

## EDUCATIONAL IMPACT STATEMENT

### The Proposed Consolidation of Technology, Arts, and Sciences Studio (01M301) with School for Global Leaders (01M378) in Building M025 Beginning in the 2018-2019 School Year

#### I. Summary of Proposal

The New York City Department of Education (NYCDOE) is proposing to consolidate Technology, Arts, and Sciences Studio (01M301), referred to as TASS, with School for Global Leaders (01M378), referred to as Global Leaders, in building M025, beginning in the 2018-2019 school year. TASS and Global Leaders are both existing district middle schools serving students in grades 6-8. M025 is located at 145 Stanton Street, New York, NY 10002 in Community School District 1. TASS currently serves students in the M019 building located at 185 First Avenue, New York, NY 10003, which is 0.8 miles away from M025. TASS is currently co-located in M019 with P.S. 19 Asher Levy, referred to as P.S. 19.

A consolidation means that two or more existing school organizations are combined into one school to operate and serve students more effectively. Proposals for consolidation seek to improve learning environments by combining the strengths and best practices of both schools and distributing resources to reinforce academic enrichment opportunities, interventions, and other supports.

A co-location means that two or more school organizations are located in the same building and may share common spaces, such as:

- Auditoriums;
- Gymnasiums;
- Libraries; and
- Cafeterias.

The NYCDOE is proposing to consolidate TASS with Global Leaders because TASS has struggled with low enrollment, which has created budgetary and programmatic challenges. If this proposal is approved, TASS and Global Leaders will be combined such that students, staff, and resources of TASS will become part of Global Leaders, and TASS will no longer exist as a distinct school option as of the 2018-2019 school year. The consolidated Global Leaders will continue to serve students in grades 6-8.

If this proposal is approved, the consolidated Global Leaders will continue to be co-located in M025 with

Marta Valle High School (01M509), referred to as Marta Valle, and Lower East Side Preparatory High School (01M515), referred to as Lower East Side Prep. Marta Valle is an existing district high school serving students in grades 9-12, and Lower East Side Prep is an existing transfer high school serving students in grades 9-12.<sup>i</sup>

M025 also houses the community-based organization (CBO) Beacon.<sup>ii</sup> If this proposal is approved, Beacon will continue to provide services and maintain space in M025.

The New York State Education Department, referred to as SED, assigns an accountability status to each district school. Current school accountability designations assigned by SED, Good Standing, Local Assistance Plan, Focus, or Priority, are consistent with New York State's approved Elementary and Secondary Education Act (ESEA) Flexibility Waiver. Both TASS and Global Leaders are identified as schools in Good Standing. If this proposal is approved, SED will determine the accountability status of the newly consolidated school consistent with the State's Plan for implementation of the Every Student Succeeds Act (ESSA). For more information about accountability status, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

If this proposal is approved, any future significant changes to the building utilization of M025 or M019 will be proposed in a separate Educational Impact Statement (EIS) and be subject to separate approval by the Panel for Educational Policy (PEP) in accordance with Chancellor's Regulation A-190.

## A. Rationale for Consolidation

Consolidation decisions are made on a case-by-case basis in partnership with the superintendent and impacted school communities. They are intended to improve under-enrolled schools and address the budgetary, programmatic, and performance challenges that may arise as a result of low enrollment. Since most funding in schools' budgets is allocated on a per-pupil basis based on Fair Student Funding (FSF), schools that struggle with declining enrollment may also subsequently struggle with funding issues. For example, they may not be able to continue to afford the full range of services or specialized instruction. Consolidations support healthy school enrollment so that schools have the budgets necessary to operate effectively and improve school performance.

The NYCDOE is proposing to consolidate TASS with Global Leaders based primarily on the benefits that students in both school communities would derive from the additional resources made available by consolidating the two school organizations into one. The low enrollment at TASS has made it challenging for the school to offer the broad range of academic and extracurricular programs that are possible in larger schools. TASS has persistently struggled with low enrollment – they have served fewer than 200 middle school students per year and enrollment has declined by 25 percent over the last five years.

If this proposal is approved, students attending the consolidated Global Leaders will have access to a variety of academic and enrichment opportunities, interventions, and other supports that would not be financially feasible for TASS to offer in the absence of consolidation. The consolidation will allow the schools to combine the strengths and best practices of each individual school into a single, larger

organization. For example, students currently at TASS will benefit from Global Leader's music programming, as TASS does not currently offer music.

This proposal has been developed by the District 1 Superintendent to address limited resources and low enrollment at TASS. In addition to working with the school communities, the District 1 Superintendent has worked closely with various NYCDOE offices, and the principals of TASS and Global Leaders to determine the best path to support the students at both schools. The planning process culminated in a decision to consolidate these schools into one stronger middle school option. The consolidation of TASS and Global Leaders will improve the consolidated school and also reduce the number of under-enrolled middle schools in the district.

Collaboration between TASS and Global Leaders has already begun. These schools currently participate together in the NYCDOE's Learning Partners Program, which promotes interschool collaborative learning. This partnership will continue throughout the school year which will help prepare the school communities to merge into one community beginning in the 2018-2019 school year.

## B. Impact on M025

M025 has the capacity to serve a total of 1,502 students according to the 2015-2016 Enrollment, Capacity and Utilization Report, also known as the Blue Book. The Blue Book is available online at: [https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital\\_Plan/Utilization\\_Reports/Blue%20Book%202015-2016.pdf?sr=b&si=DNNFileManagerPolicy&sig=AExrFIUz%2BQDwk%2FlptyHq0ZkW2Ur9J69SJuy4MgQ%2BAp4%3D](https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%202015-2016.pdf?sr=b&si=DNNFileManagerPolicy&sig=AExrFIUz%2BQDwk%2FlptyHq0ZkW2Ur9J69SJuy4MgQ%2BAp4%3D).

In the current 2017-2018 school year, 1,002 total students are being served across all schools located in M025, which yields a building utilization rate of 67%.<sup>iii,iv</sup>

If this proposal is approved, in the 2018-2019 school year, M025 is projected to have a total building enrollment of 1,040-1,140 students. Enrollment projections per school are as follows:

- Global Leaders is projected to serve approximately 360-390 students;
- Marta Valle is projected to serve approximately 145-185 students; and
- Lower East Side Prep is projected to serve approximately 535-565 students.

As such, in the 2018-2019 school year, M025 will have a projected building utilization rate of 69-76%.

More details about space are available in Section III.B and Appendices A and C of this EIS.

## C. Community Engagement

The following engagement was conducted in the course of creating this proposal:

- The District 1 Superintendent led meetings with the Global Leaders and TASS staff and leadership on October 3, 2017, at which the Superintendent discussed the proposed consolidation.

- The District 1 Superintendent discussed the potential consolidation proposal with Community Education Council 1 (CEC 1) on October 3, 2017.
- A walkthrough of M025, led by the Senior Supervising Superintendent, held on October 5, 2017. This walkthrough was attended by:
  - Principals and representatives of the School Leadership Teams (SLTs) of Global Leaders, TASS, Marta Valle, and Lower East Side Prep;
  - The District 1 Superintendent;
  - The Transfer High School Superintendent;
  - A representative from CEC 1; and
  - Representatives from the NYCDOE’s Office of Space Planning , Office of School Design and Charter Partnerships and Office of District Planning
- A debrief meeting led by the Senior Supervising Superintendent prior to the walkthrough was held to discuss the purpose of the walkthrough, answer questions, and obtain feedback about the proposal. This meeting was attended by the same parties who attended the walkthrough.

The NYCDOE will provide additional public engagement opportunities following this posting, including:

- Optional community meetings where NYCDOE representatives would meet with the school communities to discuss the proposal and take questions, comments, and feedback. These meetings would be held prior to the Joint Public Hearings at the request of the school communities;
- Joint Public Hearings to be held at M025 and M019, open to the public. Attendees are encouraged to comment on this proposal during the public comment portion of the hearings;
- A dedicated phone line and email address to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-3466 or emailing [D01Proposals@schools.nyc.gov](mailto:D01Proposals@schools.nyc.gov); and
- A PEP meeting that is open to the public where attendees can provide comments. At the meeting, PEP members are anticipated to vote on several proposals, including this one.

