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Chancellor

Public Comment Analysis

Date: April 25, 2012

Topic: The Proposed Closure of The Angelo Patri Middle School (10X391) and Opening and Co-Location of a New Middle School (10X572) with Theatre Arts Production Company School (10X225) in Building X137 Beginning in 2012-2013

Date of Panel Vote: April 26, 2012

Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to close The Angelo Patri Middle School (10X391, “Angelo Patri”), an existing district middle school in building X137 (“X137”), located at 2225 Webster Avenue, Bronx, NY, 10457, in Community School District 10. It currently serves students in grades six through eight. The DOE is proposing to immediately replace Angelo Patri with New School (10X572, “New School”), a new district middle school serving students in grades six through eight in X137.

If this proposal is approved, Angelo Patri will close at the conclusion of the 2011-2012 school year. All current students who have not been promoted to high school before the start of the 2012-2013 school year will be guaranteed a seat and automatically enrolled in New School.

Angelo Patri is co-located in X137 with Theatre Arts Production Company School (10X225, “TAPCo”), an existing district secondary school that currently serves students in grades six through twelve. Angelo Patri admits students through the Districts 9 and 10 Middle School Choice Process through zoned and limited unscreened methods. TAPCo admits incoming sixth grade students through the Districts 9 and 10 Middle School Choice Process through a screened method. TAPCo also admits incoming ninth-grade students through the Citywide High School Admissions Process with priority given to continuing eighth grade students.

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 Angelo Patri and replacing it with New School, the DOE is seeking to expeditiously improve educational quality in the X137 building. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including Angelo Patri staff who apply to work at New School. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE’s existing contract with the United Federation of Teachers (“UFT”), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School plans to develop new programs and school supports that are intended to improve

student outcomes. By improving 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 Angelo Patri and incorporate new elements, including new talent designed to better meet student needs. Thus, the immediate closure and replacement of Angelo Patri with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

The details of this proposal have been released in an EIS which can be accessed here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/April2012Proposals.htm>.

Copies of the EIS are also available in the main offices of Angelo Patri and TAPCo.

Summary of Comments Received at the Joint Public Hearing

A joint public hearing regarding this proposal was held at school building X137 on April 4, 2012. At that hearing, interested parties had an opportunity to provide input on the proposal. Approximately 100 members of the public attended the hearing, and 24 people spoke. Present at the meeting were Angelo Patri School Leadership Team Representatives Shenja Rudolph, Arelis, Lantigua, and Melinda Mosley; TAPCo School Leadership Team Representative Ron Link; Angelo Patri Principal Graciela Abadia; District 10 Superintendent Sonia Mendez; Community Education Council ("CEC") 10 President Marvin Shelton; Bronx Borough President Ruben Diaz Jr.'s Representative to the Panel for Educational Policy Wilfredo Pagan; City Council Member Joel Rivera's Director of Public Relations Christine Capetillo.

The following questions, comments, and remarks were made at the joint public hearing:

1. CEC 10 President Marvin Shelton expressed the following concerns:
 - a. CEC 10 was advised that it would have a whole year to turn the image of Angelo Patri around with the aid of the new principal, but this time was not granted.
 - b. Funding previously intended to aid the last turnaround attempt did not materialize.
 - c. The only reason this turnaround process is being initiated is to acquire the funds that were previously not provided.
2. Multiple commenters, including CEC 10 President Marvin Shelton, the Borough President's PEP Representative Wilfredo Pagan, Angelo Patri's SLT and Parent Association, voiced general opposition to the proposal and the Turnaround process.
3. Multiple commenters, including CEC 10 President Marvin Shelton, Angelo Patri's SLT and Parent Association, praised the staff and community of Angelo Patri.
4. Multiple commenters, including CEC 10 President Marvin Shelton, Angelo Patri's SLT and Parent Association, voiced general concern for the needs of the immigrant and English Language Learner ("ELL") population at Angelo Patri.
5. A brief clarifying comment was made by Deputy Chancellor Kathleem Grim where she stated the following:
 - a. Angelo Patri appears to be making strides in learning growth and proficiency with ELLs.
 - b. 46% of ELLs achieved high levels of growth on the English State Test in 2010-11, which puts them in the top 31% citywide for ELL students.

