AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Closure of J.H.S 22 Jordan L. Mott (09X022) and Opening and Co-Location of a New Middle School (09X571) with Bronx Writing Academy (09X323) in Building X022 Beginning in 2012-2013

I. Summary of Proposal

On February 27, 2012, the New York City Department of Education ("DOE") issued an Educational Impact Statement describing a proposal to close J.H.S. 22 Jordan L. Mott (09X022, "J.H.S. 22"), an existing district middle school in building X022 ("X022"), located at 270 East 167 Street, Bronx, NY, 10456, in Community School District 9. It currently serves students in grades six through eight. The DOE is proposing to immediately replace J.H.S. 22 with New School (09X571, "New School"), a new district middle school serving students in grades six through eight, in building X022.

If this proposal is approved, J.H.S. 22 will close at the conclusion of the 2011-2012 school year. All current students who have not completed eighth grade before the start of the 2012-2013 school year will be guaranteed seats and automatically enrolled in New School.[1]

This amended EIS corrects the bilingual programming offerings at J.H.S. 22. It also omits references to the Speech and Language Clinic which was incorrectly noted as being located in the building. Some typographical errors are also corrected and this EIS is updated to reflect developments with respect to another DOE proposal.

J.H.S. 22 is co-located with Bronx Writing Academy (09X323, "Bronx Writing Academy"), an existing district middle school that currently serves students in grades six through eight. A "co-location" means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. This proposal is not expected to impact this Community Based Organization ("CBO").

Both J.H.S. 22 and Bronx Writing Academy admit students through the Middle School Choice Process, with priority to students residing in each school's respective zone and then to students and residents of Districts 9 and 10. Additional information about programming and the Middle School Choice Process is contained in Section III.A of this proposal.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. By closing J.H.S. 22 and replacing it with New School, the DOE is seeking to expeditiously improve educational quality in the X022 building. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including J.H.S. 22 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

[1] Summer school sites are determined yearly by the DOE. If this proposal is approved, students in J.H.S 022 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.

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 supplemental federal funding under the federal School Improvement Grant ("SIG") program. New School will build on the strongest elements of J.H.S. 22 and incorporate new elements, including new talent, designed to better meet student needs. Thus, the immediate closure and replacement of J.H.S. 22 with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

Background on the DOE Decision-Making Process

PLA Identification

Each year, the New York State Education Department ("SED") designates a number of schools as Persistently Lowest Achieving ("PLA") based on their low graduations rates or poor academic performance.[2] (The standards for the PLA designation are described in more detail below.) J.H.S. 22 was first designated as PLA during the 2010-2011 school year.[3]

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.[4]

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

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.

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[2] 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.

[3] For more information, please visit: http://www.p12.nysed.gov/pla/.

[4] SIG funding is available for PLA schools for a maximum of three years from the start of the school's initial implementation of any SIG model. SIG funding is available for PLA schools for a maximum of three years from the start of the school's initial implementation of a model. J.H.S. 22 was first placed into a SIG model in 2011-2012 meaning that New School will be eligible for two years of funding.

[5] 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.

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 New York City schools were assigned to the Transformation model and 14 New York City 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 assiagned a SIG model. Instead, the DOE provided $300,000 in Title I funding to each of these schools to support them to begin some initial improvement work and plan for more intensive intervention in subsequent years.

With respect to J.H.S. 22 specifically, the DOE applied to SED to place the school into the Transformation model. SED approved the application, which made J.H.S. 22 eligible for up to $900,000 in SIG funding per year for three school years. However, as explained below, J.H.S. 22's continuing eligibility for these funds under the Transformation model was conditioned upon the DOE and UFT agreeing to implement a new teacher evaluation system by January 1, 2012.

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 the funding had been suspended, the DOE began to look at alternative approaches to ensure that the support and funding started under Transformation and Restart could continue and be strengthened. Furthermore, the continuing lack of a new teacher evaluation system led the DOE to further evaluate its available options to improve teacher quality.

After this further consideration, the DOE concluded that a number of PLA schools, including J.H.S. 22, should be closed and replaced with new schools. By closing J.H.S. 22 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. 22. J.H.S. 22's most recent Progress Report was released at the end of October 2011, after the DOE's decision to implement the Transformation model at the school. That decision was predicated on some positive trends in student progress between 2008-2009 and 2009-2010 which led the DOE to determine that the Transformation model, which along with Restart is a relatively less intensive intervention, was the best fit for the school. However, J.H.S. 22's metrics either declined or did not sufficiently improve during the 2010-2011 school year and, based on this most recent data, the DOE believes that students at J.H.S. 22 would be better served by implementation of a more intensive intervention. This is because the data shows that the school was struggling even more than the DOE had thought at the time it chose the Transformation 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. 22 be closed and replaced with a new school that would incorporate the strongest elements of J.H.S. 22, while also allowing new staff to be put in place who can accelerate the pace of improvement.

When the DOE placed J.H.S. 22 in the Transformation model, it hoped that it would be able to quickly reach an agreement with the UFT regarding a comprehensive teacher evaluation system. Unfortunately, that proved impossible. As a result, schools in the Transformation 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 downturn in J.H.S. 22's performance 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.[6] Then, a Personnel Committee is created to screen the teaching applicants for the new school using these criteria. Personnel Committee membership, at minimum, consists of two representatives appointed by the UFT President, two representatives appointed by the superintendent (or the Chancellor), and the principal of the new school.

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

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

Through the process noted above for hiring instructional staff into a new school, the DOE has historically demonstrated an ability to hire high-quality teaching staff into the new school and not rehire staff from the closing school who do not meet the New School's qualifications. As discussed in more detail in Sections V and VI, if this proposal results in a turnover of staff in excess of 50%, New School will become eligible for SIG funding pursuant to the Turnaround model, while also preserving eligibilty 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. 22 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. 22 and will admit future new sixth grade students through the Districts 9 and 10 Middle School Choice Process. New School will be able to continue and augment those supports that are currently demonstrating some success at J.H.S. 22, and replace those interventions that have been less effective. New School will build upon the best elements of J.H.S. 22 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. 22

SED identifies elementary or middle schools as PLA if their students' performance on the English and

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

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. 22 was identified as a PLA school in 2010-2011 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. 22 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. 22 and immediately 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. 22 has been a persistent trend. In 2010-2011, a majority of J.H.S. 22 students remained below grade level in English and Math. In 2010-2011, only 12% of students were performing on grade level in English – putting the school in the bottom 8% of City middle schools in terms of English proficiency. Only 22% of students were performing on grade level in Math – putting the school in the bottom 8% of City middle schools in terms of Math proficiency.
- In 2009-2010, J.H.S. 22 was in the bottom 11% Citywide for English proficiency and in the bottom 11% Citywide for Math proficiency. In 2008-2009, J.H.S. 22 was in the bottom 2% Citywide for English proficiency and in the bottom 5% Citywide for Math proficiency.
- Additionally, J.H.S. 22 is not adequately helping students to make progress. The school was in the bottom 16% 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. 22 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. 22 earned an overall C grade on its 2010-2011 annual Progress Report, with an F grade on Student Performance, a C grade on Student Progress, and a B grade on School Environment.
- J.H.S. 22 was rated "Developing" ("D") on its most recent Quality Review in 2010-2011, indicating deficiencies in the way that the school is organized to support student learning.[7] J.H.S. 22's review indicates that that the school needs to improve in designing tasks that stress higher order thinking and engage a variety of learners. The review also indicated that the school needs to regularly conference with students in order to communicate learning goals and next steps that track student progress. In addition, the review indicated that teachers at the school need to better utilize data concerning the deficits of students so that instruction can be appropriately differentiated to meet all students' learning needs.