All comments received at the Joint Public Hearing or through the phone line or email address by 6 p.m. on the day before the PEP meeting will be addressed by the NYCDOE in a Public Comment Analysis. The Public Comment Analysis is made available to the public after 6 p.m. on the day before the PEP meeting.

More information about the upcoming Joint Public Hearings and PEP meeting can be found on the NYCDOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2017-2018/November282017SchoolProposals>.

## II. Proposed or Potential Use of Building M025

As stated above, according to the Blue Book, M025 has a target capacity of 1,502 students. During the current 2017-2018 school year:

- Global Leaders is serving approximately 291 students;
- Marta Valle is serving approximately 163 students; and
- Lower East Side Prep is serving approximately 548 students.

This yields a building utilization rate of 67%, indicating that M025 is under-utilized and has space to accommodate additional students. The concept of target capacity and the related concept of utilization rate are explained in Appendix A of this EIS.

If this proposal is approved, in the 2018-2019 school year, the projected enrollment for each school in M025 is as follows:

- Global Leaders is projected to serve 360-390 students;
- Marta Valle is projected to serve approximately 145-185 students; and
- Lower East Side Prep is projected to serve approximately 535-565 students.

This will yield a projected building utilization rate of 69-76% in M025 during the 2018-2019 school year.

If this proposal is approved and students currently enrolled at TASS become part of Global Leaders, the grade spans for all current and proposed school organizations in M025 over a two-year period will be:

**TABLE 1: GRADES OFFERED AT EACH SCHOOL IN BUILDING M025 FOR SCHOOL YEARS 2017-2018 AND 2018-2019.**

| DBN    | School Name                       | 2017-2018 | 2018-2019 |
|--------|-----------------------------------|-----------|-----------|
| 01M378 | Global Leaders                    | 6-8       | 6-8       |
| 01M509 | Marta Valle                       | 9-12      | 9-12      |
| 01M515 | Lower East Side Prep <sup>v</sup> | 9-12      | 9-12      |

If this proposal is approved, the projected enrollments and utilization rates in building M025 over a two-year period can be found in Table 2 below.

**TABLE 2: PROJECTED ENROLLMENT AT EACH SCHOOL AND PROJECTED UTILIZATION RATE IN BUILDING M025 FOR SCHOOL YEARS 2017-2018 AND 2018-2019.**

| DBN                       | School Name          | 2017-2018 Enrollment <sup>vi</sup> | 2018-2019 Projected Enrollment |
|---------------------------|----------------------|------------------------------------|--------------------------------|
| 01M378                    | Global Leaders       | 291                                | 360 - 390                      |
| 01M509                    | Marta Valle          | 163                                | 145 - 185                      |
| 01M515                    | Lower East Side Prep | 548                                | 535 - 565                      |
| Total Building Enrollment |                      | 1,002                              | 1,040 - 1,140                  |
| Utilization               |                      | 67%                                | 69 - 76%                       |

If this proposal is approved, all schools and organizations in the building will receive their baseline or adjusted baseline allocations pursuant to the Citywide Instructional Footprint (the Footprint). The Footprint guides space allocation and use in city schools. For more information about the Footprint please go to: [http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional\\_Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint).

Additional details about space are available in Section III.B and Appendices A and C of this EIS.

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

#### A. Impact on Students

TASS currently serves students in grades 6-8 in M019. Because TASS has struggled with low enrollment, which has created budgetary and programmatic challenges, the NYCDOE is proposing to consolidate TASS with Global Leaders in M025 beginning in the 2018-2019 school year.

If this proposal is approved, current TASS students in grades 6-7, as well as TASS students in eighth grade who must repeat the grade, will be accommodated at the consolidated Global Leaders in M025 beginning in the 2018-2019 school year. As of the 2018-2019 school year, TASS will no longer be a distinct school option and new students will no longer enroll in TASS. Current Global Leaders students, with the exception of those who graduate, will continue to be served at the consolidated Global Leaders. If this proposal is approved, the consolidated Global Leaders will continue to be co-located in M025 with Marta Valle and Lower East Side Prep.

## 1. IMPACT ON CURRENT AND FUTURE STUDENTS ATTENDING TASS AND GLOBAL LEADERS

The proposed consolidation of TASS with Global Leaders may impact educational and/or extra-curricular programming available to Global Leaders students, as the consolidated school may offer new opportunities currently unavailable at TASS or in addition to current offerings. If this proposal is approved, students currently attending TASS will gain access to the programming available at Global Leaders and will no longer be served by TASS as of the 2018-2019 school year.

### *ACADEMIC OFFERINGS:*

TASS and Global Leaders currently serve general education students and students requiring special education services, including:

- Integrated Co-Teaching (ICT);
- Special Class Services (SC);
- Special Education Teacher Support Services (SETSS); and
- Other related services.

Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (IEPs). All current and future students enrolled at the consolidated Global Leaders will continue to receive all mandated special education services in accordance with their IEPs if this proposal is approved.

Additionally, TASS and Global Leaders provide English as a New Language (ENL) services to currently enrolled English Language Learner (ELL) students. If this proposal is approved, these services will continue to be provided at the consolidated Global Leaders and all students will receive their mandated services.

Current eighth-grade students who are on track to graduate will complete middle school at their current school, either TASS or Global Leaders, at the end of the 2017-2018 school year, provided they meet promotional criteria, and can apply to high school through the high school admissions process. For further information about the high school admissions process, see Appendix B of this EIS or visit the NYCDOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

If this proposal is approved, in the 2018-2019 school year, current Global Leaders sixth and seventh-grade students, as well as eighth-grade students who are not on track to graduate, will continue to be served at Global Leaders alongside their new classmates from the former TASS. It is expected that all current TASS students, with the exception of those continuing on to high school, will attend Global Leaders, which is 0.8 miles away from TASS's current building. However, any TASS students who prefer a different school option may seek a transfer for the 2018-2019 school year through the NYCDOE's Office of Student Enrollment, which will work to match students based on their needs and seat availability.



*EXTRA-CURRICULAR ACTIVITIES AND PROGRAMS, SPORTS AND PARTNERSHIPS:*

This proposal is not expected to impact any particular academic programs, extra-curricular activities, special programs, or partnerships currently offered at TASS or Global Leaders for the duration of the current 2017-2018 school year. Both schools will continue to offer all programs to support current students as they work to meet promotional requirements through the end of the current school year.

Global Leaders currently offers the following:<sup>vii</sup>

- Extra-Curricular Activities and Programs:
  - Arts;
  - STEM;
  - Book Club;
  - Theater;
  - Dance;
  - Tutoring;
  - Botany;
  - Chorus;
  - Visual Arts;
  - School Newspaper;
  - Poetry Club;
  - Culinary;
  - Integrated Algebra Regents Course; and
  - Endurance Training Club.
  
- Sports:
  - Volleyball;
  - Flag Football;
  - Basketball;
  - Ultimate Frisbee;
  - Track and Field; and
  - Softball.
  
- Partnerships:
  - Lincoln Center Education;
  - Pierre & Tana Matisse Foundation;
  - Learnings Partners Host School.

TASS currently offers the following:<sup>viii</sup>

- Extra-Curricular Activities and Programs:
  - Homework Help;
  - Afterschool;
  - Community Club;
  - Expressive Journaling;
  - Science Club;
  - Drama/Dance Club;



- Girls Advisory Club;
- Art Club; and
- Media and Tech Club.
  
- Sports:
  - Basketball;
  - Baseball;
  - Softball;
  - Volleyball; and
  - Flag Football.
  
- Partnerships:
  - SONYC with University Settlement;
  - Urban Advantage; and
  - NYU - America Reads.

If this proposal is approved, the consolidated Global Leaders will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources. If this proposal is approved, the consolidated Global Leaders may also offer programs and partnerships that are currently offered by TASS after TASS ceases to operate as a distinct school option and therefore no longer offers its current programs and partnerships.

If this proposal is approved, the NYCDOE expects that the consolidated Global Leaders will be able to increase the programmatic opportunities available to students from TASS and Global Leaders due to the combination of the two schools' individual resources.