- c. The DOE will seek to preserve Angelo Patri's efforts to continue supporting these students, while also implementing new supports to assist other student populations.
 - d. The DOE has noted in the EIS that Angelo Patri offers a transitional bilingual program in Spanish and the new school will also offer this program and build upon its strengths.
 - e. Principal Abadia will remain in place.
6. Several commenters expressed concern over the current class sizes and overcrowding at Angelo Patri.
 7. Several commenters remarked that the Angelo Patri organization had been closed or restructured prior to this proposal and inquired as to how the Turnaround changes would be different or significant.
 8. Several commenters voiced concern for the future progress of the students who have been enrolled in Angelo Patri prior to the Turnaround proposal.
 9. Several commenters inquired as to what programs will be implemented to improve students' grades at New School.
 10. Several commenters inquired about which programs will continue to be provided and how many new programs will be implemented at New School.
 11. Several commenters expressed concern for the resources afforded to the current staff of Angelo Patri.
 12. One commenter remarked that there is a need for better safety precautions due to the location of X137.
 13. One commenter inquired as to which services for students with special needs will be made available by New School.
 14. A question was received inquiring as to how long New School will take to show significant academic progress before it's closed again.
 15. A question was received inquiring whether this proposal is a result of teachers or students.
 16. A question was received regarding whether the funds acquired through this proposal will be implemented for academic or behavioral programs at New School.
 17. A question was received regarding which programs will be provided by New School to help parents to be better informed about how their children are performing on state exams.
 18. A question was received in regards to what the DOE is looking for in the new teachers to be hired at New School that the current ones at Angelo Patri lack.
 19. A question was received inquiring what school name will be on certificates or diplomas issued to students who are required to attend summer school prior to graduation.
 20. A question was received inquiring how the DOE aims to break the cycle of failing schools.

The following questions, comments, and remarks were made at the Joint Public Hearing and are not related to the proposal:

21. One commenter remarked that the Angelo Patri Middle School community was previously offered the possibility of a new transfer school, but that the opportunity was taken away due to a disagreement with the union.
22. Several commentors cited positive positive educational experiences at Harlem Renaissance.
23. Several commenters voiced general opposition to mayoral control over the Department of Education through the Panel for Educational Policy.
24. Several commenters remarked that there is a growing need for more translation and afterschool programs in the community.
25. Several commenters voiced an interest in new programs that specifically engage parents in the community, especially for those who have recently entered the country, who do not have access to translation, or resources that might help them learn English.

Summary of Comments Received at other public meetings

An information session concerning proposals to close and replace struggling schools, generally, was hosted by the Bronx Borough President at the Morris Educational Campus on March 15, 2012. The DOE attended that meeting to provide information to community members and answer questions.

The following questions, comments, and remarks which are directly related to the proposal to close and replace Angelo Patri were made at that meeting:

25. One commenter stated that Angelo Patri has double the average ELL and Special Education students in the district and larger class sizes.
26. One commenter remarked that Angelo Patri had undergone budget cuts.

The following questions and comments relating to the Turnaround process in general were made at the information session.

27. One commenter asked about the requirements for leadership change pursuant to the Turnaround model.
28. One commenter asked about SIG funding in relation to Educational Partner Organizations (EPOs). Specifically, since there are no EPOs in turnaround, who gets the equivalent money given to EPOs in restart, and who agreed to keep on the EPOs for these schools?
29. One commenter asked about the procedure for new schools to select the networks that will support them.

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

The DOE received the following written and oral comments through the dedicated Web site and phone line for this proposal.

30. One commenter asked if there will be delays in the implementation of the Common Core Learning Standards as a result of these proposals.
31. One commenter asked about the DOE's engagement process for proposing to close the existing school and open a new school, and what part students, parents, and the community have in the process.
32. One commenter stated that all of the closure/replacement proposals will result in the shuffling of teachers from one school to the other.
33. One commenter asked about which schools have implemented the 18-D process successfully, how this was done, and how the success was measured.
34. One commenter asked about what evidence the DOE has that this approach works, and whether a short-term measuring tool can be part of the model.
35. One commenter asked what supports are being offered to schools being closed and replaced.
36. One commenter asked what measures will be used to evaluate the progress of the new schools, apart from progress reports and quality reviews. The commenter also asked about what evaluations the DOE has done to assess progress made under previous interventions (i.e., transformation and restart).
37. One commenter asked about the timeline for the implementation of the new model.
38. One commenter asked about the supports that networks and other entities have provided to the schools that are in PLA/SINI status or have declining progress report grades.
39. One commenter asked about how summer school will be implemented.
40. One commenter asked about how quickly new replacement schools will receive progress report grades, what short-term benchmarks are built into the Turnaround plan, and whether performance goals are built into the Turnaround plan.
41. One commenter asked about the impact of the new schools and implementing the closure/replacement approach.
42. One commenter asked about who makes up the planning team for each school.
43. One commenter asked if the state mandates a JIT review for every school that is Restructuring, Year 1; Restructuring, Advanced; and Persistently Lowest Achieving.
44. One commenter asked if a JIT review was done for each of the 25 high schools on the turnaround list before the earlier intervention model (transformation or restart) was selected and before the Turnaround model was selected.

