. 80 and co-location of New School.

Impact on Sports and Extra-curricular Programming¹⁹

According to the school’s website, J.H.S. 80 offers the following sports and extracurricular programs:

Student Leadership & Support	Sports	Clubs
Community Service	Basketball, Softball, Volleyball	Debate, Newspaper

If this proposal is approved, New School is expected to offer the same student athletics, clubs, and student activities as J.H.S. 80 offers. 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.

This proposal is not expected to impact student athletics, clubs, and student activities at P.S./M.S. 280. Programs will continue based on student interests, available resources, and staff support for those programs.

Enrollment Options for Current J.H.S. 80 Students and Future Middle School Students – Districts 9 and 10 Middle School Choice Process

Under this proposal, all current J.H.S. 80 students will have a guaranteed seat in New School. This includes all sixth- and seventh-grade students, as well as any eighth-grade students who do not graduate by June 2012.

J.H.S. 80 admits students through a zoned admissions method. Zoned admissions method provides a priority to students living within a specified zone. A student’s zoned school is determined by his or her home address. For more information about school zoning and admissions processes for zoned schools, please visit the DOE Web site’s School Search function at: <http://schools.nyc.gov/schoolsearch>. If this proposal is approved, New School will serve the same families who reside in the J.H.S. 80 zone.

Students zoned to J.H.S. 80 can also apply to choice middle schools through the Districts 9 and 10 middle school choice process, which means that District 9 and District 10 students have equal preference for choice schools and programs in both districts. Fifth-grade students who meet promotional standards and live within either district are eligible to apply to any District 9 or 10 choice middle school. Students rank their preferences from among the District 9 and District 10 choice middle schools and programs, as well as their zoned option. These options include:

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

In addition, screened and audition middle schools and alternative programs are offered through referrals. Students may also choose to apply to a number of schools that manage their own admissions process and/or schools with borough-wide or Citywide eligibility. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools. Information about all of these options is printed in each district’s Middle School Choice Directory, which can be found on the DOE’s Website at

¹⁹ Athletic and extracurricular offerings reflect those listed for J.H.S. 80 are school-reported.

<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Bronx>. (Please note that this directory is updated yearly.) General information about the Middle School Choice Process can be found on the DOE’s Website at <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Middle school students with Individualized Education Programs (“IEPs”) and ELLs are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring them access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs and ELLs is the same as described above.

The DOE believes that New School will support student success at a level that the current school cannot, and therefore all students are encouraged to take advantage of their guaranteed seat in the new school. However, all students currently attending Title I schools that are in Improvement Year 2 status or worse (including PLA schools), such as J.H.S. 80, are eligible to apply for a transfer to another school through the DOE’s existing No Child Left Behind (“NCLB”) Public School Choice Process. More information about this process can be found at the DOE’s Website at: <http://schools.nyc.gov/choicesenrollment/changingschools/default>.

Impact on Students with Disabilities and English Language Learners

J.H.S. 80 currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained special education (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). If this proposal is approved, students with disabilities attending New School will continue to receive mandated services in accordance with their IEPs.

J.H.S. 80 currently offers English as a Second Language (“ESL”) and Spanish transitional bilingual education (“TBE”) services. If this proposal is approved, English Language Learner (“ELL”) students at New School will continue to receive mandated services.

P.S./M.S. 280 also offers ICT and SC classes and SETSS to its students with disabilities and ESL services to its ELL students. If this proposal is approved, students with disabilities and ELL students attending P.S./M.S. 280 will not be impacted and will continue to receive mandated services in accordance with their needs.

Impact on Students Attending P.S./M.S. 280

P.S./M.S. 280 admits students using a zoned admissions process. P.S./M.S. 280 would continue to serve elementary and middle school students residing in its zone, and community residents may continue to apply to P.S./M.S. 280 as they would apply to any other zoned district school.