#### *ADMISSIONS:*

TASS currently admits students through the middle school admissions process using a screened admissions method. TASS is open to students and residents of District 1 and currently uses the following selection criteria:

- Academic and Personal Behaviors;
- Attendance; and
- Punctuality

Global Leaders is open to students and residents of District 1 and admits students through a limited unscreened selection criteria. Priority is given to students and residents of District 1 who sign in at an event and then to students and residents of District 1. Additionally, Global Leaders has a screened Mandarin Dual Language program that is open to students and residents of Manhattan and admits students using a screened language admissions method, offering priority to ELLs, heritage language speakers of the target language, and participants of elementary school-level Dual Language and

Transitional Bilingual Education programs in the target language. Global Leaders' Dual Language program uses the following selection criteria:

- Attendance;
- Punctuality;
- Final 4th Grade English Language Arts (ELA) Course Grade;
- Final 4th Grade Math Course Grade;
- 4th Grade New York State ELA and Math Exams; and
- Chinese Language Proficiency.

If this proposal is approved, TASS will no longer be a distinct school option and will cease to admit students as of the 2018-2019 school year. The consolidated Global Leaders will instead offer admissions to the seats previously available at TASS. Global Leaders will continue to admit students through the middle school admissions process in the methods described above.

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admissions process. Information about all of these options and their admissions processes is printed in each district's Middle School Directory, which is updated yearly. It can also be found on the NYCDOE's website at:

<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>.

General information about the middle school admissions process can be found in Appendix B of this EIS and on the NYCDOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

## 2. IMPACT ON CURRENT AND FUTURE STUDENTS ATTENDING MARTA VALLE

This proposal is not expected to impact academic offerings, extra-curricular programming, or current or future enrollment at Marta Valle.

### *ACADEMIC OFFERINGS:*

Marta Valle currently serves general education students and students requiring special education services, including:

- ICT;
- SC;
- SETSS; and
- Other related services.

Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. Students with disabilities will continue to receive services in accordance with their IEPs. All current and future students enrolled at Marta Valle will continue to receive all mandated special education services in accordance with their IEPs if this proposal is approved.

Additionally, Marta Valle provides ENL services to currently enrolled ELL students. If this proposal is approved, these services will continue to be provided at Marta Valle and all students will receive their mandated services.

*EXTRA-CURRICULAR ACTIVITIES AND PROGRAMS, SPORTS AND PARTNERSHIPS:*

This proposal is not expected to impact any particular academic programs, extra-curricular activities, special programs, or partnerships currently offered at Marta Valle for the duration of the current (2017-2018) school year.

Marta Valle currently offers the following:<sup>ix</sup>

- Extra-Curricular Activities and Programs:
  - Culinary;
  - Music;
  - Dance ;
  - Theater;
  - Cheerleading; and
  - Boxing.
  
- Sports:
  - Basketball;
  - Volleyball;
  - Rugby; and
  - Badminton.
  
- Partnerships:
  - Relationship Abuse Prevention Program;
  - Beacon/Grand Street Settlement;
  - College For Every Student;
  - NYU College Advising Corp;
  - AIM High;
  - IES SAT Prep;
  - Lower East Side Girls Club; and
  - 100 Schools Jewish Board.

If this proposal is approved, Marta Valle will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed consolidation will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extra-curricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

*ADMISSIONS:*

If this consolidation is approved, the NYCDOE does not anticipate that this proposal will impact the admissions at Marta Valle. Marta Valle is an existing District 1 high school that serves students in grades 9-12 and admits students through the high school admissions process via an educational option admissions method. Educational option programs are meant to serve an academically diverse student body. Based on ELA standardized test scores from the prior school year, students are matched to educational option programs based on the following distribution:

- 16% from the high reading level;
- 68% from the middle reading level; and
- 16% from the low reading level.

For each reading level half of the students matched to educational option programs are selected based on their rankings from the school and the other half are selected randomly.

General information about the high school admissions process can be found in Appendix B of this EIS and on the NYCDOE's website at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>.

### 3. IMPACT ON CURRENT AND FUTURE STUDENTS ATTENDING LOWER EAST SIDE PREP

This proposal is not expected to impact current or future enrollment, academic offerings, or extra-curricular programming at Lower East Side Prep.

*ACADEMIC OFFERINGS:*

Lower East Side Prep currently serves general education students and students requiring special education services, including:

- ICT;
- SC;
- SETSS; and
- Other related services.

Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. Students with disabilities will continue to receive services in accordance with their IEPs. All current and future students enrolled at Lower East Side Prep will continue to receive all mandated special education services in accordance with their IEPs if this proposal is approved.

Additionally, Lower East Side Prep provides ENL services to currently enrolled ELL students. If this proposal is approved, these services will continue to be provided at Lower East Side Prep and all students will receive their mandated services.

*EXTRA-CURRICULAR ACTIVITIES AND PROGRAMS, SPORTS AND PARTNERSHIPS:*

Lower East Side Prep currently offers the following:<sup>x</sup>

- Extra-Curricular Activities and Programs:
  - Walking and Talking NYC;
  - ESL Enrichment;
  - Reading and Writing for the SAT;
  - Choir;
  - Art;
  - Hip Hop Dance;
  - Yearbook;
  - Film Making;
  - Spanish;
  - Economics;
  - AP Chemistry;
  - AP Studio Art;
  - BMCC Speech 102;
  - Robotics;
  - English Regents Prep;
  - Yoga;
  - College Prep;
  - Career Series;
  - Weightlifting;
  - English/Social Studies Tutoring;
  - Tutoring; and
  - Saturday Regents Preparation.
- Sports:
  - Soccer;
  - Badminton;
  - Track;
  - Table Tennis; and
  - Basketball.
- Partnerships:
  - Abrons Center for the Arts;
  - AP for All;
  - BMCC;
  - College for All;
  - Exploring the Arts;
  - Grand Street Settlement- Beacon Program; and
  - New York University.

If this proposal is approved, Lower East Side Prep will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed consolidation will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extra-curricular programs though the specific programs offered at a given school are always

subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

#### *ADMISSIONS:*

If this consolidation is approved, the NYCDOE does not anticipate that this proposal will impact the admissions at Lower East Side Prep. Lower East Side Prep is an existing transfer high school that serves students in grades 9-12 and admits students through a transfer school admissions process that is ongoing throughout the year. Lower East Side Prep currently admits students, new to New York City Public Schools who are over aged newcomers or through an over-the-counter (OTC) referral for over-aged / under-credited high school students. If this proposal is approved, Lower East Side Prep will continue to admit students through this transfer school admissions process.

#### 4. IMPACT ON OTC PLACEMENTS

In addition to the middle school admissions process, TASS and Global Leaders also currently admit students through the OTC placement process. If this proposal is approved, the consolidated Global Leaders will continue to admit students through the OTC placement process. The consolidation is not expected to impact the NYCDOE's ability to accommodate future OTC middle school students in District 1.

In addition to the high school admissions process, Marta Valle also currently admits students through the OTC placement process. This proposal will not impact the school's ability to continue to do so.

#### B. Impact on the Allocation of Space to Schools and Organizations in Building M025

As stated above if this proposal is approved, in the 2018-2019 school year, the projected enrollment for each school in M025 is as follows:

- Global Leaders is projected to serve 360-390 students;
- Marta Valle is projected to serve approximately 145-185 students; and
- Lower East Side Prep is projected to serve approximately 535-565 students.

This will yield a projected building utilization rate of 69-76% in M025 during the 2018-2019 school year.

Therefore, if this proposal is approved, there will be sufficient instructional and administrative space to accommodate the consolidated Global Leaders, Marta Valle, and Lower East Side Prep in M025 pursuant to the Footprint. Please see Appendix C of this EIS for more information on the Footprint, which guides space allocation and use in City schools. The Footprint can also be found on the NYCDOE's website at: <http://schools.nyc.gov/Offices/OSP/KeyDocuments/InstructionalFootprint>.

## 1. Overview of Space in Building M025

According to a building walkthrough conducted on June 9, 2016, by a representative of the NYCDOE's Office of Space Planning, M025 has a total of:

- 67 full-size<sup>xi</sup> rooms;
- 7 half-size<sup>xii</sup> rooms;
- 48 quarter-size rooms<sup>xiii</sup>; and
- 9.0 full-size equivalent (FSE) rooms of designed administrative space.