This data suggests that the school is not equipped to effect dramatic change. However, there is also data indicating that some elements of J.H.S. 22 are worth preserving in New School.

- J.H.S. 22 appears to be making some strides in learning growth and proficiency with students with disabilities taught in collaborative team teaching environments ("CTT"). Twenty-four percent of students in CTT classes were proficient in Math in 2010-2011, in the top 45% Citywide for this measure. The DOE will seek to preserve J.H.S. 22's efforts to support these students in the new school, while implementing new supports to assist other student populations who continue to struggle at J.H.S. 22, including students performing in the lowest third on State tests.

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

- Passing core academic courses in middle school is vital to high school readiness. In 2010-11, 94% of sixth- through eighth-grade students at J.H.S. 22 passed their core courses. This pass rate puts J.H.S. 22 in the top 27% of middle schools Citywide. The DOE will seek to preserve this success of J.H.S. 22 in New School, while implementing new supports to improve achievement on standardized assessments.

J.H.S. 22 Jordan L. Mott[8]	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	C
Progress Report Progress Grade	B	B	C
Progress Report Performance Grade	A	F	F
Progress Report Environment Grade	A	B	B
Quality Review Score	P		D
Performance Data[9]			
English Language Arts % Proficient (Levels 3 and 4)	35%	13%	12%
Math % Proficient (Levels 3 and 4)	49%	21%	22%
Other Key Performance Indicators			
Attendance Rate	92.4%	92.4%	91.8%
2010-2011 State Accountability Status	Restructuring (advanced) Comprehensive		

Overview of Past Strategic Improvement Efforts at J.H.S. 22

For the past several years, the DOE has sought to support J.H.S. 22 in order to ensure that it has been equipped to provide a quality education for its students.

Leadership Support:

- Provided leadership training for the principal and school leadership to help J.H.S. 22 set clear goals for the school and design and implement plans to improve schoolwide operations.
- Coordinated professional development for school leaders to implement strategies to improve instruction, including workshops targeted at math and educating middle school students.

Instructional Support:

- Trained school leadership and teachers in practices to improve teacher effectiveness, including classroom best practices and methods of assessment.

[8] 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/.

[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.

- Coached teachers in implementing Common Core Learning Standards through workshops, professional development, and curriculum planning.

Operational Support:

- Trained teachers and staff in data management systems targeted at promoting student achievement.

Student Support:

- Coached counselors and staff in comprehensive guidance programs and evidence based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.
- Engaged parents and community members in projects to support students' learning of 21st Century skills, including the Youth Create Media Project to develop leadership and self-expression skills and the CinemaMath Project, which encourages exploration of video resources aligned to Common Core math standards.

Even with these supports, however, the DOE has determined that J.H.S. 22 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. 22 is to close the school and replace it with New School next year. This will allow the DOE to put in place a process to screen and hire the best possible staff for New School, giving all non-graduating students currently attending J.H.S. 22 access to an improved faculty.

Prior to issuing this proposal, the DOE met with the J.H.S. 22 community. On January 31, 2012, Community School Superintendent Dolores Esposito met with J.H.S. 22'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"): http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/April2012Proposals.htm.

II. Proposed or Potential Use of Building

X022 has a target capacity of 1,489 students.[10] (The concept of "target capacity" is explained below.) In 2011-2012, the building served 1,119 students,[11] yielding a utilization rate of 75%.[12] This means that the building is "underutilized" and has extra space to accommodate students.

If this proposal is approved, J.H.S. 22 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. 22 who do not meet promotion standards by June 2012. Bronx Writing Academy will continue to serve students in grades six through eight.

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

		Grade Spans			
DBN	**School Name**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**

[10] 2010-2011 Enrollment, Capacity, Utilization Report ("Blue Book")
[11] 2011-2012 Audited Register.
[12] 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 are based on audited enrollment and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

09X022	J.H.S. 22 Jordan L. Mott	6-8	-	-	-
09X571	New School	-	6-8	6-8	6-8
09X323	Bronx Writing Academy	6-8	6-8	6-8	6-8

If this proposal is approved, New School will serve approximately 595-625 students in grades six through eight beginning in the 2012-2013 school year. This includes a guaranteed seat for the 473 students currently at J.H.S. 22 in grades six through seven, as well as an expectation of holdover students who need extra time to meet promotion standards.

However, as part of this proposal, the DOE is planning a decrease in enrollment in New School compared with that of J.H.S. 22. In the 2012-2013 school year, the number of incoming sixth-graders will be reduced by approximately 60 students. Over a three-year period, this will equate to a reduction of approximately 180 students.

This decrease in enrollment is a result of a decision to open New School with a strategically reduced enrollment with the goal of creating a smaller learning environment that can focus academic instruction and school support services on smaller numbers of students. This will allow for a targeted focus on a smaller student body, which is intended to better position the school to improve student achievement, particularly for struggling students and students with disabilities.

Reducing a school's enrollment is an academic intervention strategy the DOE has successfully initiated with other schools. The decision to target a smaller enrollment at New School reflects the DOE's focus on assisting New School to improve student performance for current J.H.S. 22 students. It is one of the several strategies being implemented to improve student outcomes.

Bronx Writing Academy is serving 470 students in 2011-2012, and the DOE projects that the enrollment of this school will remain approximately the same.[13]

If this proposal is approved and once J.H.S. 22 is closed and New School is opened, there will be approximately 1,050-1,110 students served in X022 in 2012-2013, yielding a projected utilization rate of 71-75%. In 2014-2015, when New School has reached stable enrollment, there would be approximately 845-905 students served in X022, yielding a projected utilization rate of 57-61%.

Therefore, the building has adequate capacity to accommodate New School and Bronx Writing Academy after the closure of J.H.S. 22.

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

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment
09X022	J.H.S. 22 Jordan L. Mott	649	-	-	-
09X571	New School	-	595 - 625	475 – 505	390 - 420
09X323	Bronx Writing Academy	470	455 - 485	455 – 485	455 - 485
Total Building Enrollment		1119	1,050 1,110	930 – 990	845 - 905
Utilization		75%	71% - 75%	62% - 66%	57% - 61%

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

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

rooms as reported by principals during an annual facilities survey, the DOE's goals for classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

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

Building X022 already has excess space, and the DOE anticipates that building X022 will have more excess space once New School's enrollment reduction has been completed. Any DOE proposal to site additional school organizations into this space would be described in a separate EIS and be subject to PEP approval.