P.S./M.S. 280 accepts students into its elementary grades in the following priority order, in accordance with Chancellor’s Regulation A-101 regarding elementary school admissions:

- Zoned siblings of students who will be enrolled in the school in September 2012;
- Zoned students other than those with siblings in the school;
- Students whose siblings will be enrolled in the school in September 2012 who are not zoned to the school but are residents of the district;
- Students whose siblings will be enrolled in the school in September 2012 who are residents of another district;
- Students without siblings in the school who are residents of the district; and
- Students without siblings in the school who are residents of another district.

Families seeking to enroll their children into P.S./M.S. 280 for kindergarten can visit the following website to learn more about eligibility and the DOE’s sibling priority policy: <http://schools.nyc.gov/ChoicesEnrollment/Elementary>.

P.S./M.S. 280 admits students into its middle school grades through a zoned method. Students in fifth grade at P.S./M.S. 280 who wish to continue at P.S./M.S. 280 for sixth grade have priority in admissions for grade six. (These students may also apply to other middle schools in Districts 9 and 10 through the Districts 9 and 10 Middle School Choice Process described below.) Remaining seats are available to zoned students who did not previously attend the school for elementary grades.

The proposed closure of J.H.S. 80 and proposed opening of New School will not impact the enrollment or admissions at P.S./M.S. 280.

Enrollment Impact for Future Middle School Students—Middle School Choice Process

Like J.H.S. 80, New School will admit students through the zoned admissions process, but future students will also have the option to participate in the Districts 9 and 10 Middle School Choice Process described above.

The other school options offered to students zoned to J.H.S. 80, through the Districts 9 and 10 Middle School Choice process, are:

Middle School Options for Students zoned to J.H.S. 80											
DBN	School Name	Bldg Code	Address	Grade Span 2011-2012	Grade Span at Scale	Bldg Utilization	2010-2011 Progress Report Grade	% SE	% ELL	Admission Method	Site Accessibility
Zoned											
10X280	P.S./M.S. 280 Mosholu Parkway	X080	3202 STEUBEN AVENUE	K-8	K-8	99%	B	6%	17%	Zoned*	Partially Programmatically accessible
Zoned with Choice Options											
10X045	Thomas C. Giordano Middle School 45	X045	2502 LORILLARD PLACE	6-8	6-8	79%	C	12%	18%	Screened	Not functionally accessible
10X141	Riverdale / Kingsbridge Academy (Middle School / High School 141)	X141	660 WEST 237 STREET	6-12	6-12	90%	C	6%	7%	Screened, Unscreened	Not functionally accessible
10X244	The New School for Leadership and Journalism	X143	120 WEST 231 STREET	6-8	6-8	97%	A	13%	26%	Limited Unscreened	Not functionally accessible
10X254	I.S. 254	X254	2452 WASHINGTON AVENUE	6-8	6-8	78%	C	14%	30%	Limited Unscreened	Fully Programmatically accessible
10X368	In-Tech Academy (M.S. / High School 368)	X368	2975 TIBBETT AVENUE	6-12	6-12	116%	B	8%	12%	Unscreened, Zoned	Fully Programmatically accessible
10X390	M.S. 390	X026	1930 ANDREWS AVENUE	6-8	6-8	73%	B	12%	33%	Limited Unscreened	Not functionally accessible
10X391	The Angelo Patri Middle School	X137	2225 WEBSTER AVENUE	6-8	6-8	72%	C	18%	34%	Limited Unscreened	Fully Programmatically accessible
District 9 and 10 Choice Options											
09X022 ²⁰	J.H.S. 022 Jordan L. Mott	X022	270 EAST 167 STREET	6-8	6-8	77%	C	9%	30%	Unscreened	Not functionally accessible

²⁰ The proposed closure of J.H.S. 22 and replacement with 09X571 will be presented for approval to the PEP at its April 26, 2012 meeting.