The spaces listed below are shared spaces or contain building services and will not be included in the allocation of space for an individual school:

- The school nurse's office occupies 1.0 FSE rooms of designed administrative space;
- The CBO, Beacon, occupies 2.0 FSE rooms of designed administrative space;
- The School-Based Support Team occupies 1 quarter-size room;
- The custodian's office occupies 1 half-size room;
- A fitness room occupies 1 full-size room;
- A dance room occupies 1 full-size room; and
- A school safety office occupies 1 quarter-size room.

The NYCDOE does not anticipate that this proposal will impact the space allocated to Beacon.

M025 also has the following shared spaces, which will not be included in the allocation of space for an individual school:

- A gymnasium;
- An auditorium;
- A library; and
- A cafeteria.

This means that, in addition to the gymnasium, auditorium, library, and cafeteria, M025 has 2 full-size rooms, 1 half-size room, 2 quarter-size rooms and 3.0 FSE rooms of designed administrative space that will not be allocated to any specific school.

Excluding the spaces outlined above, M025 has the following rooms available to be allocated to schools:

- 65 full-size rooms;
- 6 half-size rooms;
- 46 quarter-size rooms; and
- 6.0 FSE rooms of designed administrative space.

Specific decisions regarding the use of shared spaces will be made by the Building Council, in conjunction with the NYCDOE's Office of Space Planning. The Building Council consists of principals from all co-located schools.



## 2. Space Allocation for Schools and Organizations in M025 in the 2017-2018 School Year

### SPACE ALLOCATION FOR GLOBAL LEADERS

In the 2017-2018 school year, Global Leaders' baseline Footprint allocation is:

- 13 full-size rooms;
- 4 half-size rooms and;
- The equivalent of 3.5 FSE rooms for administrative use.

The NYCDOE has adjusted Global Leaders' baseline Footprint allocation due to a lack of available half-size rooms suitable for instruction available in the building. As such, Global Leaders adjusted baseline Footprint is:

- 15 full-size rooms;
- 2 half-size rooms; and
- The equivalent of 3.5 FSE rooms for administrative use.

In 2017-2018, Global Leaders is using a total of:

- 18 full-size rooms;
- 2 half size rooms; and
- The equivalent of 4.0 FSE spaces for administrative use which is made up of:
  - 12 quarter-size rooms; and
  - 1.0 FSE rooms of designed administrative space.

Therefore, in 2017-2018 Global Leaders has an excess of:

- 3 full-size rooms; and
- 0.5 FSE rooms for administrative use, comprised of 2 quarter size rooms.

### SPACE ALLOCATION FOR MARTA VALLE

In the 2017-2018 school year, Marta Valle's baseline Footprint allocation is:

- 7 full-size rooms;
- 3 half-size rooms; and
- The equivalent of 2.5 FSE rooms for administrative use.

The NYCDOE has adjusted Marta Valle's baseline Footprint allocation due to a lack of available half-size rooms suitable for instruction available in the building. As such, Marta Valle's adjusted baseline Footprint is:

- 8 full-size rooms;
- 2 half-size rooms; and
- The equivalent of 2.5 FSE rooms for administrative use.

In 2017-2018, Marta Valle is using a total of:

- 18 full-size rooms;

- 2 half size rooms; and
- The equivalent of 4.5 FSE spaces for administrative use which is made up of:
  - 1 half-size room;
  - 4 quarter-size rooms; and
  - 3.0 FSE rooms of designed administrative space.

Therefore, in the 2017-2018 school year Marta Valle is using the following rooms in excess of the school's adjusted baseline Footprint allocation:

- 10 full-size rooms;
- 4 quarter-size rooms; and
- 1.0 FSE rooms of designed administrative space.

#### SPACE ALLOCATION FOR LOWER EAST SIDE PREP

In the 2017-2018 school year, Lower East Side Prep's baseline Footprint allocation is:

- 22 full-size rooms;
- 2 half-size rooms and;
- The equivalent of 4.5 FSE rooms for administrative use.

The NYCDOE has adjusted Lower East Side Prep's baseline Footprint allocation due to a lack of available half-size rooms suitable for instruction available in the building. As such, Lower East Side Prep's adjusted baseline Footprint is:

- 24 full-size rooms, and;
- The equivalent of 4.5 FSE rooms for administrative use.

In 2017-2018, Lower East Side Prep is using a total of:

- 29 full-size rooms; and
- The equivalent of 10 FSE spaces for administrative use, which is made up of:
  - 1 half-size room;
  - 30 quarter-size room and;
  - 2.0 FSE rooms of designed administrative space.

Therefore, in the 2017-2018 school year Lower East Side Prep is using the following rooms in excess of the school's adjusted baseline Footprint allocation:

- 5 full-size rooms; and
- 22 quarter-size rooms.

Therefore, after Global Leaders, Marta Valle, and Lower East Side Prep each receives their adjusted baseline allocation per the Footprint, M025 has the following rooms in excess:

- 18 full-size rooms;
- 28 quarter-size rooms; and
- 1.0 FSE rooms of designed administrative space

### 3. Space Allocation for Schools and Organizations in M025 in the 2018-2019 School Year and Beyond

#### SPACE ALLOCATION FOR GLOBAL LEADERS

In the 2018-2019 school year and beyond, the consolidated Global Leader's baseline Footprint allocation will be:

- 16 full-size rooms;
- 4 half-size rooms and;
- The equivalent of 4.0 FSE rooms for administrative use.

The NYCDOE has adjusted Global Leader's baseline Footprint allocation due to a lack of available half-size rooms suitable for instruction available in the building. As such, Global Leaders' adjusted baseline Footprint will be:

- 18 full-size rooms;
- 2 half-size rooms and;
- The equivalent of 4.0 FSE rooms for administrative use, comprised of:
  - 12 quarter size rooms; and
  - 1.0 FSE rooms of designed administrative space.

#### SPACE ALLOCATION FOR MARTA VALLE

In the 2018-2019 school year and beyond Marta Valle's adjusted baseline Footprint will continue to be:

- 8 full-size rooms;
- 2 half-size rooms; and
- The equivalent of 2.5 FSE rooms for administrative use, comprised of:
  - 1 half-size room; and
  - 2 FSE rooms of designed administrative space.

#### SPACE ALLOCATION FOR LOWER EAST SIDE PREP

In the 2018-2019 school year and beyond Lower East Preps adjusted baseline Footprint will continue to be:

- 24 full-size rooms; and
- The equivalent of 4.5 FSE rooms for administrative use, comprised of:
  - 1 half-size room;
  - 8 quarter-size rooms; and
  - 2.0 FSE rooms of designed administrative space.

The table below shows the total full size rooms to be allocated in M025 per each school's baseline or adjusted baseline Footprint allocations described above, including any full-size rooms allocated for administrative space.

**TABLE 3: TOTAL FULL-SIZE ROOM ALLOCATIONS IN M025 FOR SCHOOL YEARS 2017-2018, 2018-2019 AND BEYOND**

| School Name and DBN  | 2017-2018 | 2018-2019 |
|--|-----------|-----------|
| Global Leaders   | 15        | 18        |
| Marta Valle  | 8         | 8         |
| Lower East Side Prep   | 24        | 24        |
| Total full size rooms according to baseline or adjusted baseline Footprint     | 47        | 50        |
| Total full size rooms to be allocated in M025                                  | 65        | 65        |
| Full-size rooms available in excess of baseline or adjusted baseline Footprint | 18        | 15        |

Therefore, M025 has enough space to accommodate the consolidated Global Leaders, Marta Valle, and Lower East Side Prep’s baseline or adjusted baseline Footprint allocations.

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 the following factors:

- The proportion of the total students in the building enrolled by each school and/or program;
- The instructional and programmatic needs of the co-located schools; and
- The physical location of the excess space within the building.

### C. Impact on the Community

The NYCDOE believes that the consolidation of TASS and Global Leaders will benefit the TASS, Global Leaders, and District 1 communities by strengthening middle school options in the district and providing increased services at the consolidated Global Leaders.

Schools that struggle with low enrollment, like TASS, often simultaneously encounter budgetary issues because school funding is allocated on a per-pupil basis. The consolidation of TASS and Global Leaders will result in increased enrollment, and therefore increased budget, at the consolidated Global Leaders.