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

A. Students

Impact on Academic and Extracurricular Offerings and Partnerships at J.H.S. 22 and New School

New School will put in place a variety of structural and programmatic changes designed to improve student learning from the levels currently seen at J.H.S 22. These structural and programmatic changes will be 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. 22 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. 22, 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. 22 and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of J.H.S. 22 with new staff and new programmatic elements in New School.

J.H.S. 22 currently offers iZone programming, transitional bilingual programming, and dual-language programming. Details are included below about each of these programs and their implementation in New School.

Based on resources, student needs, and the availability of SIG funding, new elements planned for New School include but are not limited to: a greater focus on the acquisition of critical literacy and technology skills, new strategies for tracking and assessing student work, changes in program for students with disabilities and English Language Learners (ELL), and targeted professional development opportunities

that promote differentiated instruction.

J.H.S. 22 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 extracurricular offerings annually based on student demand and available resources. Even though New School will be reducing in overall enrollment, when it reaches stable enrollment in 2014-2015, it will still enroll 390-420 students. This is a sufficient size to continue offering a wide array of sports and after-school activities and clubs.

New School Mission

The mission of New School is to ensure all students acquire the knowledge, critical thinking skills, and self-awareness to be prepared for secondary and post-secondary school success. The school will focus on embedding literacy and technology across all content areas and various facets of programming.

This represents a change from J.H.S. 22's current mission, in that J.H.S. 22 has some aspects of collaboration across disciplines, though this cross-content work is not currently focused on literacy. There has been work to use technology to enhance learning, but thus far, this has been sporadic in some classes, and not along either grade levels or content areas.

Instructional Model and Curricula

To thread the focus of literacy across curricula, all classes will ask students to engage in original writing assignments, provide students with explicit reading instruction, and use texts in an effort to reach these goals. Furthermore, teachers will include learning objectives designed to teach reading comprehension strategies in their daily lessons along with the content-specific learning objectives that already drive this work. This literacy practice and expectations for teaching literacy will be normed throughout the school in a way J.H.S. 22 has not done.

Pending the availability of SIG funding and based on student needs, New School will build upon technology initiatives that J.H.S. 22 began in partnership with Computers for Youth, in providing computers for home use and building the school website. If the school is able to secure technology upgrades and improve access points, New School will thread the use of technology throughout its curriculum and school design and draw upon the experiences from the pilot program to inform where J.H.S. 22 students are succeeding or struggling.

Students will build skills in all content areas, with the goal that they will leave New School knowing how to conduct thorough and discerning research online and synthesize diverse sources of information to form and defend opinions. In efforts to incorporate technology into other aspects of the school, New School will build an internet "hub" website which will function in the following ways: (1) disseminating information to all school community members; (2) storing digital portfolios for students, currently in hard copy only, which will contain individual student action plans that help students take ownership of their own development; (3) sharing a library of links to online learning tools for students, families, and teachers; (4) allowing for multi-party editing of student presentations, data, and documents.

Currently, J.H.S. 22 has a strong emphasis on collaboration among staff members. New School will build on this strength by extending that collaboration to include students and families.

J.H.S. 22 currently has common assessments in each subject area used for student, staff, and department-level goal setting. New School would continue this, extending the practice to inform a goal-setting process for each individual class and entire grade levels.

Another key element of New School's instructional model will be to have two adults, including general education teachers, special education teachers, ESL teachers, interns from local universities, and teaching residents, in every classroom for at least part of every school day. This initiative will ensure that for certain class periods, adult to student ratios will be sufficiently small to allow for differentiated and deeper student academic support.

iZone Program

To strengthen its technology partnerships, J.H.S. 22 applied and was selected to participate in iLearnNYC for the 2012-2013 school year. If this proposal is approved, and based on on-going assessment of needs and resources, New School will participate in iLearnNYC in the same manner as planned for J.H.S. 22. 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, J.H.S. 22 participates 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.

J.H.S. 22 has also been selected to participate in iZone's Community Affinity Group. Community Affinity Group will launch at the beginning of the 2012-2013 school year and is made up of several iLearnNYC schools interested in taking part in various iZone360 learning and sharing opportunities with like-minded schools.

If this proposal is approved, the program acceptance granted to J.H.S. 22 will be transferred to New School.

Small Learning Academies

J.H.S. 22 is currently organized in three small learning academies, called POWER, GLOBE, and Multicultural Leaders, which were introduced in the 2010-2011 school year. New School will maintain these three academies, but would now provide increased student ownership over academy identities. Additionally, students with special needs have not been fully integrated into J.H.S. 22's small learning academies; this would be changed in New School, as students with special needs will become fully involved.

Currently, students in the GLOBE Academy at J.H.S. 22 have the option to elect to participate in one of the following courses for 90 minutes each week: soccer, multimedia, visual art, band, and theater. This program has empowered students to make choices, work with a wider variety of adults in the school, and prepare for high school applications. New School would seek to expand this practice to all three of its academies.

Support for Students with Disabilities and English Language Learners

New School will plan to work to refine co-teaching partnerships to allow teachers to form stronger relationships with their colleagues as well as specialize in a content area. In these efforts, Integrated Co-Teaching ("ICT") and Special Education Teacher Support Services ("SETSS") teachers will have no more than three partners throughout the week and cover no more than two subject areas. Additionally, all partnerships will have dedicated planning time built into their schedules. The above plan for New School's ICT and SETSS partnerships would apply to English as a Second Language ("ESL") teachers as well, both in terms of limiting the number of teaching partners and content areas and in terms dedicated partnership planning time.

New School also intends to add parallel scheduling for students with special needs, meaning that ICT and Self-Contained special education ("SC") classes have identical schedules. This would allow the students to have blended schedules based on their unique needs. In practice, this would mean that students could be supported in either setting, ICT or SC, depending on their needs in each subject area, thereby benefiting when necessary from the additional attention provided in the self-contained setting and from the less restrictive environment in the integrated co-teaching setting.

In 2011-2012, J.H.S. 22 began to more strategically serve English Language Learner ("ELL") students through more purposeful class placement and a "push-in" ESL model that connected to classroom units of study to provide rich and repetitive language experiences. New School will improve upon this by creating a comprehensive process for families and students to choose to enroll in the bilingual, dual language, and ESL programs. To help inform families and teachers, this process will include a diagnostic assessment of students' content knowledge and skill levels in their native languages.

J.H.S. 22 currently offers ESL, Spanish transitional bilingual education ("TBE") in grades six, seven, and eight and dual-language programming in Spanish in grades six, seven, and eight. ELL students at New School would continue to have access to all of these programs and mandated services at large.