45. One commenter asked if the JIT reports are available to the public.
46. One commenter asked if the proposed new school will receive over-the-counter, ELL, and over-age under-credited students.
47. One commenter asked if rising ninth-grade students can opt out of a turnaround school.
48. One commenter asked about the \$58 million designated to New York City schools as SIG funding. Does this figure represent what was suspended as of January 3, 2012, or does it date back further?
49. One commenter asked if a school goes into turnaround, does it automatically get funding or is there a competitive process that takes place afterwards. The commenter also asked about how much funding each school would receive.
50. One commenter asked if the DOE will have to repay the funding spent on the contracts for restart schools.
51. The DOE received a petition opposing the proposals to close and replace schools, which was signed by approximately 1,300 people, on the following grounds:
 - a. The DOE should not close schools and instead support them, including providing proven programs and curricula, professional development, health services for students, and additional student time for tutoring and enrichment.
 - b. End the policy of sending large concentrations of high needs students to schools then targeted for closure.
 - c. End the policy of co-locating charter schools in buildings with struggling district schools or district schools assigned large numbers of high needs students.
 - d. Create a new chancellor's district to support struggling schools and schools with large populations of high needs students, such as the one in place before the current administration.

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

Comments 1(a-c) and 7 relate to the previous intervention efforts at Angelo Patri.

As noted in the EIS describing this proposal, Angelo Patri was designated as a Persistently Low Achieving (PLA) school by the State Education Department (SED) during the 2010-2011 school year. As a school eligible for SIG funding, the DOE placed Angelo Patri in the federally-prescribed Transformation model, a school support intervention that augments instructional and student support services and creates new teacher incentive and development systems to build and retain quality staff. However, this model (as well as the Restart model) required the implementation of a comprehensive teacher evaluation system, something the DOE has been unable to reach agreement upon with the United Federation of Teachers. As a result, SED suspended Angelo Patri's SIG funding (as well as SIG funding for all other NYC schools which were implementing the Transformation or Restart models).

After SED informed the DOE that the Transformation and Restart models were no longer available to New York City schools and that funding had been suspended, the DOE began to

look at what alternative approaches it could take to ensure that the supports 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 examine other options that were available to improve teacher quality. Indeed, during the 2010-2011 school year, Angelo Patri's performance did not improve and in fact declined in some areas.

After this further consideration, the DOE concluded that a number of PLA schools, including Angelo Patri, should be closed and replaced with new schools. By closing Angelo Patri 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 Angelo Patri.

Comments 2 and 20 express general dissatisfaction with the turnaround model, and question the effectiveness of the Turnaround model.

In a concerted effort to ensure that all students have access to high-quality schools, the DOE annually reviews the performance of all schools Citywide. Schools designated as Persistently Lowest Achieving by the State Education Department receive special attention during this review. Specifically, for PLA schools, the Department looks at whether one of the federally-approved intervention models can adequately address the school's needs or whether another intervention is more appropriate.

The Department is proposing to close and replace Angelo Patri because we believe that doing so will provide a better educational option to current students more rapidly and with more certainty than current interventions, which were simply not adequate in order to make the school an acceptable choice for current and future students.

Please also review the response to comments 33 and 34.

Comments 3 and 18 relate to staff quality at Angelo Patri and how teachers will be selected by New School.

If this proposal is approved, the New School will follow Article 18-D of the DOE's existing contract with the United Federation of Teachers to hire the best possible staff including current staff and new teachers. 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. 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."

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.

We will encourage the most effective teachers at the current school to join the New School to anchor the school with their commitment to effective teaching and focus on student achievement. In addition, New School may have the opportunity to hire highly-qualified new teachers who will infuse new talent into the community.

The school-based Personnel Committee has the discretion to determine whether a candidate meets New School's qualifications.

Comments 4, 13 and 25 relate to the special education, ELL and recent immigrant student populations currently enrolled at Angelo Patri.