Because of the increased resources, the consolidated Global Leaders will be able to enhance the programs that it offers, creating a stronger school environment and an improved middle school option for the community. In particular, the TASS community will gain access to the programs and resources that schools with low enrollment like TASS may not be able to offer.

If this proposal is approved, community members and organizations will continue to be able to obtain school building use permits at M025. This proposal is not expected to impact the accessibility of M025, which is partially accessible.

## IV. Enrollment, Admissions, and School Performance Information

### A. Global Leaders

#### 1. ADMISSIONS DATA

**TABLE 4: CURRENT AND FUTURE ADMISSIONS METHOD: GLOBAL LEADERS**

|   |   |
|---|---|
| Current admissions                      | Grades 6-8: Limited unscreened,<br>Screened: Language |
| Admissions if this proposal is approved | Grades 6-8: Limited unscreened,<br>Screened: Language |

#### 2. ENROLLMENT DATA<sup>xiv</sup>

**TABLE 5: GLOBAL LEADERS PROJECTED ENROLLMENT BY GRADE OVER SCHOOL YEARS 2017-2018 AND 2018-2019**

| School Year              | Grade 6 | Grade 7 | Grade 8 | Total Enrollment |
|--------------------------|---------|---------|---------|------------------|
| 2017-2018                | 92      | 99      | 100     | 291              |
| 2018-2019<br>(projected) | 110-120 | 110-120 | 140-150 | 360-390          |

#### 3. DEMOGRAPHIC DATA<sup>xv</sup>

**TABLE 6: GLOBAL LEADERS DEMOGRAPHIC DATA**

|   |     |
|---|-----|
| Students with Disabilities (any student receiving an IEP)   | 36% |
| English Language Learners   | 10% |
| Students qualifying for free or reduced price lunch or eligible for Human Resources Administration benefits | 66% |

#### 4. SCHOOL PERFORMANCE DATA

**TABLE 7: GLOBAL LEADERS QUALITY INDICATORS FROM SCHOOL YEARS 2014-2015, 2015-2016, AND 2016-2017**

| School Quality Indicators <sup>xvi</sup>   | 2014-2015 | 2015-2016      | 2016-17 |
|--|-----------|----------------|---------|
| 1.1 Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards                 | N/A       | Well Developed | N/A     |
| 1.2 Research-based, effective instruction that yields high quality student work                              | N/A       | Well Developed | N/A     |
| 1.3 Aligned resource use to support instructional goals that meet students' needs                            | N/A       | N/A            | N/A     |
| 1.4 Structures for a positive learning environment, inclusive culture, and student success                   | N/A       | N/A            | N/A     |
| 2.2 Curricula-aligned assessment practices that inform instruction   | N/A       | Well Developed | N/A     |
| 3.1 School level theory of action and goals shared by the school community                                   | N/A       | N/A            | N/A     |
| 3.4 A culture of learning that communicates and supports high expectations                                   | N/A       | Well Developed | N/A     |
| 4.1 Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes     | N/A       | N/A            | N/A     |
| 4.2 Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice | N/A       | Proficient     | N/A     |
| 5.1 Regularly evaluate school level decisions with a focus on the Common Core Learning Standards             | N/A       | N/A            | N/A     |

**TABLE 8: GLOBAL LEADERS PERFORMANCE DATA AND ATTENDANCES RATES FROM SCHOOL YEARS 2014-2015, 2015-2016, AND 2016-2017**

| Performance Data and Attendance Rates <sup>xvii</sup>         | 2014-2015 | 2015-2016 | 2016-2017 |
|---|-----------|-----------|-----------|
| Students proficient in English Language Arts <sup>xviii</sup> | 16%       | 22%       | 24%       |
| Students proficient in math <sup>xix</sup>                    | 20%       | 25%       | 20%       |
| Attendance rate   | 92%       | 91%       | N/A       |

The 2017-2018 State Accountability Status of Global Leaders is Good Standing. State Accountability status is determined by SED under the New York State's ESEA waiver for more information about accountability status, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

B. TASS

1. ADMISSIONS METHOD

**TABLE 9: CURRENT AND FUTURE ADMISSIONS METHOD: TASS**

|   |                      |
|---|----------------------|
| Current admissions                      | Grades 6-8: Screened |
| Admissions if this proposal is approved | N/A                  |

2. ENROLLMENT DATA<sup>xx</sup>

**TABLE 10: TASS PROJECTED ENROLLMENT BY GRADE FOR THE 2017-2018 AND 2018-2019 SCHOOL YEARS**

| School Year              | Grade 6 | Grade 7 | Grade 8 | Total Enrollment |
|--------------------------|---------|---------|---------|------------------|
| 2017-2018                | 25      | 47      | 42      | 114              |
| 2018-2019<br>(projected) | 0       | 0       | 0       | 0                |

3. DEMOGRAPHIC DATA<sup>xxi</sup>

**TABLE 11: TASS ACADEMY DEMOGRAPHIC DATA**

|   |     |
|---|-----|
| Students with Disabilities (any student receiving an IEP)   | 45% |
| English Language Learners   | 5%  |
| Students qualifying for free or reduced price lunch or eligible for Human Resources Administration benefits | 76% |



#### 4. SCHOOL PERFORMANCE DATA

**TABLE 12: TASS SCHOOL QUALITY INDICATORS FROM SCHOOL YEARS 2014-2015, 2015-2016, AND 2016-2017**

| School Quality Indicators <sup>xxii</sup>  | 2014-2015  | 2015-2016 | 2016-17        |
|--|------------|-----------|----------------|
| 1.1 Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards                 | Developing | N/A       | Developing     |
| 1.2 Research-based, effective instruction that yields high quality student work                              | Developing | N/A       | Developing     |
| 1.3 Aligned resource use to support instructional goals that meet students' needs                            | N/A        | N/A       | Developing     |
| 1.4 Structures for a positive learning environment, inclusive culture, and student success                   | N/A        | N/A       | Developing     |
| 2.2 Curricula-aligned assessment practices that inform instruction   | Developing | N/A       | Developing     |
| 3.1 School level theory of action and goals shared by the school community                                   | N/A        | N/A       | Developing     |
| 3.4 A culture of learning that communicates and supports high expectations                                   | Developing | N/A       | Developing     |
| 4.1 Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes     | N/A        | N/A       | Underdeveloped |
| 4.2 Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice | Proficient | N/A       | Underdeveloped |
| 5.1 Regularly evaluate school level decisions with a focus on the Common Core Learning Standards             | N/A        | N/A       | Underdeveloped |

**TABLE 13: TASS PERFORMANCE DATA AND ATTENDANCES RATES FROM SCHOOL YEARS 2014-2015, 2015-2016, AND 2016-2017**

| Performance Data and Attendance Rates <sup>xxiii</sup>       | 2014-2015 | 2015-2016 | 2016-2017 |
|--|-----------|-----------|-----------|
| Students proficient in English Language Arts <sup>xxiv</sup> | 11%       | 24%       | 32%       |
| Students proficient in math <sup>xxv</sup>                   | 5%        | 6%        | 13%       |
| Attendance Rate  | 90%       | 92%       | N/A       |

The 2017-2018 State Accountability Status of TASS is a school in Good Standing.