Academic Intervention Supports for Students

J.H.S. 22 does not have a uniform system for supporting students who are underperforming. However, the school is currently working to develop an online tracking system. Pending the availability of SIG funding and based on student interests and resources, New School will complete the development of the online tracking system and use it to implement a school-wide intervention program to provide students with the supports they need to progress. This will align with the work already begun by the Student Intervention Team, the Instructional Support Team, and the School-based Support Team at J.H.S. 22.

School Schedule

In the fall of 2011, J.H.S. 22 launched a new Early Morning Academic Program that focuses on non-fiction reading comprehension. Based on an ongoing assessment of needs and resources, New School would improve on this program by focusing the intervention to the students' reading level, using data from the Degrees of Reading Power reading assessment, running records, and the Wilson Reading Program. Students would then be grouped based on need.

As needed, the School-based Options ("SBO") process allows individual schools to modify provisions in the UFT 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 its day, structure schedules, or set faculty meeting times, the SBO process allows each school to determine how these elements may be most effectively implemented for its own situation and needs, based on approval by staff and the principal. The union chapter committee and school principal review SBOs in March-April of each year. The principal and union chapter leader must agree to the proposed modification which will then be presented to school union members for vote. Fifty-five percent of the voting members must affirm the proposed SBO in order for it to pass. The SBO option is available to all schools, including PLA schools.

Human Capital

Pending school needs, New School will be able to utilize the NYC Teaching Residency for School Turnaround,[14] which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing. Residents undergo a school-embedded training program in a low-performing school and are equipped with specific knowledge and strategies to be successful in a school undergoing significant reform. New School will also be able to utilize the Lead Teacher program to hire a dedicated educator to support the professional development and capacity building of school staff. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools. Additionally, New School will have access to The Teachers of Tomorrow ("TOT"), an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which include persistently lowest achieving schools) by providing them with tax-free grants for up to four consecutive years.

Under the Transformation model, J.H.S. 22 has worked with external partners to deliver professional development services such as executive coaching, workshops, webinars, modeling, and mentoring. Although a significant amount of time and resources have been dedicated towards implementing

[14] For more information, please visit: http://nycteachingresidency.ttrack.org/

professional development, inputs have not translated into increased student achievement. Based on an ongoing assessment of needs and resources, New School will work to deepen those elements of professional development that have been successful and strengthen those components which have not resulted in strong student outcomes. For example, currently, Teachers College Reading and Writing Project ("TCRWP") provides staff development for J.H.S. 22. New School would seek to continue this partnership.

Similarly, New School would continue holding 90-minute weekly department meetings (a practice currently occurring at J.H.S. 22), but New School would deepen the practice by scheduling weekly meetings for grade-level leaders from each department. These "Leaders' Meetings" would provide resources, models, and agendas to be shared at the weekly department meetings.

Currently, J.H.S. 22 teachers use the ARIS Learn system with their direct supervisors to document and reflect on annual professional goals. This program does not allow teachers to view other teachers' professional practice goals portfolios. New School would use the website to create digital professional portfolios for teachers built on the same platform used for student digital portfolios. This would allow teachers to work collaboratively to assist one another in the development of and progress towards individual goals.

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

Socio-Emotional Supports

Building upon existing structures and strategies that have begun to be implemented in a partnership between J.H.S. 22 with Turnaround for Children,[15] New School will establish an array of new socio-emotional and academic supports for students that were not in place at J.H.S. 22 that will deepen the approach to student support needs.

New School will embed the Collaborative Problem Solving Model by Ross Green, which is designed to provide teachers with alternative tools and guidance in helping behaviorally challenging students in the classroom.

J.H.S. 22 currently partners with the BronxWorks Violence Prevention Program, which works with both J.H.S. 22 and Bronx Writing Academy. New School will continue this partnership.

Furthermore, deans for each of the New School's three small learning academies will support teams in implementing classroom-based interventions, coordinate in-school support staff, ensure implementation of behavior intervention plans, and facilitate student intervention teams as they conduct functional behavior assessments and locate outside services for tier three interventions.

Pending school needs, New School may also pursue opportunities in creating a School Wellness Council. New School may apply for a grant through the Office of School Wellness Programs School Wellness Council Grant Program to support the work of the Council. [16] 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.

[15] http://turnaroundusa.org/
[16] http://schools.nyc.gov/Academics/FitnessandHealth/School+Wellness+Council+Grant.htm

New School will continue the partnership with the school-based health center, Morrisania NFCC, and will plan to pursue additional partnerships with mental health agencies that provide services on-site.

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

Impact on Partnerships

In addition to the partnerships mentioned above, according to the 2011-2012 Middle School Directory,[17] J.H.S. 22 has partnerships with:

Higher Ed	Program Partners
Teachers College Columbia University, New York University (NYU) Child Study Center, New York Law School	Learning through an Expanded Arts Program (LeAp), BronxWorks, Homework Matters / Public Education Needs Civic Involvement in Learning (PENCIL), Morrisania Health Clinic

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. 22 to New School, based on the needs of New School.

Bronx Writing Academy, currently located in X022, already has established relationships with several partners. The DOE anticipates that those partnerships will be unaffected by the closure of J.H.S. 22 and opening and co-location of New School.

Impact on Sports and Extra-curricular Programming[18]

According to the District 9 Middle School Directory, J.H.S. 22 currently offers the following extracurricular activities (sports and clubs):

Clubs	Boys Sports	Girls Sports	Co-ed Sports
Band, Martial Arts, Violin, Slam Poetry, African Drumming, Hip Hop Dancing, Student Government	Baseball, Basketball, Soccer, Tennis	Basketball, Cheerleading, Soccer, Tennis	Volleyball

If this proposal is approved, New School is expected to offer the same student athletics as J.H.S. 22 offers. As described earlier, even though New School will be reducing its overall enrollment, when it reaches stable enrollment in 2014-2015, it will still enroll 390-420 students. This is a sufficient size to continue offering a wide array of sports and after-school activities and clubs.

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

[17] http://schools.nyc.gov/NR/rdonlyres/D18E3524-45FE-4555-A264-9AE42CCFF3FE/112146/District9MSDpart3.pdf
[18] Athletic and extracurricular offerings reflect those listed for J.H.S. 22 in the 2011-2012 District 9 Middle School Choice Directory: http://schools.nyc.gov/NR/rdonlyres/D18E3524-45FE-4555-A264-9AE42CCFF3FE/112146/District9MSDpart3.pdf.

Impact on Students Attending Bronx Writing Academy

This proposal is not expected to impact academic or extracurricular program offerings at Bronx Writing Academy. Programs will continue based on student interests, available resources, and staff support for those programs. The proposed closure of J.H.S. 22 and proposed opening of New School will not impact the enrollment or admissions at Bronx Writing Academy. All current and future students with disabilities and ELL students will continue to receive mandated services.