As indicated in the EIS and at the joint public hearing, the DOE acknowledges and commends Angelo Patri's efforts to improve learning growth and proficiency with ELLs. The DOE will seek to preserve Angelo Patri's efforts to support these students in the New School, while implementing new supports to assist other student populations who continue to struggle at Angelo Patri, including students in self-contained, and , and Special Education Teacher Support Services ("SETSS") settings.

Furthermore, as discussed in the EIS, New School plans to increase the number of ICT classes in order to provide opportunities to move more students into the least restrictive environment. Additionally, Angelo Patri currently offers English as a Second Language classes based on student proficiency levels. Classes are arranged as follows: Newcomers, Beginners, Intermediate, and Advanced. Angelo Patri also has a — "push-in" program for students in two special needs classes to support student learning by using ESL strategies based on student need. To expand on this initiative, New School will create a Newcomers class based on the large number of newly arrived students that lack many basic skills.

Angelo Patri also offers a transitional bilingual program in Spanish to students in sixth, seventh, and eighth grades. New School will also offer this program. Based on an ongoing assessment of needs and resources, to best service the ELLs, New School will continue to group students based on their level of language proficiency. Additionally, New School will provide frequent opportunities for ELLs to work in cooperative groups, which will provide them with peer support as they develop their language skills. Given the increased enrollment of ELLs, New School will continue to use existing technology based programs and increase the number of licenses to ensure all students are afforded the opportunity of rapid acquisition of the English Language. This includes language acquisition software such as Imagine Learn and Rosetta Stone. New School will also increase the licensure of Lexia. Newcomers will get additional instruction by using Imagine Learn to support language acquisition during a proposed Saturday Language Academy, a structure that has worked well at Angelo Patri.

Students with special needs will continue to be offered services in accordance with their IEPs. More information on enrollment of special populations at New School is available in the EIS accompanying this proposal, available here: http://schools.nyc.gov/NR/rdonlyres/811AB883-1E56-49E7-A515-C9BD36AA5C2F/120525/EIS_10X391_AngeloPatriMS_vFINAL.pdf.

Comment 6 relates to class size and purported overcrowding at Angelo Patri.

When planning for new school enrollment, the DOE uses class size standards below the contractual maximum. Furthermore, X137 is not overcrowded. The building has a target capacity of 1,612 students. In 2011-2012, the building is serving 1,142 total students, yielding a utilization rate of only 71%

Comment 8 concerns the future progress of students currently enrolled in Angelo Patri.

The DOE shares the concern voiced by these commenters that Angelo Patri has not shown sufficiently rapid improvement in student achievement despite a concerted effort to support the school in implementing reforms. The DOE now believes that students currently enrolled at Angelo Patri will have access to a higher quality option as a result of closing and replacing the school. The DOE believes that New School will be better designed to support student success, and therefore all students are encouraged to take advantage of their guaranteed seat in the new school. All current students who have not graduated before the start of the 2012-2013 school year will be guaranteed a seat at and automatically enrolled in New School. However, students are eligible to apply to a school that is not identified as “In Need of Improvement” through the DOE’s 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>

Comments 9, 10 and 17 relate to current programming at Angelo Patri and the future academic, extra-curricular or other programming at New School as a result of this proposal.

As noted above, the Department is proposing to close and replace this school in order to provide a better educational option to current and future students at Angelo Patri. New School will preserve the elements of former school that have led to improvement, while giving the new school the wherewithal to build upon it and accelerate the pace of change. Information concerning Angelo Patri’s current programming and the curricular programming that New School anticipates offering are detailed in the EIS relating to this proposal, available here: http://schools.nyc.gov/NR/rdonlyres/811AB883-1E56-49E7-A515-C9BD36AA5C2F/120525/EIS_10X391_AngeloPatriMS_vFINAL.pdf.

Finally, the DOE notes that schools that have historically undergone this process have track records of shifting the culture of the school further toward one that sets high expectations that support student learning and achievement.

Comments 11, 16 and 26 relates to resources which have been made available to Angelo Patri and the resources anticipated to become available to New School.

In New York City schools are funded through a per pupil allocation. That is, funding “follows” the students and is weighted based on students’ grade level and need (incoming proficiency level and special education/ELL/Title I status). If a school’s population declines from 2,500 to 2,100 students, the school’s budget decreases proportionally—just as a school with an increase in students receives more money. Even if the Department of Education had a budget surplus, a school with declining student enrollment would still receive less per pupil funding each year enrollment falls.