09X117	I.S. 117 Joseph H. Wade	X117	1865 MORRIS AVENUE	6-8	6-8	66%	C	13%	32%	Limited Unscreened, Screened, Zoned	Not functionally accessible
09X128	Mott Hall III	X055	450 SAINT PAUL'S PLACE	6-8	6-8	76%	A	7%	8%	Screened	Not functionally accessible
09X218	P.S./I.S. 218 Rafael Hernandez Dual Language Magnet School	X235	1220 GERARD AVENUE	K-8	K-8	90%	C	8%	37%	Screened*	Fully Programmatically accessible
09X219	I.S. 219 New Venture School	X148	3630 THIRD AVENUE	6-8	6-8	101%	C	22%	20%	Unscreened, Zoned	Not functionally accessible
09X229	I.S. 229 Roland Patterson	X229	275 HARLEM RIVER PARK BRIDGE	6-8	6-8	41%	B	25%	21%	Screened, Zoned	Fully Programmatically accessible
09X231	Eagle Academy for Young Men	X465	4143 THIRD AVENUE	6,9-12	6-12	86%	N/A	13%	4%	Limited Unscreened	Not functionally accessible
09X232	I.S. 232	X082	1700 MACOMBS ROAD	6-8	6-8	89%	A	12%	46%	Unscreened	Not functionally accessible
09X241	Urban Assembly School for Applied Math and Science, The	X970	1595 BATHGATE AVENUE	6-12	6-12	110%	B	10%	9%	Limited Unscreened	Fully Programmatically accessible
09X313	I.S. 313 School of Leadership Development	X147	1600 WEBSTER AVENUE	6-8	6-8	89%	C	12%	34%	Unscreened	Fully Programmatically accessible
09X323	Bronx Writing Academy	X022	270 EAST 167 STREET	6-8	6-8	77%	C	11%	31%	Unscreened	Not functionally accessible
09X324	Bronx Early College Academy for Teaching & Learning	X166	250 EAST 164 STREET	6-11	6-12	68%	C	9%	11%	Limited Unscreened	Not functionally accessible
09X325	Urban Science Academy	X145	1000 TELLER AVENUE	5-8	6-8	68%	C	13%	36%	Unscreened	Not functionally accessible
09X327	Comprehensive Model School Project M.S. 327	X110	580 CROTONA PARK SOUTH	6-8	6-12	93%	B	9%	12%	Unscreened*	Not functionally accessible
09X328	New Millennium Business Academy Middle School	X145	1000 TELLER AVENUE	6-8	6-8	68%	D	10%	18%	Limited Unscreened	Not functionally accessible

09X339 ²¹	I.S. 339	X147	1600 WEBSTER AVENUE	6-8	6-8	89%	D	17%	30%	Limited Unscreened	Fully Programmatically accessible
09X413	Bronx High School for Medical Science	X410	240 EAST 172 STREET	6-12	6-12	80%	B	6%	6%	Screened	Fully Programmatically accessible
09X454	Science And Technology Academy: A Mott Hall School	X166	250 EAST 164 STREET	6-8	6-8	68%	A	13%	23%	Limited Unscreened, Screened	Not functionally accessible
09X505	Bronx School For Law, Government And Justice	X460	244 EAST 163 STREET	6-12	6-12	96%	C	10%	7%	Screened	Fully Programmatically accessible
10X118	J.H.S. 118 William W. Niles	X118	577 EAST 179 STREET	6-8	6-8	94%	C	9%	11%	Screened	Fully Programmatically accessible
10X225	Theatre Arts Production Company School	X137	2225 WEBSTER AVENUE	6-12	6-12	72%	C	15%	4%	Screened	Fully Programmatically accessible
10X228	Jonas Bronck Academy	X283	400 EAST FORDHAM ROAD	6-8	6-8	89%	B	12%	6%	Screened	Fully Programmatically accessible
10X243	West Bronx Academy For The Future	X435	500 EAST FORDHAM ROAD	6-12	6-12	92%	C	18%	14%	Limited Unscreened	Fully Programmatically accessible
10X342	International School For Liberal Arts	X430	2780 RESERVOIR AVENUE	6-12	6-12	92%	A	2%	81%	Screened	Fully Programmatically accessible
10X363	Academy For Personal Leadership And Excellence	X115	120 EAST 184 STREET	6-8	6-8	73%	N/A	13%	40%	Unscreened	Not functionally accessible
10X447	Creston Academy	X079	125 EAST 181 STREET	6-8	6-8	85%	C	11%	27%	Unscreened	Partially Programmatically accessible
10X459	East Fordham Academy For The Arts	X115	120 EAST 184 STREET	6-8	6-8	73%	A	13%	29%	Unscreened	Not functionally accessible
BOROUGH-WIDE Choice											
09X231	Eagle Academy for Young Men	X465	4143 THIRD AVENUE	6,9-12	6-12	86%	N/A	13%	4%	Limited Unscreened	Not functionally accessible
09X568 ²²	The Young Women's Leadership School	X117	1865 MORRIS AVENUE	-	6-8	N/A	N/A	N/A	N/A	Screened	Not functionally accessible