C. Marta Valle

1. ADMISSIONS METHOD

**TABLE 14: CURRENT AND FUTURE ADMISSIONS METHOD: MARTA VALLE**

|   |                                 |
|---|---------------------------------|
| Current admissions                      | Grades 9-12: Educational option |
| Admissions if this proposal is approved | Grades 9-12: Educational option |

2. ENROLLMENT DATA<sup>xxvi</sup>

**TABLE 15: MARTA VALLE PROJECTED ENROLLMENT BY GRADE FOR THE 2017-2018 AND 2018-2019 SCHOOL YEARS**

| School Year           | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total Enrollment |
|-----------------------|---------|----------|----------|----------|------------------|
| 2017-2018             | 38      | 45       | 47       | 33       | 163              |
| 2018-2019 (projected) | 35-45   | 40-50    | 40-50    | 30-40    | 145-185          |

3. DEMOGRAPHIC DATA<sup>xxvii</sup>

**TABLE 16: MARTA VALLE DEMOGRAPHIC DATA**

|   |     |
|---|-----|
| Students with Disabilities (any student receiving an IEP)   | 29% |
| English Language Learners   | 9%  |
| Students qualifying for free or reduced price lunch or eligible for Human Resources Administration benefits | 91% |

4. SCHOOL PERFORMANCE DATA

**TABLE 17: MARTA VALLE SCHOOL QUALITY INDICATORS FOR 2014-2015, 2015-2016, AND 2016-2017 SCHOOL YEARS**

| School Quality Indicators <sup>xxviii</sup>  | 2014-2015  | 2015-2016 | 2016-17    |
|--|------------|-----------|------------|
| 1.1 Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards                 | Developing | N/A       | Developing |
| 1.2 Research-based, effective instruction that yields high quality student work                              | Developing | N/A       | Developing |
| 1.3 Aligned resource use to support instructional goals that meet students' needs                            | N/A        | N/A       | Proficient |
| 1.4 Structures for a positive learning environment, inclusive culture, and student success                   | N/A        | N/A       | Proficient |
| 2.2 Curricula-aligned assessment practices that inform instruction   | Developing | N/A       | Developing |
| 3.1 School level theory of action and goals shared by the school community                                   | N/A        | N/A       | Proficient |
| 3.4 A culture of learning that communicates and supports high expectations                                   | Developing | N/A       | Proficient |
| 4.1 Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes     | N/A        | N/A       | Proficient |
| 4.2 Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice | Proficient | N/A       | Developing |
| 5.1 Regularly evaluate school level decisions with a focus on the Common Core Learning Standards             | N/A        | N/A       | Proficient |

**TABLE 18: MARTA VALLE PERFORMANCE DATA AND ATTENDANCES RATES FROM SCHOOL YEARS, 2014-2015, 2015-16, AND 2016-2017**

| High School Key Components of Performance and Progress <sup>xxix</sup> | 2014-2015 | 2015-2016 | 2016-2017 |
|--|-----------|-----------|-----------|
| % Earning 10+ Credits in Year 1  | 65%       | 76%       | N/A       |
| 4 Year Graduation Rate   | 48%       | 59%       | N/A       |
| 6 Year Graduation Rate   | 53%       | 66%       | N/A       |
| 4 Year College Readiness Index   | 12%       | 21%       | N/A       |
| Attendance Rate  | 77%       | 81%       | N/A       |

The 2017-2018 State Accountability Status of Marta Valle is: Focus School.

D. Lower East Side Prep

1. ADMISSIONS METHOD

**TABLE 19: CURRENT AND PROPOSED ADMISSIONS METHOD: LOWER EAST SIDE PREP**

|   |   |
|---|---|
| Current admissions                      | Grades 9-12: Transfer school admissions process |
| Admissions if this proposal is Approved | Grades 9-12: Transfer school admissions process |

2. ENROLLMENT DATA<sup>xxx</sup>

**TABLE 20: LOWER EAST SIDE PREP PROJECTED ENROLLMENT FOR 2017-2018 AND 2018-2019 SCHOOL YEARS**

| School Year              | Total Enrollment |
|--------------------------|------------------|
| 2017-2018                | 548              |
| 2018-2019<br>(projected) | 535-565          |

3. DEMOGRAPHIC DATA<sup>xxxi</sup>

**TABLE 21: LOWER EAST SIDE PREP DEMOGRAPHIC DATA**

|   |      |
|---|------|
| Students with Disabilities (any student receiving an IEP)   | 5%   |
| English Language Learners   | 70%  |
| Students qualifying for free or reduced price lunch or eligible for Human Resources Administration benefits | 100% |

#### 4. SCHOOL PERFORMANCE DATA

**TABLE 22: LOWER EAST SIDE PREP SCHOOL QUALITY INDICATORS FOR 2014-2015, 2015-2016, AND 2016-2017 SCHOOL YEARS**

| School Quality Indicators <sup>xxxii</sup>   | 2014-2015      | 2015-2016 | 2016-17 |
|--|----------------|-----------|---------|
| 1.1 Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards                 | Well Developed | N/A       | N/A     |
| 1.2 Research-based, effective instruction that yields high quality student work                              | Proficient     | N/A       | N/A     |
| 1.3 Aligned resource use to support instructional goals that meet students' needs                            | N/A            | N/A       | N/A     |
| 1.4 Structures for a positive learning environment, inclusive culture, and student success                   | N/A            | N/A       | N/A     |
| 2.2 Curricula-aligned assessment practices that inform instruction   | Well Developed | N/A       | N/A     |
| 3.1 School level theory of action and goals shared by the school community                                   | N/A            | N/A       | N/A     |
| 3.4 A culture of learning that communicates and supports high expectations                                   | Well Developed | N/A       | N/A     |
| 4.1 Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes     | N/A            | N/A       | N/A     |
| 4.2 Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice | Well Developed | N/A       | N/A     |
| 5.1 Regularly evaluate school level decisions with a focus on the Common Core Learning Standards             | N/A            | N/A       | N/A     |

**TABLE 23: LOWER EAST SIDE PREP PERFORMANCE DATA AND ATTENDANCES RATES FROM SCHOOL YEARS, 2014-2015, 2015-16, AND 2016-2017**

| High School Key Components of Performance and Progress <sup>xxxiii</sup> | 2014-2015 | 2015-2016 | 2016-2017 |
|--|-----------|-----------|-----------|
| % Earning 10+ Credits in Year 1  | N/A       | N/A       | N/A       |
| 4 Year Graduation Rate   | N/A       | N/A       | N/A       |
| 6 Year Graduation Rate   | N/A       | N/A       | N/A       |
| 4 Year College Readiness Index   | N/A       | N/A       | N/A       |
| Attendance Rate  | N/A       | N/A       | N/A       |

The 2017-2018 State Accountability Status of Lower East Side Prep is: Good Standing.

## V. Initial Impact on Budget and Cost of Instruction

The estimated cost to re-locate TASS to M025 will be up to \$28,700. This cost includes the cost of moving all existing materials and furniture from the current site.<sup>xxxiv</sup>

Most funding in district schools' budgets is given on a per-pupil basis, based on FSF. Under FSF, schools receive money based on the number of students they serve and specific student needs. Specifically:

- The number of students, by grade level;
- The number and needs of students with disabilities;
- The number, needs and programs of ELL students; and
- The number of students with other supplemental academic needs.

For more information about costs of instruction and school funding, please refer to the FSF Guide, which can be found online at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/dfpm\\_home\\_page/fy2018\\_cec\\_fsf\\_deck.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/dfpm_home_page/fy2018_cec_fsf_deck.pdf) and the FY 2018 School Allocation Memoranda, found online at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy17\\_18/am\\_fy18\\_pg1.html](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy17_18/am_fy18_pg1.html).

As shown in Section IV above, Global Leaders' enrollment is expected to increase as a result of this consolidation and, as a result, Global Leaders' budget is expected to increase to reflect the additional pupils.

Should this proposal create a need for additional administrative space or function, the cost of voice and data lines will be covered by the NYCDOE. This allocation is subject to approval by the Office of Space Planning.

This proposal is not expected to impact the operating budget or costs of instruction at Marta Valle or Lower East Side Prep.

## VI. Other Impacts

### A. Personnel Needs

If this proposal is approved, some TASS and/or Global Leaders staff members may be excessed when the schools are consolidated.<sup>xxxv</sup> Where possible, the NYCDOE will seek to minimize excessing of represented staff during any approved school consolidation. In the event that staff excessing is required, staff from TASS and Global Leaders will be merged into one list to determine seniority by license, and all contractual rules regarding excessing will apply.

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 pool,

referred to as ATR, meaning that they will continue to earn their salary while serving as teachers in other City schools.

If this proposal is approved, beginning in the 2018-2019 school year, all current TASS staff who are not excessed would become part of Global Leaders and report to M025 rather than M019.

This proposal is not expected to impact the staffing at Marta Valle or Lower East Side Prep.

## B. Administration

If this proposal is approved, some supervisors and/or administrators from Global Leaders and TASS may be excessed when the schools are consolidated. Again, where possible, the NYCDOE will seek to minimize excessing of represented staff during any consolidation.