The other school currently located in X022 already have established relationships with several partners, including some whose work is directly connected to the mission and theme of the school. The DOE anticipates that those partnerships will be unaffected by closure of J.H.S. 22 and co-location of New School.

Enrollment Options for Current J.H.S. 22 Students and Future Middle School Students—Districts 9 and 10 Middle School Choice Process

Under this proposal, all current J.H.S. 22 students will have a guaranteed seat in New School. This includes all sixth- and seventh-grade students, as well as any eighth-grade students who do not get promoted to ninth grade by June 2012. All incoming sixth-graders who would have been enrolled in J.H.S. 22 through the Middle School Choice Process will be automatically enrolled in New School.

Both J.H.S. 22 and Bronx Writing Academy admit students through the Middle School Choice Process, with priority to students residing in each school's respective zone and then to students and residents of Districts 9 and 10.

J.H.S. 22 admits students through the Middle School Choice Process, into three programs with various admissions methods. Priority into the school is given to zoned students. .The zoned admissions method provides a priority to students living within a specified zone. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes for zoned schools, please visit the DOE Web site's School Search function at: http://schools.nyc.gov/schoolsearch.

J.H.S. 22 also admits students into two choice programs. One program, which has a humanities focus, admits students through an unscreened method. The second, which has a leadership development focus, admits students through an academic screened method, for which the school reviews students' attendance, punctuality, and test scores.

New School will admit students through the same methods as J.H.S. 22 and will retain the choice programs in humanities and leadership development. Similarly, there is no expected change in the admissions process for Bronx Writing Academy as a result of this proposal.

Bronx Writing Academy admits students through the Districts 9 and 10 Middle School Choice Process through an unscreened method.

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

- Choice middle schools or programs with a screened application process (admission is based on criteria designated by the school);
- Choice middle schools or programs with an unscreened or limited unscreened application process (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools and campus choice middle schools (multiple schools in one campus collectively serving a zone);

- K-8 schools with an unscreened or limited unscreened application process that have available seats for middle school students (elementary students in these schools have the right to remain for middle school and receive priority, all other seats become available through this process); and
- 6-12 schools with an unscreened, limited unscreened, or screened application process.

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

Middle school students with Individualized Education Programs ("IEPs") are admitted and placed in the same manner as general education students. Schools provide services according to the IEPs of all students with disibilities, while ensuring that such students have access to the general education environment to the greatest extent possible consistent with their needs. Therefore, placement for students with IEPs and ELLs is the same as described above.

The DOE believes that New School will support student success at a level that the current school cannot, and therefore all students are encouraged to take advantage of their guaranteed seat in the new school. However, all students currently attending Title 1 schools that are in Improvement Year 2 status or worse, including PLA schools, like J.H.S. 22, are eligible to apply for a transfer to another school through the DOE's existing No Child Left Behind ("NCLB") Public School Choice Process. More information about this process can be found at the DOE's Web site at: http://schools.nyc.gov/choicesenrollment/changingschools/default.

The other District 9 Middle School Choice options are:

District 9 Choice Options

DBN	School Name	Building Code	Address	Grade Span 2011-2012	Grade Span at Scale	Building Utilization	2010-2011 Progess Report Grade	% SE	% ELL	Admission Method	Site Accessibility
Zoned											
09X004	P.S./M.S. 004 Crotona Park West	X004	1701 FULTON AVENUE	K-8	K-8	57%	C	15%	11 %	Zoned[19]	Not functionally accessible
Zoned with Choice Options											
09X117	I.S. 117 Joseph H. Wade	X117	1865 MORRIS AVENUE	6-8	6-8	66%	C	13%	32 %	Limited Unscreened, Screened, Zoned	Not functionally accessible
09X219	I.S. 219 New Venture School	X148	3630 THIRD AVENUE	6-8	6-8	101%	C	22%	20 %	Unscreened, Zoned	Not functionally accessible
09X229	I.S. 229 Roland Patterson	X229	275 HARLEM RIVER PARK BRIDGE	6-8	6-8	41%	B	25%	21 %	Screened, Zoned	Fully Programmatically accessible
09X339[20]	I.S. 339	X147	1600 WEBSTER AVENUE	6-8	6-8	89%	D	17%	30 %	Limited Unscreened, Zoned	Fully Programmatically accessible

[19] This school gives priority to continuing fifth-graders.
[20] This school will be voted on for Turnaround at the April PEP meeting.

09X454	Science And Technology Academy: A Mott Hall School	X166	250 EAST 164 STREET	6-8	6-8	68%	A	13%	23 %	Limited Unscreened, Screened, Zoned	Not functionally accessible
Zoned Campus Choice with Choice Programs											
09X022[21]	J.H.S. 22 Jordan L. Mott	X022	270 EAST 167 STREET	6-8	6-8	77%	C	9%	30 %	Unscreened, Screened	Not functionally accessible
09X145	J.H.S. 145 Arturo Toscanini	X145	1000 TELLER AVENUE	5-8	6-8	68%	B	16%	37 %	Unscreened	Not functionally accessible
09X232	I.S. 232	X082	1700 MACOMBS ROAD	6-8	6-8	89%	A	12%	46 %	Unscreened	Not functionally accessible
09X303	I.S. X303 Leadership & Community Service	X082	1700 MACOMBS ROAD	6-8	6-8	89%	C	6%	17 %	Limited Unscreened	Not functionally accessible
09X313	I.S. 313 School of Leadership Development	X147	1600 WEBSTER AVENUE	6-8	6-8	89%	C	12%	34 %	Unscreened, Zoned	Fully Programmatically accessible
09X323	Bronx Writing Academy	X022	270 EAST 167 STREET	6-8	6-8	77%	C	11%	31 %	Unscreened	Not functionally accessible
09X325	Urban Science Academy	X145	1000 TELLER AVENUE	5-8	6-8	68%	C	13%	36 %	Unscreened	Not functionally accessible
09X328	New Millennium Business Academy Middle School	X145	1000 TELLER AVENUE	6-8	6-8	68%	D	10%	18 %	Limited Unscreened	Not functionally accessible
09X339[22]	I.S. 339	X147	1600 WEBSTER AVENUE	6-8	6-8	89%	D	17%	30 %	Limited Unscreened, Zoned	Fully Programmatically accessible
District 9 and 10 Choice Options											
09X128	Mott Hall III	X055	450 SAINT PAUL'S PLACE	6-8	6-8	76%	A	7%	8%	Screened	Not functionally accessible
09X215	Kappa	X148	3630 THIRD AVENUE	5-8	5-8	101%	B	4%	11 %	Screened	Not functionally accessible
09X218[23]	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
09X241	Urban Assembly School for Applied Math and Science, The	X970	1595 BATHGATE AVENUE	6-12	6-12	110%	B	10%	9%	Limited Unscreened	Fully Programmatically accessible
09X327[24]	Comprehensive Model School Project M.S. 327	X110	580 CROTONA PARK SOUTH	6-8	6-12	93%	B	9%	12 %	Unscreened	Not functionally accessible
09X413	Bronx High School for Medical Science	X410	240 EAST 172 STREET	6-12	6-12	80%	B	6%	6%	Screened	Fully Programmatically accessible
09X505	Bronx School for Law, Government and Justice	X460	244 EAST 163 STREET	6-12	6-12	96%	C	10%	7%	Screened	Fully Programmatically