As noted in the EIS accompanying this proposal, if SED approves the DOE’s application to implement the Turnaround model at New School, the school will be eligible for up to \$900,000 in SIG funding. Additionally, New School will be eligible for special funding specifically designed to support new schools. These funds may be used at the discretion of the principal.

Please review the response to comment 38 for more information concerning the supports which have been provided to Angelo Patri.

Comment 12 relates to safety in building X137.

The DOE's Office of School and Youth Development (OSYD) works with school staff to ensure a safe educational environment in all New York City school buildings. The DOE is confident in the ability of the staff and the building council at building X137 to work collaboratively in developing a safe school and building culture.

As indicated in the EIS, New School will also continue to work with OSYD on efforts relating to student safety and attendance, which had been begun at Angelo Patri, such as offering Building Response Team trainings, and implementing the Internet Protocol Digital Video Surveillance ("IPDVS") system. New School will investigate new strategies in expanding upon these safety support mechanisms.

Comment 14 relates to the timeline for New School to demonstrate student progress.

Like all schools, New School will receive support from a strong network of partners across the DOE. Ultimately, however, the DOE holds all schools accountable to the same high standards for academic excellence.

Comment 15 asks whether this proposal originated from teachers or students.

As noted above, the DOE is proposing to close and replace Angelo Patri because we believe that doing so will provide a better educational option to current students more rapidly and with more certainty than current interventions, which were simply not adequate in order to make the school an acceptable choice for current and future students. This proposal will give New School the ability to hire the best possible staff, including current and new teachers. We will encourage the most effective teachers at the current school to join the New School to anchor the school with their commitment to effective teaching and focus on student achievement. In addition, New School may have the opportunity to hire highly-qualified new teachers who will infuse new talent into the community.

Comment 19 inquires what school name will be on the diplomas of students who graduate during the summer.

With respect to the name of the school that will appear on the diplomas of students attending summer school in 2012, at this time, the DOE is investigating whether Angelo Patri may be listed on the graduation certificate for students who graduate in August. Schools will be provided with further guidance on this process if the PEP approves this proposal.

Comment 27 asks about requirements for leadership change under the federal Turnaround model.

Under the turnaround model, if a principal has been in his or her role fewer than three years, then the principal may serve as the principal of the proposed new school, subject to a waiver by SED. If the individual has served as principal at the school for over three years at the time of the school's initial implementation of a SIG model, then the Turnaround model requires that he or she must be replaced.

Comment 28 relates to SIG funding for EPOs.

Though it is strictly required as part of Restart, Education Law 211-e allows for Educational Partnership Organizations (EPOs) to work with any persistently lowest-achieving school, under any School Improvement Grant model.

The decision whether or not to partner a new school with an EPO will be made on a case by case basis by the DOE.

Comment 29 asks about how new schools select networks.

As part of the annual Network Affiliation process, schools (including new schools) select Networks and have the option to request a new network during the 2012-13. Across all networks, including Partnership Service Organizations, school-level accountabilities and core services are identical. Principals requesting to make a change may rank up to four networks when the affiliation window opens. Before final DOE approval, change requests will be centrally reviewed to ensure the ranked Network options have the capacity to support additional schools. Principal notification regarding network affiliations submitted during the annual window will occur no later than May 15th, 2012.

Commenter 30 asks whether the closure/replacement proposals will delay implementation of Common Core.

This proposal will not delay the implementation of the Common Core Learning Standards into curriculum and classroom instruction. In fact, the DOE believes that by closing and replacing the school, the Common Core will be implemented in a more thoughtful and substantial way. In particular, as part of this process, the new school has the opportunity to determine where there were instructional gaps in the old school's curriculum, and develop a plan to support teachers in implementing the Common Core Learning Standards effectively in the new school.

Comment 31 asks about what part students, parents, and the community play in the engagement process.

Last Spring, the Department held meetings to begin or continue conversations with PLA schools and their communities about the schools' performance and possible improvement strategies. In January 2012, after taking into account a number of factors, the DOE decided to implement different, more intensive interventions at some PLA schools. At that time, Superintendents and Children First Network staff met with school communities to talk about the DOE's proposal to close and replace the school.

The DOE issued proposals to close and replace a number of PLA schools between February 27 and March 5, 2012, consistent with applicable New York State law and Chancellor's Regulations. The proposal for Angelo Patri was posted on February 28, 2012. The DOE solicited feedback from parents through the Joint Public Hearings, which for Angelo Patri was held on April 4, 2012, as well as through voicemail and email. Parent feedback is incorporated throughout this document, which is presented to the PEP to help inform their decision about this proposal. The DOE also considered feedback received from the community in deciding whether to continue with the proposal.