Barring system-wide layoffs, excessed supervisors and/or administrators will be eligible to apply for other City positions, and any supervisors and/or administrators who do not find a permanent position will be placed in the ATR pool.

This proposal is not expected to impact the administration at Marta Valle or Lower East Side Prep.

## C. Transportation

There will be no change to existing transportation practices at TASS or Global Leaders during the current 2017-2018 school year. If this proposal is approved, beginning in the 2018-2019 school year, current TASS students will attend Global Leaders in M025, which is approximately 0.8 miles from TASS's current location in M019. As a result, some current TASS students might have to travel a further distance to school at M025. However some students might now travel a shorter distance to school at the consolidated Global Leaders in M025.

This proposal may result in changed eligibility for transportation services for certain students at the consolidated Global Leaders. If approved, this proposal will not impact transportation practices at Marta Valle or Lower East Side Prep.

If this proposal is approved, transportation will continue to be provided to students according to Chancellor's Regulation A-801, which can be found online at:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

## D. Other Support Services

The provision of certain support services is described above. Other support services would be provided consistent with citywide policy.



## VII. Building Information

|  |  |
|--|--|
| Building   | M025   |
| Type of Building   | IS/JHS   |
| Year Built   | 1977   |
| Overall BCAS rating  | 2.42   |
| 2015-2016 Blue Book Target Building Utilization                            | 73%  |
| 2015-2016 Blue Book Target Building Capacity                               | 1502   |
| FY 2016 Maintenance Costs- Labor   | \$25,543   |
| FY 2016 Maintenance Costs- Materials                                       | \$12,146   |
| FY 2016 Maintenance Costs- Maintenance, repair, and service contracts      | \$179,489  |
| FY 2016 Maintenance Costs- Custodial operations costs—Materials            | \$11,415   |
| FY 2016 Maintenance Costs- Custodial operations costs—Custodial Allocation | \$405,269  |
| FY 2016 Energy Costs- Electric   | \$215,374  |
| FY 2016 Energy Costs- Gas  | \$1,085  |
| FY 2016 Energy Costs- Steam  | \$0  |
| FY 2016 Energy Costs- Oil  | \$29,255   |
| Projects completed during the current or prior school year                 | FY17 Reso A Technology   |
| Projects proposed in the capital plan                                      | None   |
| Accessibility of the building  | Partially Accessible   |
| Building attributes  | Art Rooms, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab |

## Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, 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 following components:

- The scheduled use of individual rooms as reported by principals during an annual facilities survey;
- The NYCDOE's goals for maximum classroom capacities, which are lower than the United Federation of Teachers 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 2015-2016. The NYCDOE's projected utilization rates for the 2017-2018 school year and beyond are based on those figures. Thus, projected utilization rates for 2017-2018 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by a principal 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 NYCDOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

The Blue Book can be found online at:

[https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital\\_Plan/Utilization\\_Reports/Blue%20Book%202015-2016.pdf?sr=b&si=DNNFileManagerPolicy&sig=AExrFIUz%2BQDwk%2FlptyHq0ZkW2Ur9J69SJuy4MgQ%2BAp4%3D](https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%202015-2016.pdf?sr=b&si=DNNFileManagerPolicy&sig=AExrFIUz%2BQDwk%2FlptyHq0ZkW2Ur9J69SJuy4MgQ%2BAp4%3D).

## Appendix B: School Admissions

### Middle School Admissions

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Directories, which can be found online at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly.

General information about the middle school admissions process can be found on the NYCDOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2018-2019 school year is December 1, 2017. Additionally, new middle schools designated to open throughout the city for the 2018-2019 school year will be available for students to consider in early 2018. Eligible students will have the opportunity to submit a new schools application in at that time. Information about middle school application deadlines is available online at <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with NYCDOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will receive appropriate services in accordance with NYCDOE policy.

### Over-the-Counter (OTC) Placements

OTC placement, is 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; or
- Left the New York City school system and have returned; or
- Are seeking transfers, based on the guidelines outlined in Chancellor's Regulation A-101; or
- Did not participate in the Middle School or High School Admissions Processes for some other reason.

When student eligible for middle or high school arrives for placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines.

Students requiring an OTC middle school placement are eligible to attend middle school based on their district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the middle school student visits a Family Welcome Center where he or she meets with a counselor who reviews options that will meet the student's needs. In many districts, middle students may simply report to their zoned middle school. A high school student visits a Family Welcome Center directly.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

If the NYCDOE Office of Student Enrollment determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

### High School Admissions

In New York City, high school admissions is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply through the high school application, they may also apply to up to eight of the Specialized High Schools requiring the Specialized High Schools Admissions Test, referred to as the SHSAT, as well as any of the 6 studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

For the 2017-2018 school year, there are two application rounds in the high school admissions process:

- Round One: All eligible eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive offer results in March.
- Round Two: All eligible eighth-grade and first-time ninth-grade students can apply to school programs with availability in Round Two. Any student who does not receive an offer in Round One must submit a Round Two application to receive an offer to a choice on the Round Two application. In addition, any student who received an offer in Round One may apply for programs with availability in Round Two. A student who participates in Round Two and has already received a Round One offer will have his or her Round One offer nullified if the student receives an offer in Round Two.

The available programs for Round Two include school programs with availability and new schools or programs that will open or be available the following September. Detailed information about any new schools or programs are published with the list of schools with availability in Round Two. Students will receive Round Two results in May.

For more information about the high school admissions process, please visit the NYCDOE website at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will ensure that

students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with NYCDOE policy.

The Citywide deadline for high school applications for the 2018-2019 school year is December 1, 2017. The 2018 New York City High School Directory, offers a full list of high school programs Citywide and can be found online at: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>. It is also available in print at NYCDOE middle schools, high school fairs, and FWCs. Families can also access directory content through NYC School Finder on the NYCDOE's website at: <http://schools.nyc.gov/SchoolSearch/>

## Appendix C: Instructional Footprint

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels it serves and number of classes per grade it offers. For existing schools, the Footprint is applied to the current number of classes and class size a school is programming. It is confirmed by a walk-through of the building conducted by a representative from the NYCDOE's Office of Space Planning and a school representative.

For elementary schools serving students in grades K-5 and for all pre-K programs, the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or Integrated Co-Teaching section and a full-size or half-size room to accommodate each Special Class section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art or music instruction.

For grades 6-12, 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.

## IX. Endnotes:

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<sup>i</sup> While transfer schools serve students in grades 9-12, they do not adhere to strict grade distinctions as students typically enroll at various stages of credit accumulation or number of Regents exams passed. This is reflected in enrollment charts throughout this document, which group students leveling grades nine through twelve.

<sup>ii</sup> More information about Beacon can be found on its website:  
<https://www1.nyc.gov/site/dycd/services/after-school/beacon.page>

<sup>iii</sup> 2017-2018 budget projections. Projected enrollment is based on 2017-2018 budget projections for grades K-8 and 2015-2016 enrollment, 2016-2017 enrollment, and 2017-2018 budget projections for grades 9-12.

<sup>iv</sup> All references to building utilization rates in 2017-2018 and beyond are based on target capacity data from the 2015-2016 Blue Book and 2017-2018 Budget Projections. This methodology is consistent with the manner in which the NYCDOE 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 conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at:  
[https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital\\_Plan/Utilization\\_Reports/Blue%20Book%202015-2016.pdf?sr=b&si=DNNFileManagerPolicy&sig=AExrFIUz%2BQDwk%2FlptyHq0ZkW2Ur9J69SJuy4MgQ%2BAp4%3D](https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%202015-2016.pdf?sr=b&si=DNNFileManagerPolicy&sig=AExrFIUz%2BQDwk%2FlptyHq0ZkW2Ur9J69SJuy4MgQ%2BAp4%3D)

<sup>v</sup> While transfer schools serve students in grades 9-12, they do not adhere to strict grade distinctions as students typically enroll at various stages of credit accumulation or number of Regents exams passed. This is reflected in enrollment charts throughout this document, which group students leveling grades 9-12.

<sup>vi</sup> 2017-2018 Budget Projections. Projected enrollment is based on 2017-2018 Budget Projections for grades K-8 and 2015-2016 enrollment, 2016-2017 enrollment, and 2017-2018 Budget Projections for grades 9-12.

