

School Improvement and School Turnaround:


District-level Initiatives in Chicago, IL, and Prince Georges County, MD

December 5, 2008

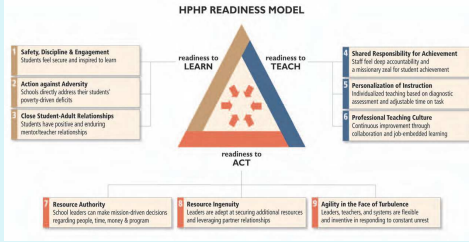
DISTRICT & SCHOOLS PROFILE

| | |
|---|--|
| <p>SCHOOLS</p> <ul style="list-style-type: none"> •511 PK-8 schools (in various configurations) •106 High schools •617 total schools including charters | <p>\$4.1B Annual Budget \$8,786 Per Pupil Operating Expenditure</p> |
| <p>STUDENTS</p> <ul style="list-style-type: none"> •426,812 students K-12 •Special Ed 13% •LEP 14.1% •Low Income 85.2% •Mobility Rate 24% | <ul style="list-style-type: none"> •49.8% African American •38.0% Latino •8.8% White •3.2% Asian •0.2% Native American |
| <p>TEACHERS</p> <ul style="list-style-type: none"> •26,719 teachers total •Pupil/Teacher ratio PK-8 – 22.7:1 •Pupil/Teacher ration 9-12 – 19.6:1 •Teacher turnover 10.3% •Average salary - \$62,985 | <ul style="list-style-type: none"> •47.3% White •36.4% African American •12.8% Latino •2.9% Asian •0.6% Native American |

TURNAROUND STRATEGY

| | | | | | | |
|---|---|---|--------------------|--------------------|-----------------------------|-----------------|
| <p><u>Why is this needed?</u> Students who attend low performing (NCLB restructuring, Persistent Probation) schools need access / opportunities to attend higher performing schools at every stage of their education (pre-K – 12)</p> |  | <p><u>What should we do?</u> Develop a differentiated support strategy to increase student achievement at schools that have historically performed poorly, thereby transforming them into higher achieving schools – <u>without moving students</u></p> | | | | |
| <p><u>How do we do it?</u></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Internally Managed</td> <td style="width: 50%;">Externally Managed</td> </tr> <tr> <td>Office of School Turnaround</td> <td>AUSL / Contract</td> </tr> </table> | | | Internally Managed | Externally Managed | Office of School Turnaround | AUSL / Contract |
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| Office of School Turnaround | AUSL / Contract | | | | | |

MASS INSIGHT REPORT TURNAROUND MODEL

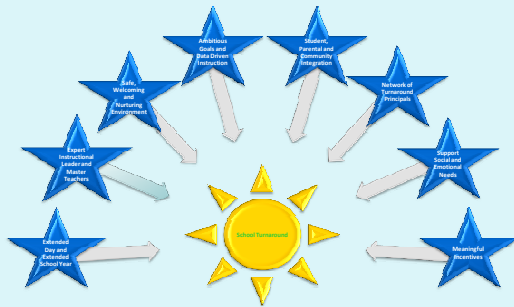


STRATEGY 1: READINESS TO LEARN – Create a learning community that will ensure all students reach or exceed individual learning goals aligned with district standards and high school graduation requirements.

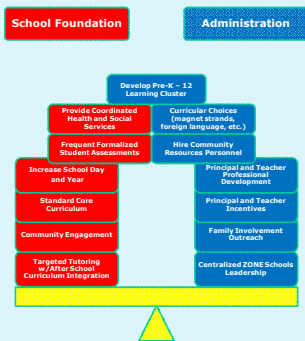
STRATEGY 2: READINESS TO TEACH – Align all district resources, programs, and departments to attain high levels of student achievement and instructional excellence

STRATEGY 3: READINESS TO ACT - Engage school, parents and the community in supporting high levels of student achievement

GUIDING PRINCIPLES



BALANCING SUCCESS



Funding of Turnaround Schools

| CPS TURNAROUND SCHOOL FUNDING MODEL | | | |
|---|--|-------------------|-----------------|
| Purpose | Timing | Elementary School | High School |
| Up to three planning positions and Staff Professional Development Funds | One time, during Incubation Period (March through June 30 during the calendar year of the September start of school) | \$300,000 | \$520,000 |
| Additional Position (Assistant Principal or comparable) | One time, during Year 1 of the school turnaround | Up to \$120,000 | Up to \$120,000 |
| Turnaround stipend | Annually, during Years 1 through 5 of the school turnaround | \$420 per pupil | \$500 per pupil |

Turnaround performance schools also receive a per pupil base allocation that is determined annually based on the overall district to fund general operations and education programs and staff at the school.

Policy Implications

CURRENT POLICIES

- Mayoral Control – Appointed Board and Superintendent
- Teacher Base Compensation based on tenure
- 180-Day School Year, 6.5Hr School Day
- Central Office & Regional Office Base Comp based on performance

NEAR FUTURE POLICY CHANGES

- Some Incentive-Based Teacher Level Compensation based on Performance
- All Principal Incentive Compensation based on Performance

LONG TERM POLICY CHANGES – STATE or FEDERAL

- Flexibility for Longer School Day & Year
- All CPS Employees Compensation based on Performance vs. Tenure

Office of School Turnaround

MISSION

The Office of School Turnaround, in collaboration with internal and external partners, will transform low performing schools into high performing learning communities without moving students.

VISION

To support the goal and theory of change for the Chicago Public Schools by transitioning high performing schools back to a general designation as high performing after intensive restructuring and support through a defined "turnaround" process.

GOALS

Improve measured student achievement.

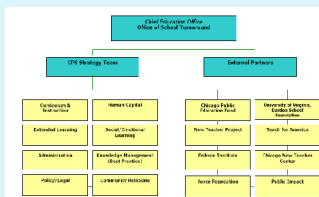
Develop to scale a replicable and sustainable model for turning around low performing schools.

Identify and develop high quality leadership and staff.

Design, build & maintain safe student-centered learning cultures.

Strengthen collaboration with all internal and external stakeholder groups.

Provide strong leadership for effective and efficient operations.



Office of New Schools

MISSION

The Office of New Schools (ONS) seeks to expand the number of high quality schools in Chicago to serve the diverse needs of Chicago students, especially in high need communities.

VISION

ONS recruits, selects, and supports new and turnaround schools and ultimately, holds them accountable to high performance measures. ONS manages a portfolio of 104 schools that consist of schools developed through Renaissance 2010 and all charter and professional development schools.

GOALS

Expand high quality school options across Chicago, particularly within priority communities.

Support new schools to reduce the achievement gap and rigorously prepare students for college and the workforce.

Work with each school type to define characteristics, differentiate supports, and tailor accountability structures.

Capture learnings from the ONS school portfolio in order to share within ONS and the broader CPS community.

Continue building departmental culture through communication and collaboration.