²¹ The proposed closure of I.S. 339 and replacement with 09X570 will be presented for approval to the PEP at its April 26, 2012 meeting.

²² The opening and co-location of Young Women's Leadership School of the Bronx with I.S. 117 will be presented for approval to the PEP at its March 21, 2012 meeting. If approved, it would open with sixth grade.

10X225	Theatre Arts Production Company School	X137	2225 WEBSTER AVENUE	6-12	6-12	72%	C	15%	4%	Screened	Fully Programmatically accessible
10X308	Bronx Dance Academy School	X852	3617 BAINBRIDGE AVENUE	6-8	6-8	81%	B	14%	9%	Screened	Fully Programmatically accessible
CITY-WIDE Choice											
01M539	New Explorations into Science, Technology and Math High School	M022	111 COLUMBIA STREET	K-12	K-12	99%	A	0%	0.2%	Screened*	Not functionally accessible
02M407	Institute for Collaborative Education	M475	345 EAST 15TH STREET	6-12	6-12	146%	B	0%	0.4%	Screened	Not functionally accessible
02M408	Professional Performing Arts High School	M017	328 WEST 48 STREET	6-12	6-12	97%	B	0%	2%	Screened	Not functionally accessible
02M442	Ballet Tech, NYC Public School for Dance	M905	890 BROADWAY	4-8	4-8	60%	B	0%	3%	Screened	Not functionally accessible
03M334	The Anderson School	M044	100 WEST 77 STREET	K-8	K-8	103%	A	0%	0.4%	Screened*	Fully Programmatically accessible
03M859	Special Music School	M932	129 WEST 67 STREET	K-8	K-8	57%	A	0%	1%	Screened*	Not functionally accessible
04M012	Tag Young Scholars	M117	240 EAST 109 STREET	K-8	K-8	76%	B	0%	0%	Screened*	Fully Programmatically accessible
21K239	Mark Twain I.S. 239 for the Gifted & Talented	K239	2401 NEPTUNE AVENUE	6-8	6-8	79%	A	2%	1%	Test Outcome	Not functionally accessible

* This school gives priority to continuing fifth-grade students.

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

J.H.S. 80 also admits students through the over-the-counter (“OTC”) process. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);²³ or
- Students who did not participate in the elementary or middle school admissions process for some other reason.

When a middle school-eligible student arrives for an OTC placement, his or her school assignment is determined by his or her interest, his or her home address, which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school

²³ Per Chancellor's Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

Approximately 146 students were admitted to sixth grade through the Middle School Choice process at J.H.S. 80 during the 2010-2011 school year for September 2011 enrollment. Approximately 56 sixth-grade students were admitted to J.H.S. 80 through the OTC placement process. Similarly, 40 OTC students were admitted to J.H.S. 80 for seventh grade and 36 OTC students were admitted for eighth grade. It is anticipated that New School would also admit approximately the same number of OTC students as J.H.S. 80 has, as the two schools’ population and enrollment levels will be roughly consistent.