<sup>vii</sup> Information is from school-reported data as of October 6, 2017.

<sup>viii</sup> Information is from school-reported data as of October 10, 2017.

<sup>ix</sup> Information is from school-reported data as of October 6, 2017.

<sup>x</sup> Information is from school-reported data as of October 6, 2017.

<sup>xi</sup> Full-size classrooms have an area of 500 square feet or more.



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- <sup>xii</sup> Half-size classrooms have an area of 240 square feet or more, but less than 500 square feet.
- <sup>xiii</sup> Quarter-size rooms have an area of less than 240 square feet.
- <sup>xiv</sup> 2017-2018 Budget Projections. Projected enrollment is based on 2017-2018 Budget Projections.
- <sup>xv</sup> Based on the 2016-2017 Audited Register as of October 31, 2016, as reported in the citywide Demographic Snapshot, which is available online at: [http://schools.nyc.gov/NR/rdonlyres/77954FB0-FD24-476B-AB81-3E9BBE8655D9/213559/DemographicSnapshot201213to201617Public\\_FINAL1.xlsx](http://schools.nyc.gov/NR/rdonlyres/77954FB0-FD24-476B-AB81-3E9BBE8655D9/213559/DemographicSnapshot201213to201617Public_FINAL1.xlsx).
- <sup>xvi</sup> The 2016-2017 Quality Review Report formally reports on these ten Quality Indicators. Quality Indicators 1.3, 1.4, 3.1, 4.1, and 5.1 were not formally assessed in 2014-2015 and 2015-2016. Full descriptions of the Quality Indicators can be found in the 2017-2018 Quality Review Rubric, which is available online at: [http://schools.nyc.gov/NR/rdonlyres/CEEBC665-7545-469E-A43E-4FF15608C152/0/QualityReviewRubric\\_1718.docx](http://schools.nyc.gov/NR/rdonlyres/CEEBC665-7545-469E-A43E-4FF15608C152/0/QualityReviewRubric_1718.docx). Not all schools receive Quality Reviews every year. Global Leaders did not have a Quality Review for the 2014-2015 and 2016-2017 school years.
- <sup>xvii</sup> Performance data for 2014-2015 and 2015-2016 is from the School Quality Reports, available online at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>. 2016-2017 middle school performance data is from the New York State Common Core ELA and Mathematics Test results, available online at: <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>. Attendance data is not yet available for 2016-2017.
- <sup>xviii</sup> Proficiency rates are determined based on the number of students receiving a score of 3 or 4 out of 4 on the New York State English- Language Arts examination.
- <sup>xix</sup> Proficiency rates are determined based on the number of students receiving a score of 3 or 4 out of 4 on the New York State math examination.
- <sup>xx</sup> 2017-2018 Budget Projections. Projected enrollment is based on 2017-2018 Budget Projections.
- <sup>xxi</sup> Based on the 2016-2017 Audited Register as of October 31, 2016, as reported in the citywide Demographic Snapshot, which is available online at: [http://schools.nyc.gov/NR/rdonlyres/77954FB0-FD24-476B-AB81-3E9BBE8655D9/213559/DemographicSnapshot201213to201617Public\\_FINAL1.xlsx](http://schools.nyc.gov/NR/rdonlyres/77954FB0-FD24-476B-AB81-3E9BBE8655D9/213559/DemographicSnapshot201213to201617Public_FINAL1.xlsx).
- <sup>xxii</sup> The 2016-2017 Quality Review Report formally reports on these ten Quality Indicators. Quality Indicators 1.3, 1.4, 3.1, 4.1, and 5.1 were not formally assessed in 2014-2015 and 2015-2016. Full descriptions of the Quality Indicators can be found in the 2017-2018 Quality Review Rubric, which is available online at: [http://schools.nyc.gov/NR/rdonlyres/CEEBC665-7545-469E-A43E-4FF15608C152/0/QualityReviewRubric\\_1718.docx](http://schools.nyc.gov/NR/rdonlyres/CEEBC665-7545-469E-A43E-4FF15608C152/0/QualityReviewRubric_1718.docx). Not all schools receive Quality Reviews every year. TASS did not have a Quality Review for the 2015-2016 school year.

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<sup>xxiii</sup> Performance data for 2014-2015 and 2015-2016 is from the School Quality Reports available online at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>. 2016-2017 middle school performance data is from the New York State Common Core ELA and Mathematics Test results, available online at: <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>. Attendance data is not yet available for 2016-2017.

<sup>xxiv</sup> Proficiency rates are determined based on the number of students receiving a score of 3 or 4 out of 4 on the New York State English- Language Arts examination.

<sup>xxv</sup> Proficiency rates are determined based on the number of students receiving a score of 3 or 4 out of 4 on the New York State math examination.

<sup>xxvi</sup> 2017-2018 Budget Projections. Projected enrollment is based on 2015-2016 enrollment, 2016-2017 enrollment, and 2017-2018 Budget Projections.

<sup>xxvii</sup> Based on the 2016-2017 Audited Register as of October 31, 2016, as reported in the citywide Demographic Snapshot, which is available online at: [http://schools.nyc.gov/NR/ronlyres/77954FB0-FD24-476B-AB81-3E9BBE8655D9/213559/DemographicSnapshot201213to201617Public\\_FINAL1.xlsx](http://schools.nyc.gov/NR/ronlyres/77954FB0-FD24-476B-AB81-3E9BBE8655D9/213559/DemographicSnapshot201213to201617Public_FINAL1.xlsx).

<sup>xxviii</sup> The 2016-2017 Quality Review Report formally reports on these ten Quality Indicators. Quality Indicators 1.3, 1.4, 3.1, 4.1, and 5.1 were not formally assessed in 2014-2015 and 2015-2016. Full descriptions of the Quality Indicators can be found in the 2017-2018 Quality Review Rubric, which is available online at: [http://schools.nyc.gov/NR/ronlyres/CEEBC665-7545-469E-A43E-4FF15608C152/0/QualityReviewRubric\\_1718.docx](http://schools.nyc.gov/NR/ronlyres/CEEBC665-7545-469E-A43E-4FF15608C152/0/QualityReviewRubric_1718.docx). Not all schools receive Quality Reviews every year. Marta Valle did not have a Quality Review for the 2015-2016 school year.

<sup>xxix</sup> Performance data is from the School Quality Reports available online at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>. 2016-2017 High School performance data is not yet available.

<sup>xxx</sup> 2017-2018 Budget Projections. Projected enrollment is based on 2015-2016 enrollment, 2016-2017 enrollment, and 2017-2018 Budget Projections.

<sup>xxxi</sup> Based on the 2016-2017 Audited Register as of October 31, 2016, as reported in the citywide Demographic Snapshot, which is available at: [http://schools.nyc.gov/NR/ronlyres/77954FB0-FD24-476B-AB81-3E9BBE8655D9/213559/DemographicSnapshot201213to201617Public\\_FINAL1.xlsx](http://schools.nyc.gov/NR/ronlyres/77954FB0-FD24-476B-AB81-3E9BBE8655D9/213559/DemographicSnapshot201213to201617Public_FINAL1.xlsx).

<sup>xxxii</sup> The 2016-2017 Quality Review Report formally reports on these ten Quality Indicators. Quality Indicators 1.3, 1.4, 3.1, 4.1, and 5.1 were not formally assessed in 2014-2015 and 2015-2016. Full descriptions of the Quality Indicators can be found in the 2017-2018 Quality Review Rubric, which is available online at: [http://schools.nyc.gov/NR/ronlyres/CEEBC665-7545-469E-A43E-4FF15608C152/0/QualityReviewRubric\\_1718.docx](http://schools.nyc.gov/NR/ronlyres/CEEBC665-7545-469E-A43E-4FF15608C152/0/QualityReviewRubric_1718.docx). Not all schools receive Quality Reviews every year. Lower East Side Prep did not have a Quality Review for the 2015-2016 and 2016-2017 school year.

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<sup>xxxiii</sup> Standard performance data is not available for Lower East Side Prep because it is a transfer school.

<sup>xxxiv</sup> Based on average per pupil re-siting costs provided by the Division of Space Management.

<sup>xxxv</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.