The DOE also attended several meetings hosted by elected officials throughout the City. For example, the DOE attended a parent forum in the Bronx, held at Morris Educational Campus on March 15, 2012, which many community members attended. Feedback received at this forum is also incorporated throughout this document. While the DOE understands that some parents disagree with the proposal, the DOE believes it is the right decision for students.

Commenter 32 suggests these plans will result in teachers moving between PLA schools.

The guiding principle of this work is to effectively match teacher capacity to the needs of the students in a specific school along with structural changes to the new school that will enhance its ability to best serve our students. This means that the new replacement schools will only hire those teachers they believe will be effective and well-matched to their new missions.

The schools will accomplish this through the staffing process set forth in Article 18-D of the DOE's existing contract with the United Federation of Teachers ("UFT"), which will allow a Personnel Committee to determine the best staff for the new school. The Personnel Committee consists of, at minimum, the following five representatives: the school principal, two designees of the UFT President, and two designees of the Chancellor. The school-based Personnel Committee will evaluate applicants' qualifications. The Personnel Committee should strive to seek consensus in its hiring decisions; however, if consensus cannot be reached, decisions are made by majority vote.

In this way, the DOE believes that only those teachers who will be most effective will be hired by the new schools. As stated in the EIS, current teachers from Angelo Patri who are not hired at New School will remain in excess. Barring system-wide layoffs, excess teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the Absent Teacher Reserve ("ATR") pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools. This will not count as a cost or savings to New School, but could increase overall ATR costs to the DOE.

Comments 33 and 34 ask about past implementation of the 18-D process, and which schools have done this successfully, and what measurements of success were used.

As described above, the hiring process for new schools replacing a closing/phasing out school is implemented according to Article 18-D of the existing contract between the DOE and the UFT.

All teachers from the current school are eligible to apply for positions at the new school.

Since 2002, the DOE has opened approximately 200 new high schools as replacements for high schools that have been phased out or closed. Each of these new schools has hired its teachers through the 18-D process. As a group, these new schools have outperformed the schools they have replaced.

Below are a few examples:

- The new schools located on the Springfield Gardens Campus in Queens had a graduation rate of 68.0% in 2010, compared to Springfield Gardens High School's graduation rate of 41.3% in 2002.
- The new schools located on the Evander Childs Campus in the Bronx had a graduation rate of 69.1% in 2010, compared to Evander Childs High School's graduation rate of 30.7% in 2002.
- The new schools located on the Park West Campus in Manhattan had a graduation rate of 70.4% in 2010, compared to Park West High School's graduation rate of 31.0% in 2002.
- In 2010, the schools on the Van Arsdale campus in Brooklyn had a graduation rate of 82.9%—nearly 40 points higher than the former Harry Van Arsdale High School's graduation rate of only 44.9% in 2002.

- The Erasmus Hall Campus graduated only 40.7% of student in 2002. The new schools on the Erasmus campus are graduating 75.8% of students in 2010, a 35 percentage point increase over the closed school.

Comment 35 asks about the supports that will be offered to the new schools.

The existing schools will continue to be supported by their networks through the end of the school year. The students will also be supported through the efforts of the Office of Student Enrollment to ensure that students have a guaranteed seat in the new school and receive a clear understanding of their enrollment options.

Replacement schools are being supported through several coordinated measures. Proposed principals for the replacement schools began working with the Division of Portfolio Planning, in February and March, as part of the Turnaround Principal Institute. In this intensive workshop, principals have been supported in planning for their schools along a wide spectrum, including such elements as mission-creation, curriculum planning, scheduling, and hiring, among other topics. Proposed leaders also continue to be supported by their Children First Network in this work. Finally, pending the availability of School Improvement Grant funding, Educational Partner Organizations (“EPOs”), which worked with schools previously implementing the Restart model, will continue to partner with replacement schools.

If these proposals are approved, new schools will be supported by their networks, the Division of Portfolio Planning, and, where relevant, their EPOs as they implement the plans being made this spring and summer, during the 2012-2013 school year and beyond.

Comment 36 asks about the measures that will be used to evaluate new schools in addition to progress reports and quality reviews, and also asks about the evaluation of progress under previous interventions.

The Division of Portfolio Planning will work with the Networks that support each school to monitor each school’s improvement plans and progress in these plans.