B. Schools

In 2012-2013, once J.H.S. 80 has closed and New School has opened, there will be approximately 1,415-1,535 total students served in the building. The projected utilization for X080 at that point is approximately 90-97%. The estimated enrollment for both organizations in X080 over a two-year period is shown in the tables below.

J.H.S. 80	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	207	210	229	646
2012-13 (proj.)	-	-	-	-

New School	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	-	-	-	-
2012-13 (proj.)	200 - 210	200 - 210	205 - 215	605 - 635

P.S./M.S. 280	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	91	123	103	91	77	80	98	102	105	870
2012-13 (proj.)	85 - 95	85 - 95	120 - 130	100 - 110	85 - 95	70 - 80	75 - 85	95 - 105	95 - 105	810 - 900

If this proposal is approved, there will be sufficient space to accommodate New School and P.S./M.S. 280 pursuant to the Citywide Instructional Footprint (the “Footprint”). (Please visit the New York City Department of Education website 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 elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are Self Contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

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

As indicated above, the enrollment of New School is expected to remain at the same or close to the same level as that of J.H.S. 80, and P.S./M.S. 280's enrollment is expected to be unchanged. Thus, the room allocations in the building are expected to remain the same, with New School assuming that of J.H.S. 80.

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 the X080 building to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations.

Building Safety and Security

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

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

C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children's needs. This proposal is intended to meet this goal by allowing the students currently enrolled in J.H.S. 80 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 J.H.S. 80 and replace it with New School best meets the needs of the community. As discussed above, based on the school's recent performance, J.H.S. 80 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 J.H.S. 80 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.

J.H.S. 80 is one of two schools in District 10 that serves sixth through eighth grade that the DOE is proposing for closure and immediate replacement.

The other is Angelo Patri Middle School (10X391). The EIS describing that proposal can be found on the DOE's website: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/April2012Proposals.htm>.

Impact on Middle School Seat Capacity in District 10

The District 10 seats eliminated by J.H.S. 80's closure will be recovered by the opening of New School. As a result, the proposal to close J.H.S. 80 is not expected to yield a net loss of middle school seats in building X080 or in District 10.

Specifically, in District 10:

- There are 4,523 total sixth-grade seats in District 10 middle schools.
- In 2011-2012, there are only 4,028 sixth-grade students enrolled in District 10 middle schools.
- Therefore, there is currently an excess, or surplus, of 495 sixth-grade seats in District 10 middle schools.

Specifically, in X080:

- J.H.S. 80 is currently serving 207 sixth-grade students.
- The proposed opening of New School in building X080 is projected to create 200-210 sixth-grade seats.
- This means that the sixth grade seats in District 10 eliminated by J.H.S. 80's closure will be recovered through the opening of New School.

In short, the proposal to close J.H.S. 80 is not expected to yield a net loss of seats in X080 or in District 10. There will continue to be an excess of seat capacity in District 10 middle schools.

As mentioned above, J.H.S. 80 is one of two middle schools in District 10 that are proposed to be closed and replaced.

In total, if both proposals are approved, there will continue to be an excess in seat capacity in District 10 middle schools.

- These two schools are currently serving 409 total sixth-grade students.
- The proposed opening of the two replacement middle schools is projected to create 395-415 sixth-grade seats.
- This means that the sixth grade seats in District 10 eliminated by the closure of these two schools will be recovered or approximately recovered through the opening of these two replacement middle schools.

In short, these proposals are not expected to yield a net deficit of seats in District 10. There will continue to be an excess of seat capacity in District 10 middle schools.

Moreover, community residents may enroll in a District 10 middle school through the Districts 9 and 10 Middle School Choice Process or apply to other public charter schools in District 10, in the Bronx, or Citywide.