[21] This school will be voted on for Turnaround at the April PEP meeting.
[22] This school will be voted on for Turnaround at the April PEP meeting.
[23] This school gives priority to continuing fifth-graders.
[24] Comprehensive Model School M.S. 327 was approved by the PEP to be resited to X240, new construction at 1501 Jerome Avenue.

											accessible
10X045	Thomas C. Giordano Middle School 45	X045	2502 LORILLARD PLACE	6-8	6-8	79%	C	12%	18 %	Screened, Zoned	Not functionally accessible
10X118	J.H.S. 118 William W. Niles	X118	577 EAST 179 STREET	6-8	6-8	94%	C	9%	11 %	Screened, Zoned	Fully Programmatically accessible
10X225	Theatre Arts Production Company School	X137	2225 WEBSTER AVENUE	6-12	6-12	72%	C	15%	4%	Screened	Fully Programmatically accessible
10X228	Jonas Bronck Academy	X283	400 EAST FORDHAM ROAD	6-8	6-8	89%	B	12%	6%	Screened	Fully Programmatically accessible
10X243	West Bronx Academy for the Future	X435	500 EAST FORDHAM ROAD	6-12	6-12	92%	C	18%	14 %	Limited Unscreened	Fully Programmatically accessible
10X244	The New School for Leadership and Journalism	X143	120 WEST 231 STREET	6-8	6-8	97%	A	13%	26 %	Limited Unscreened, Zoned	Not functionally accessible
10X254	I.S. 254	X254	2452 WASHINGTON AVENUE	6-8	6-8	78%	C	14%	30 %	Limited Unscreened, Zoned	Fully Programmatically accessible
10X342	International School for Liberal Arts	X430	2780 RESERVOIR AVENUE	6-12	6-12	92%	A	2%	81 %	Screened	Fully Programmatically accessible
10X363	Academy For Personal Leadership And Excellence	X115	120 EAST 184 STREET	6-8	6-8	73%	N/A	13%	40 %	Unscreened	Not functionally accessible
10X390	M.S. 390	X026	1930 ANDREWS AVENUE	6-8	6-8	73%	B	12%	33 %	Limited Unscreened, Zoned	Not functionally accessible
10X391 [25]	The Angelo Patri Middle School	X137	2225 WEBSTER AVENUE	6-8	6-8	72%	C	18%	34 %	Limited Unscreened, Zoned	Fully Programmatically accessible
10X447	Creston Academy	X079	125 EAST 181 STREET	6-8	6-8	85%	C	11%	27 %	Unscreened	Partially Programmatically accessible
10X459	East Fordham Academy For The Arts	X115	120 EAST 184 STREET	6-8	6-8	73%	A	13%	29 %	Unscreened	Not functionally accessible
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	The Young Women's Leadership School	X117	1865 MORRIS AVENUE	-	6-8	N/A	N/A	N/A	N/A	Screened	Not functionally accessible
10X225	Theatre Arts Production Company School	X137	2225 WEBSTER AVENUE	6-12	6-12	72%	C	15%	4%	Screened	Fully Programmatically accessible
10X308	Bronx Dance Academy School	X852	3617 BAINBRIDGE AVENUE	6-8	6-8	81%	B	14%	9%	Screened	Fully Programmatically accessible
CITY-WIDE Choice											

[25] This school will be voted on for Turnaround at the April PEP meeting.

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 BROADWA Y	4-8	4-8	60%	B	0%	3%	Screened	Not functionally accessible
03M334 [26]	The Anderson School	M044	100 WEST 77 STREET	K-8	K-8	103%	A	0%	0.4 %	Screened	Fully Programmatic ally accessible
03M859 [27]	Special Music School	M932	129 WEST 67 STREET	K-8	K-8	57%	A	0%	1%	Screened	Not functionally accessible
04M012 [28]	Tag Young Scholars	M117	240 EAST 109 STREET	K-8	K-8	76%	B	0%	0%	Screened	Fully Programmatic ally accessible
21K239	Mark Twain I.S. 239 for the Gifted & Talented	K239	2401 NEPTUNE AVENUE	6-8	6-8	79%	A	2%	1%	Test Outcome	Not functionally accessible

Impact on Students with Disabilities and English Language Learners

J.H.S. 22 currently offers ICT classes, SC classes, and SETSS. If this proposal is approved, students with disabilities attending New School will continue to receive mandated services in accordance with their Individualized Education Programs.

J.H.S. 22 currently offers ESL, Spanish transitional bilingual education ("TBE") in grades six, seven, and eight and dual-language programming in Spanish in grades six, seven, and eight. If this proposal is approved, ELL students at New School will continue to receive mandated services.

Enrollment Impact for Over-the-Counter Students

J.H.S. 22 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);[29] 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

[26] This school gives priority to continuing fifth-grade students.
[27] This school gives priority to continuing fifth-grade students.
[28] This school gives priority to continuing fifth-grade students.
[29] 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.

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

Approximately 179 students were admitted to sixth grade through the Middle School Choice process at J.H.S. 22 during the 2010-2011 school year for September 2011 enrollment. Twenty-five students were held over from the previous year, and approximately 14 sixth-grade students were admitted to J.H.S. 22 through the OTC placement process. Similarly, 11 OTC students were admitted to J.H.S. 22 for seventh grade and 22 OTC students were admitted for eighth grade.

As noted elsewhere in this EIS, the DOE is proposing that New School have a smaller incoming sixth grade (and smaller enrollment overall in the long-term) than J.H.S. 22. If this proposal is approved, as it is implemented it is possible that New School will accept a smaller number of OTC students as a result of having a smaller overall enrollment. However, the school will still receive OTC students in particular, those students who are zoned to the school.

B. Schools

In 2012-2013, once J.H.S. 22 has closed, New School has opened, and Bronx Writing Academy's enrollment stays the same, there will be approximately 1,050-1,110 total students served in the building. The projected utilization for X022 at that point is approximately 71-75%. The estimated enrollment for both organizations in X022 over a four-year period is shown in the tables below.

