New York City Department of Education

Significant Changes in School Utilization (2009, November)

http://docs.nycenet.edu/docushare/dsweb/Get/Document-341/A-190%20%20FINAL.pdf

This document specifies the NYC's procedures and timelines for closing, reconfiguring grade levels, and re-siting or co-siting of "schools" (referring to independent school communities, not buildings). Procedures include the development of an educational impact statement, parent notification, notice of and public meetings about the closure or change, and approval of the change by the school board.

New Schools Needed to Replace Low Performing Schools: List of Criteria

http://schools.nyc.gov/community/planning/changes/replace.htm

"New schools are helping transform the campuses of schools phased-out due to low performance.…The decision to close a school…is made after careful consideration of academic progress and an assessment of the school's ability to turn around. If these schools do not demonstrate evidence that they will improve, they may be eligible for closure pending further assessments of their capacity to improve….The criteria [listed represent] new school needs to replace persistently poor performing schools based on general characteristics of schools that have received multiple Cs, Ds, or Fs on the Progress Report [see below]….In order to develop an academic program to best replace a failing school, new school applicant teams should meet one or more of the [listed] criteria. The DOE's goal is to open the highest quality new school—district or charter—to meet a specific community need.

Campus Transformation Fact Sheet (Example)

http://schools.nyc.gov/NR/rdonlyres/3F5861BC-C6D9-47F1-8ABE-239E57DE583A/53395/FactSheet166.pdf

These forms provide information about schools undergoing some kind of significant transformation—in this case, closure. This sheet and those like it detail school enrollment, grades taught, NCLB status, building/facility size, factors determining the closure (Progress Report, Quality Review, etc.), and what will happen as a result of the closure (e.g., phasing out of grades, opening two new schools on the same campus).

New Schools Proposal Process

http://schools.nyc.gov/community/planning/newschools/NewSchoolsProposalProcess/default.htm

The Office of Portfolio and Planning holds a New School Development Fair in April. The webpage also contains links to *Creating New Schools for 2010 and 2011*, information about the Assessment of Community Needs, and links to Application Portfolios I & II (the latter available in April).

Creating New Schools for 2010 and 2011

> http://schools.nyc.gov/NR/rdonlyres/47F5EC6A-EA2D-4385-9987-27ACE766DD39/0/NewPublicSchoolsINNYCBooklet.pdf

> This guide provides directions and timelines to applicant teams seeking to open either a new district school or a charter school; the former follow certain district regulations, and the latter follow certain state rules. In either case, proposals must take into account community needs. The guide lists and responds to frequently asked questions and provides links to a variety of resources.

Assessment of Community Needs

> http://schools.nyc.gov/community/planning/changes/default.htm

> "Based on conversations with Community Education Councils, District Leadership Teams and other community leaders throughout the past year, the DOE has made a preliminary assessment of the need for new schools throughout the City. Over the spring, summer, and fall, the DOE will continue to meet with local communities to revise and update the assessment of community educational priorities and determine what types of new schools (if any) are needed in a particular community." This webpage links to lists of identified needs for new schools in each of the NYC boroughs, as well as to schools being closed for persistently low performance.

2010 Charter School Application Packet (for fall 2011)

> http://schools.nyc.gov/community/planning/charters/CharterSchoolCreation/KeyDocuments/default.htm

> This webpage has links for the charter school application, with several appendices, as well as answers to frequently asked questions about establishing charter schools in NYC.

Charter School Accountability Handbook (2010, January)

> http://schools.nyc.gov/NR/rdonlyres/3DB6CA0F-831C-4303-A472-97A6AC3721E2/0/AccountabilityHandbook10v1.pdf

> "The purpose of this document is to provide an overview of the New York City Department of Education's ("NYCDOE") Charter School Office ("CSO") accountability framework….All charter schools are accountable for meeting their individual charter goals. The documents contained herein describe the framework, lens and tools through which the NYCDOE measures charter school performance (academic, fiscal, and organizational) annually, and upon renewal." Major sections cover the following topics: "Oversight Framework," "Performance and Compliance Standards for Chancellor-Authorized Charter Schools," Performance Goals for Chancellor-Authorized Charter Schools—Template," "NYC DOE Charter School Quality Map," "Monitoring Visits," "Calendar of Reporting Requirements for Chancellor-Authorized Charter Schools," "Programmatic and Other Changes to the Charter," "Remedies for Sub-standard Performance," and "Annual Reporting."

Quality Review Criteria Rubric 2009–2010

http://schools.nyc.gov/NR/rdonlyres/07D7184E-3CCE-4DFF-BB81-B85D3F300075/73602/0910QRRubricFINAL090909.pdf

http://schools.nyc.gov/Accountability/SchoolReports/QualityReviews/Scores/default.htm

NYC schools' accountability measures are the School Progress Report, which typically addresses school environment and AYP measures, and the Quality Review, a 2–3 day site evaluation by an experienced educator. Schools "will receive a Quality Review Score of: well developed, proficient, underdeveloped with proficient features, or underdeveloped" depending on whether or not they achieve benchmarks in the following five major performance categories of the Quality Review rubric:

- Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.
- Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.
- Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.
- Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school's goals and student learning and emotional needs.
- Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

New School Quality Review Report 2009—2010 Template

http://schools.nyc.gov/Accountability/SchoolReports/QualityReviews/default.htm

New schools undergo a 1-day Quality Review at the school site.

Progress Reports

http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/default.htm

http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/Consequences/default.htm

Progress reports are based on school environment, performance, and progress. "Progress Reports grade each school with an A, B, C, D, or F. These reports help parents, teachers, principals, and others understand how well schools are doing—and compare them to other, similar schools….Schools that are given an overall grade of A will receive financial rewards in return for serving as demonstration sites for other schools seeking to emulate their success, unless they score poorly on the Quality Review.

"Schools that receive an overall grade of D or F will be subject to school improvement measures and target setting and, if no progress is made over time, possible leadership change (subject to contractual obligations), restructuring, or closure. The same is true for schools receiving a C for three years in a row. Decisions about the consequences a school will face will be based on:

- "Whether the school's Progress Report grade is an F, D, or C (for several years running);
- "The school's Quality Review score of Well Developed, Proficient, or Undeveloped; and,
- "Whether the school's Progress Report grade or Quality Review score has improved or declined recently."

"Over time, school organizations receiving an overall grade of F are likely to be closed."