There is one District 10 middle school and one charter school proposed to open in 2012-2013. Both schools will phase-in to serve middle school grades, and are listed in the table below:

District 10 Middle Schools Phasing In							
DBN	School	Grade Span 2011-2012	Grade Span at Scale	Admissions Method	Extracurricular Activities		
					Special Programs	Clubs	Sports
84XTBD	Tech International Charter School	-	6-8	Lottery with a preference given to residents of Community School District 10 and their siblings.	TI Family Academy	N/A	N/A
09X568 ²⁴	The Young Women's Leadership School	-	6-8	Screened: girls, Borough-wide Choice	N/A	N/A	N/A

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

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X080. This proposal is not expected to impact the partial site accessibility X080.

IV. Enrollment, Admissions and School Performance Information

J.H.S. 80

Admissions Data

Current Admissions	Zoned
Admissions After Proposed Closure of J.H.S. 80	N/A

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	207	210	229	646
2012-13 (proj.)	-	-	-	-

²⁴ Young Women's Leadership School of the Bronx will be presented for approval to the PEP at its March 21, 2012 meeting. If approved, it would open with sixth grade.

Demographic Data

Percentage of Students Receiving ICT or SC services ²⁵	14%
Percentage of Students with Individualized Education Programs ²⁶	24%
Percentage of English Language Learner Students ²⁷	33%
Percentage of Students Eligible for Free or Reduced Lunch ²⁸	88%

School Performance Data

J.H.S. 080 The Mosholu Parkway	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	B	C
Quality Review Score			P
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	43%	21%	15%
Math % Proficient (Levels 3 and 4)	57%	25%	27%
Other Key Performance Indicators			
Attendance Rate	89.4%	89.6%	88.1%
2010-2011 State Accountability Status	Restructuring (advanced) Comprehensive		

New School

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of J.H.S. 80	Zoned

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	-	-	-	-
2012-13 (proj.)	200 - 210	200 - 210	205 - 215	605 - 635

²⁵ Students receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register.

²⁶ Students with IEPs as percentage of total students from the 2011-2012 Audited Register.

²⁷ ELL students as percentage of total students 2011-2012 Audited Register.

²⁸ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

Demographic Data²⁹

Percentage of Students Receiving ICT or SC services	14%
Percentage of Students with Individualized Education Programs	24%
Percentage of English Language Learner Students	33%
Percentage of Students Eligible for Free or Reduced Lunch	88%

School Performance Data

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

P.S./M.S. 280

Admissions Data

Current Admissions	Zoned
Admissions After Proposed Closure of J.H.S. 80	Zoned

Enrollment Data

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	91	123	103	91	77	80	98	102	105	870
2012-13 (proj.)	85 - 95	85 - 95	120 - 130	100 - 110	85 - 95	70 - 80	75 - 85	95 - 105	95 - 105	810 - 900

Demographic Data

Percentage of Students Receiving ICT or SC services	6%
Percentage of Students with Individualized Education Programs	16%
Percentage of English Language Learner Students	17%
Percentage of Students Eligible for Free or Reduced Lunch	93%

School Performance Data

P.S./M.S. 280 Mosholu Parkway	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	A	B
Quality Review Score			
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	78%	49%	48%

²⁹ Demographic data include for New School is anticipated based on the current student population at J.H.S. 80, but actual demographic data may differ.