09X022

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	219	254	176	649
2012-13 (proj.)	-	-	-	-
2013-14 (proj.)	-	-	-	-
2014-15 (proj.)	-	-	-	-

09X571

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	-	-	-	-
2012-13 (proj.)	130 - 140	215 – 225	250 - 260	595 - 625
2013-14 (proj.)	130 - 140	130 – 140	215 - 225	475 - 505
2014-15 (proj.)	130 - 140	130 – 140	130 - 140	390 - 420

09X323

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	144	155	171	470
2012-13 (proj.)	140 - 150	150 – 160	165 - 175	455 - 485
2013-14 (proj.)	140 - 150	150 – 160	165 - 175	455 - 485

2014-15 (proj.)	140 - 150	150 – 160	165 - 175	455 - 485

If this proposal is approvedThere will be sufficient space to accommodate New School and Bronx Writing Academy 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 grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

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

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

As indicated above, the enrollment of New School is expected to decrease and Bronx Writing Academy is expected to remain at its current level.. New School will be smaller than J.H.S. 22 was, and as such will have a smaller footprint than J.H.S. 22 did, creating even more excess space in the building.

According to the Footprint, the baseline allocations for instructional full-size rooms for all three schools is included below:

		Baseline Footprint Allocation for Instructional Full-Size Classrooms			
DBN	**School Name**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
09X022	J.H.S. 022 Jordan L. Mott	24	-	-	-
09X571	New School	-	22	20	18
09X323	Bronx Writing Academy	20	20	20	20
	TOTAL	**44**	**42**	**40**	**38**

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 X022 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations.

It is likely that there will be a significant amount of underutilized space in building X022. The DOE will monitor enrollment in the two schools in the upcoming school years. In the instance that it becomes clear an additional new school could be opened in X022 to more fully and efficiently utilize the building's capacity, the DOE would propose to open a new school in the building at that time.

Building Safety and Security

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

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

C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children's needs. This proposal is intended to meet this goal by allowing the students currently enrolled in J.H.S. 22 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. 22 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. 22 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. 22 by implementing the Transformation model. However, based on the school's most recent performance data, the DOE has concluded that a more rigorous intervention is required to improve student outcomes. Thus, the DOE has decided to close the school and put in place a process aimed at hiring the best possible staff into a new school, thereby immediately improving teacher quality. The DOE has also decided to implement new structural and programmatic changes.

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

J.H.S. 22 is one of two schools in District 9 that serves sixth through eighth grade that the DOE is proposing for closure and immediate replacement.

The other is I.S. 339 (09X339). 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 9

Most of the District 9 seats eliminated by J.H.S. 22's closure will be recovered by the opening of New School.

Specifically, in District 9:

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

Specifically, in the X022 building:

- J.H.S. 22 is currently serving 219 sixth-grade students.
- The proposed opening of New School in building X022 is projected to create 130-140 sixth-grade seats.
- The DOE recognizes that approximately 60 of the sixth-grade seats that will be eliminated by the closure of J.H.S. 22 will not be recovered by the opening of New School. However, as indicated above, there is a significant amount of excess capacity in District 9 middle schools. While this proposal will result in a net loss of sixth-grade seats, there will continue to be an excess of sixth-grade seats in District 9 middle schools.

As mentioned above, J.H.S. 22 is one of two middle schools in District 9 that are proposed to be closed and replaced immediately.

In total, if both proposals are approved, there will continue to be an excess in seat capacity in District 9 middle schools.

- These two schools are currently serving 446 total sixth-grade students.
- The proposed opening of the two replacement middle schools is in Distict 9 projected to create 350-370 sixth-grade seats.
- This means that the sixth grade seats in District 9 eliminated by the closure of these two schools will be largely recovered through the opening of these two schools. Again, the excess capacity in the district will more than offset the net loss of seats.

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

There are two new District 9 middle schools: Eagle Academy for Young Men, and The Young Women's Leadership School of the Bronx, which serve or will serve middle school grades, and one new charter school in District 9, Mott Hall Charter School.[30] All are listed in the table below:

District 9 Middle Schools Phasing In

DBN	School	Grade Span 2011-2012	Grade Span at Scale	Admissions Method	Special Programs
09X231	Eagle Academy for[31] Young Men	6, 9-12	6-12	Limited Unscreened	Saturday Academy, Eagle S.O.A.R. Program
09X958	The Young Women's Leadership School of the Bronx[32]	N/A	06-8	Screened	N/A[33]

[30] Mott Hall Charter School will be proposed on March 5, 2012.
[31] Phasing in to serve a 6-12 grade configuration
[32] The Panel for Educational Policy approved the opening and co-location of The Young Women's Leadership School of the Bronx on March 21, 2012, which enables the school to open in the 2012-2013 school year serving grade six.
[33] The Young Women's Leadership School of the Bronx is a new school and information about its extracurricular programs or partnerships will not be available until late spring or early fall when the school has created its programs.

84X422	Icahn 3 Charter School	K-5	K-8	Lottery, priority to District 9	After school latchkey, after school tutoring, and Saturday Academy tutoring
84XTBD	Mott Hall Charter School[34]	N/A	6-8	Lottery, priority to District 9	N/A[35]

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

District 9 Middle School Charter Options

DBN	School	Grade Span 2011-2012	Grade Span at Scale	2011-2012 Total Enrollment[36]	Admissions Method
84X703	BRONX PREPARATORY CHARTER SCHOOL	5-12	5-12	708	Lottery, priority to District 9
84X705	FAMILY LIFE ACADEMY CHARTER SCHOOL	K-8	K-8	427	Lottery, priority to District 9
84X706	HARRIET TUBMAN CHARTER SCHOOL	K-8	K-8	573	Lottery, priority to District 9
84X717	ICAHN CHARTER SCHOOL	K-8	K-8	322	Lottery, priority to District 9
84XTBD	MOTT HALL CHARTER SCHOOL	N/A	6-8	N/A	Lottery, priority to District 9

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

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building X022. This proposal is not expected to impact the partial site accessibility of the X022 building.

IV. Enrollment, Admissions and School Performance Information

J.H.S. 22

Admissions Data

Current Admissions	Grades 6-8: Middle School Choice Process; Admissions Methods: Zoned, Unscreened, Screened: Academic
Admissions After Proposed Closure of J.H.S. 22	N/A

Enrollment Data

[34] The DOE intends to post a proposal on March 5, 2012 to co-locate Mott Hall Charter School with P.S. 63 for a vote by the PEP on April 26, 2012. If approved, Mott Hall Charter School will open in the 2012-2013 school year serving grade six.
[35] Mott Hall Charter School is a new school and information about its extracurricular programs or partnerships will not be available until late spring or early fall when the school has created its programs.
[36] Based on headcount as of October 1, 2011.