With respect to the evaluation of progress under prior interventions: For the first cohort of SIG schools, identified in the 2009-2010 school year, the DOE used the progress report grades and quality review scores through the spring of 2011 to evaluate the progress of these schools. For the second cohort of SIG schools, identified in the 2010-2011 school year, the DOE made qualitative assessments about the schools through visits to the school by Networks, superintendents, other DOE senior staff, and representatives from SED.

Comment 37 asks about the timeline for implementation of this proposal.

This proposal will be presented to the Panel for Educational Policy on April 26, 2012. If it is approved, New School will then begin the 18-D process. New School, with its planned new elements and staff (made up of returning teachers and teachers new to the school), would open in September 2012 and would serve all students currently in the school who have not graduated by that time, as well as any new students who would have otherwise begun attending the closed school.

Each school has unique elements in its new school plan, many of which will be implemented at the start of the 2012-2013 school year. However, some schools have plans to phase in the new elements more gradually. For more information about the specific plans of the new school,

please see the EIS posted here: http://schools.nyc.gov/NR/rdonlyres/811AB883-1E56-49E7-A515-C9BD36AA5C2F/120525/EIS_10X391_AngeloPatriMS_vFINAL.pdf.

Comment 38 asks about support given to PLA schools in the past.

PLA schools have been supported by their Children First Networks, as well as their EPOs, in the case of restart schools. As noted in the EIS accompanying this proposal, in the case of Angelo Patri, the DOE offered the following supports:

Leadership Support:

- Provided leadership training, coaching, and mentoring for the principal and leadership staff to help them set clear goals for the school and improve student performance, including around addressing targeted areas in need of improvement identified in the school's Quality Review.
- Designed strategies with school leadership to improve data collection and analysis to identify areas in need of improvement and improve instruction.
- Worked with school leadership to implement strategies to improve instruction, including differentiating instruction, incorporating intensive literacy supports, designing curriculum and unit maps, and planning.

Instructional Support:

- Worked with teacher teams and held workshops and professional development to integrate Common Core Learning Standards through task analysis and curriculum development.
- Facilitated training for teachers of special education students and English Language Learners (ELL), including scheduling support and procedures for Special Education Related Services, programming tailored for ELLs in order to help Special Education and ELL students meet academic goals.

Operational Support:

- Provided human resources, payroll, and hiring support to school staff.
- Assisted school staff with budgeting and procurement training.

Student Support:

- Assisted school counselors and staff in developing strategies and practices for improving student attendance and creating strategies for targeting attendance concerns.

Comment 40 relates specifically to summer school.

Summer school will continue to be implemented as in years past. Each year, a number of school buildings host summer school programs. Individual schools choose to affiliate to a particular building for summer school opportunities for their students, which may mean offering their own programs for their students, offering a summer school program in partnership with other schools.

Of the buildings that will be open to host summer school in 2012, some have schools which have been proposed for closure and replacement, though many do not. Regardless, all students currently attending a school proposed for closure and replacement will have the opportunity to attend summer school, either in their home building or in the one with which their school has affiliated. Students are typically

assigned to summer school during June, and this same process will be in place this year for students in all schools, whether they attend one proposed for closure or not.

For more information about summer school, please see the DOE's Web site at:
<http://schools.nyc.gov/ChoicesEnrollment/SummerSchool/default.htm>.

Comment 41 asks about measurement of the new schools' student outcomes.

Angelo Patri will receive its last Progress Report in fall 2012 reflecting its performance in the 2011-2012 school year; this Progress Report will not include a grade. Under current policy new schools in their first year receive Progress Reports with no grade. Under this policy, the new replacement school would receive an ungraded 2012-2013 Progress Report. The Progress Report methodology is reevaluated each year and this policy is subject to change.

Comment 42 asks about the impact of the new schools and the closure/replacement approach.

The DOE believes that the strategy of closing and replacing PLA schools will provide a better educational option to current students more rapidly and with more certainty than current interventions, which were simply not adequate in order to make the school an acceptable choice for current and future students. The closure/replacement strategy will preserve the elements of former school that have led to improvement, while giving the new school the wherewithal to build upon it and accelerate the pace of change.

By closing this school and replacing it with a new school, the DOE is seeking to quickly create a high-quality school environment that children need to prepare for success in college, work, and life. Schools that have historically undergone this process have track records of shifting the culture of the school further toward one that sets high expectations that support student learning and achievement.