Math % Proficient (Levels 3 and 4)	92%	62%	64%
Other Key Performance Indicators			
Attendance Rate	94.0%	93.5%	92.9%
2010-2011 State Accountability Status	In Good Standing		

V. Initial Costs and Savings

If this proposal is approved, once the closure of J.H.S. 80 and the opening of New School are implemented, the DOE will cease to allocate funds to J.H.S. 80 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 \$2,669,532 - \$2,801,906. 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 J.H.S. 80 was receiving supplemental federal SIG funding to support implementation of the federal Restart model. The school was to have received \$900,000 in Restart money this school year. While the school otherwise complied with the changes required by the model, its eligibility for these funds under this model was and is conditioned upon the implementation of a new teacher evaluation system. When the DOE and UFT failed to come to an agreement by January 1, 2012, SED suspended SIG funding to all Transformation and Restart schools in the City, including J.H.S. 80. 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, J.H.S. 80 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 the Turnaround model, a school makes programmatic changes comparable to those required by Transformation and Restart models, but also replaces at least 50%³⁰ of its teaching staff after using locally-adopted competencies to measure their effectiveness. Thus, if the rehiring process at New School results in a 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 J.H.S. 80 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 J.H.S. 80 or New School becomes eligible for SIG funding under either the Restart or Turnaround models.

Current J.H.S. 80 teachers who are not hired at New School will remain in excess.³¹

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

³⁰ 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.

³¹ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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 co-located schools.

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 J.H.S. 80 will be excessed in the closure. This process will occur at the end of the 2011-2012 school year.

For teachers, new schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. All new district schools opening in campuses where an existing school is phasing out or closing must adhere to Article 18-D of the UFT contract. Article 18-D requires that if a sufficient number of displaced staff from J.H.S. 80 apply, at least 50% of New School's positions shall be selected from among the appropriately licensed, most senior applicants from J.H.S. 80 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 J.H.S. 80 teachers or others, will be made based on competencies to measure the effectiveness of staff, determined by New School Leadership. The priority will be to staff the school with the best teachers available. 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 of the new school.

Current J.H.S. 80 teachers who are not hired at New School will remain in excess.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the Absent Teacher Reserve ("ATR") pool, 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, J.H.S. 80 had funding to hire Master and Turnaround teachers.³² These titles will not be available after the 2011-2012 school year due to the absence of an agreement with the UFT. While the positions will not be included at New School, the individual teachers in those positions currently will be welcome to apply to New School.

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

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 budget for J.H.S. 80 is determined by the same FSF per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for middle schools is \$4,412.45.

In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, middle schools received an additional \$2,043.69 per pupil for each ELL student they enrolled. At the high school level, supplemental funds are also awarded to each student who requires special education services, or who is

³² 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.

performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

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

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

As with all other schools Citywide, New School and P.S./M.S. 280 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. J.H.S. 80 and P.S./M.S. 280 are currently eligible for Title I funding. Since P.S./M.S. 280'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 J.H.S. 80 at approximately the same enrollment levels, the DOE anticipates that New School will receive roughly the same amount of Title I funding as J.H.S. 80 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.

If approved, this proposal will not impact the costs of instruction of P.S./M.S. 280.

C. Administration

All school supervisor and/or administrator positions assigned to J.H.S. 80 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 J.H.S. 80.

If approved, this proposal will not impact the administration of P.S./M.S. 280.

D. Transportation

If this proposal is approved, transportation will continue to be provided according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at P.S./M.S. 280 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 P.S./M.S. 280.

VII. Building Information

Building	X080	
Type of Building	Junior High-Intermediate-Middle	
Year Built	1925	
Overall BCAS rating	2.38	
2010-2011 Target Building Utilization	99%	
2010-2011 Target Building Capacity	1,426	
FY 2011 Maintenance Costs	Labor	\$75,735
	Materials	\$24,447
	Maintenance and repair contracts	\$117,966
	Service contracts	\$590
	Custodial operations costs—Materials	\$9,907
	Custodial operations costs—Custodial Allocation	\$314,951
FY2011 Energy Costs	Electric	\$169,969
	Gas	\$13,968
	Oil	\$153,263
Projects completed during the current or prior school year	Accessibility, Auditorium Lighting Fixtures, IEH PO 18-Rooms: 508/510/512/513	
Projects proposed in the capital plan	Accessibility, Flood Elimination, Foundation Walls	
Accessibility of the building	Partially Programmatically Accessible	
Building attributes	Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office & Science Labs	