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	219	254	176	649
2012-13 (proj.)	-	-	-	-
2013-14 (proj.)	-	-	-	-
2014-15 (proj.)	-	-	-	-

Demographic Data

Percentage of Students Receiving ICT or SC Services[37]	9%
Percentage of Students with Individualized Education Programs[38]	19%
Percentage of English Language Learner Students[39]	30%
Percentage of Students Eligible for Free or Reduced Lunch[40]	99%

School Performance Data

J.H.S. 22 Jordan L. Mott	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	C
Quality Review Score	P		D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	35%	13%	12%
Math % Proficient (Levels 3 and 4)	49%	21%	22%
Other Key Performance Indicators			
Attendance Rate	92.4%	92.4%	91.8%
2010-2011 State Accountability Status	Restructuring (advanced) Comprehensive		

Bronx Writing Academy

Admissions Data

Current Admissions	Grades 6-8: Middle School Choice Process: Admissions Method: Unscreened
Admissions After Proposed Closure of J.H.S. 22	Grades 6-8: Middle School Choice Process; Admissions Method: Unscreened

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	144	155	171	470
2012-13 (proj.)	140 - 150	150 - 160	165 - 175	455 - 485
2013-14 (proj.)	140 - 150	150 - 160	165 - 175	455 - 485
2014-15 (proj.)	140 - 150	150 - 160	165 - 175	455 - 485

[37] Students receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register, 2011.
[38] Students with IEPs as percentage of total students from the 2011-2012 Audited Register.
[39] ELL students as percentage of total students 2011-2012 Audited Register.
[40] Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

Demographic Data

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with Individualized Education Programs	16%
Percentage of English Language Learner Students	31%
Percentage of Students Eligible for Free or Reduced Lunch	87%

School Performance Data

Bronx Writing Academy	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	A	C
Quality Review Score			
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	46%	25%	17%
Math % Proficient (Levels 3 and 4)	64%	38%	36%
Other Key Performance Indicators			
Attendance Rate	88.2%	86.6%	86.4%
2010-2011 State Accountability Status	In Good Standing		

New School

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of J.H.S. 22	Grades 6-8: Middle School Choice Process; Admissions Methods: Zoned, Unscreened, Screened: Academic

Enrollment Data

	Grade 6	**Grade 7**	**Grade 8**	**Total Enrollment**
2011-12 (audited)	-	-	-	-
2012-13 (proj.)	130 - 140	215 - 225	250 - 260	595 - 625
2013-14 (proj.)	130 - 140	130 - 140	215 - 225	475 - 505
2014-15 (proj.)	130 - 140	130 - 140	130 - 140	390 - 420

Demographic Data[41]

Percentage of Students Receiving ICT or SC Services	9%
Percentage of Students with Individualized Education Programs	19%
Percentage of English Language Learner Students	30%
Percentage of Students Eligible for Free or Reduced Lunch	99%

School Performance Data

[41] Demographic data included for New School is anticipated based on the current student population at J.H.S. 22, but actual demographic data may differ.

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

V. Initial Costs and Savings

If this proposal is approved, once the closure of J.H.S. 22 and the opening of New School are implemented, the DOE will cease to allocate funds to J.H.S. 22 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 $2,625,408 - $2,757,781. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY 12 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

As discussed above, at the beginning of this school year J.H.S. 22 was receiving supplemental federal SIG funding to support implementation of the federal Transformation model. The school was to have received $900,000 in Transformation money this school year. While the school otherwise complied with the changes required by the model, its eligibility for these funds under this model was and is conditioned upon the implementation of a new teacher evaluation system. When the DOE and UFT failed to come to an agreement by January 1, 2012, SED suspended SIG funding to all Transformation and Restart schools in the City, including J.H.S 22. 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. 22 is not currently receiving SIG funding, and cannot receive such funding until an agreement is reached.

Unlike the Transformation and Restart models, Turnaround does not require an agreement on teacher evaluations. Under Turnaround, a school makes programmatic changes comparable to those required by Transformation and Restart, but also replaces at least 50%[42] 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 and Transformation and Restart models unrelated to staff turnover are compatible, New School will also retain eligibility for SIG funding under the Transformation model in the event the DOE and UFT reach an agreement on teacher evaluations. Under this proposal, New School may be eligible for SIG funding under either the Turnaround model (if New School satisfies the above-described personnel requirements) or the Transformation model (if an agreement on teacher evaluations between the DOE and the UFT is reached), thereby maximizing the school's chances for receiving SIG funding

The DOE will submit an application to SED to award SIG funding to New School pursuant to the applicable model. In that application, the DOE will also ask that SED restore SIG funding to J.H.S. 22 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. 22 or New School becomes eligible for SIG funding under either the Transformation or Turnaround models.

In regard to staffing costs, current J.H.S. 22 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

[42] 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.

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 Bronx Writing Academy.

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. 22 will be excessed in the closure.[43] 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 buildings 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. 22 apply, at least 50% of New School's positions shall be selected from among the appropriately licensed most senior applicants from J.H.S. 22 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. 22 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.

Current J.H.S. 22 teachers who are not hired at New School will remain in excess.

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

It is also important to understand that as a result of the enrollment reduction in the sixth grade for New School, some of the future students who would otherwise have enrolled in J.H.S. 22 and will not enroll in New School may now enroll in other schools in District 9 and 10, and those schools might need to hire additional staff. New staff positions will also be created due to the opening and phasing-in of new schools Citywide. Consequently, this proposal will not necessarily result in an overall loss of teaching positions within the Citywide system.

As part of the Transformation model this year, J.H.S. 22 had funding to hire Master and Turnaround teachers.[44] These titles will not be available after the 2011-2012 school year due to the absence of an agreement with the UFT. While the positions will not be included at New School, the individual teachers in those positions currently will be welcome to apply to New School.

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

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

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

B. Cost of Instruction

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

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budgets for J.H.S. 22 and Bronx Writing Academy are determined by the same FSF per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for middle schools is $4,412.45.

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

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

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

As with all other schools Citywide, New School and Bronx Writing Academy 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. 22 and Bronx Writing Academy are currently eligible for Title I funding. Since Bronx Writing Academy'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. 22, the DOE anticipates that New School will also be eligible to receive Title I funding based on the proportion of low-income students they enroll, 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 is not expected to impact the cost of instruction of Bronx Writing Academy.

C. Administration

All school supervisor and/or administrator positions assigned to J.H.S. 22 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. 22.

If approved, this proposal will not impact the administration of the other organizations in the X022 building.

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 any of the school organizations in the X022 building as a result of this proposal.

E. Other Support Services

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

VII. Building Information

Building		X022
Type of Building		Junior High-Intermediate-Middle
Year Built		1948
Overall BCAS rating		2.91
2010-2011 Target Building Utilization		77%
2010-2011 Target Building Capacity		1489
FY 2011 Maintenance Costs	Labor	$37,464
	Materials	$36,860
	Maintenance and repair contracts	$47,088
	Service contracts	$0
	Custodial operations costs—Materials	$9,476
	Custodial operations costs—Custodial Allocation	$300,900
FY2011 Energy Costs	Electric	$155,433
	Gas	$9,428
	Oil	$145,292
Projects completed during the current or prior school year		Flood Elimination/Ext Masonry/Parapets
Projects proposed in the capital plan		Flood Elimination, Foundation Walls, Exterior Masonry, Areaway Drains/Stairs, Exterior Walls, Parapets, Coping
Accessibility of the building		Building is not functionally programmatically accessible
Building attributes		Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office & Science Labs