For more specific information regarding the anticipated impact of a proposal, please refer to the Educational Impact Statement for this proposal.

Comment 43 concerns planning teams for the new schools.

Planning teams for each school are composed of the proposed leaders for the schools, as well as the schools' Children First Networks, and EPOs (where applicable). These teams are also receiving support from the Office of School Development, in the Division of Portfolio Planning.

Comments 43, 44, 45 concern JIT reviews for the schools proposed for closure and replacement.

The DOE works with SED to conduct JITs for schools that become newly identified into one of the following categories:

- Restructuring, Year 1
- Restructuring, Advanced
- Persistently Lowest Achieving

JITs that were conducted during the 2010-2011 school year, including the one for Angelo Patri, can be found here:

http://www.p12.nysed.gov/accountability/School_Improvement/Reports/1011/1011JIT.html.

Comment 46 concerns whether the new school will serve over-the-counter, ELL and/or over-age under-credited students.

As stated in the EIS, new schools replacing closed schools will serve all types of students, including over-the-counter (“OTC”) students, English language learner (“ELL”) students, students with disabilities, and over-age, under-credited students. For more specific information, please refer to the EIS describing the proposal.

Comment 47 asks about whether rising ninth graders can opt out of the replacement school.

This comment applies to high school students, but all middle school students who currently attend the school, as well as all of those who would otherwise have attended the existing school for the first time, will have a guaranteed seat in the new school. 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.

As indicated in the EIS, students who listed a school proposed for closure on their Districts 9 and 10 Middle School Choice applications had the opportunity to submit a new application during the spring.

In addition, all students in non-terminal grades who currently attend Title 1 Schools in Need of Improvement (“SINI”) Year 2 status or worse (including PLA schools), such as Angelo Patri, are also eligible to apply for a transfer to another non-SINI 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>.

Comments 48 and 49 concern the availability of SIG funding.

New York City received \$58,569,883 in funding from SED for 2011-2012 to support implementation of School Improvement Grants in 44 schools (19 Transformation, 14 Restart, and 11 phaseout replacements funded under the Turnaround model). As discussed in more detail in the EISs, outstanding funding for the Turnaround and Restart schools was suspended by the New York State Education Department after the DOE and UFT were unable to reach an agreement on a new teacher evaluation system by January 1, 2012. The DOE is hopeful that this SIG funding will be restored to some of these schools based on the new SIG proposals submitted to SED in March 2012. If the State approves the DOE’s application to place New School into the Turnaround model, New School will be eligible for up to \$900,000 per year as part the School Improvement Grant program. However, the challenges in these schools are too great, and the need to overcome those challenges is too urgent, to not take immediate action to address key aspects of the school’s culture, systems, and staffing, whether or not SED ultimately authorizes funding.

Comment 50 relates to funding spent on EPO contracts for schools implementing the Restart model.

The DOE is currently working with six Educational Partnership Organizations (EPO)s to support 14 schools. The DOE has committed to provide funding for the EPO contracts through the conclusion of this school year. This commitment should ensure that the programmatic initiatives that EPOs have in place this year at Restart schools can be completed with fidelity. This

commitment to fund the contracts regardless of SED's reimbursement is only for this school year. The future work of EPOs may not continue if the Department unable to gain access to SIG funding.

Angelo Patri is not one of the schools currently working with an EPO and there is no plan at this point to have New School work with an EPO.

Comment 51 refers to signed by approximately 1,300 people opposing the proposals to close and replace schools.

As stated earlier, the DOE has provided several supports to the schools in question, but believes only their closure and replacement will accelerate the pace of change needed to achieve the desired improvement for current students in these schools.

The DOE does not have a policy of concentrating high needs students at specific schools. However, the DOE works to support schools which have above average percentages of students with high needs, including ELLs, students with disabilities, overage and under-credited students, students who come into schools "over-the-counter," and others.

The DOE sites charter schools based on the availability of space, and these co-locations are not based on the quality of the schools already located within the buildings. The DOE believes that students should be provided with as many high quality options as possible.

The DOE currently supports struggling schools through the Children First Network selected by each school. In some cases, these schools work with the network to create an action plan for improvement. Also in some cases, such as for some of the schools approved for phase-out during the 2010-2011 school year, struggling schools are supported through a designated Transition Support Network. Additionally, schools are supported by the Division of Students with Disabilities and English Language Learners, as well as the Office of Postsecondary Readiness.

Changes Made to the Proposal

No changes have been made to this proposal.