

CPS

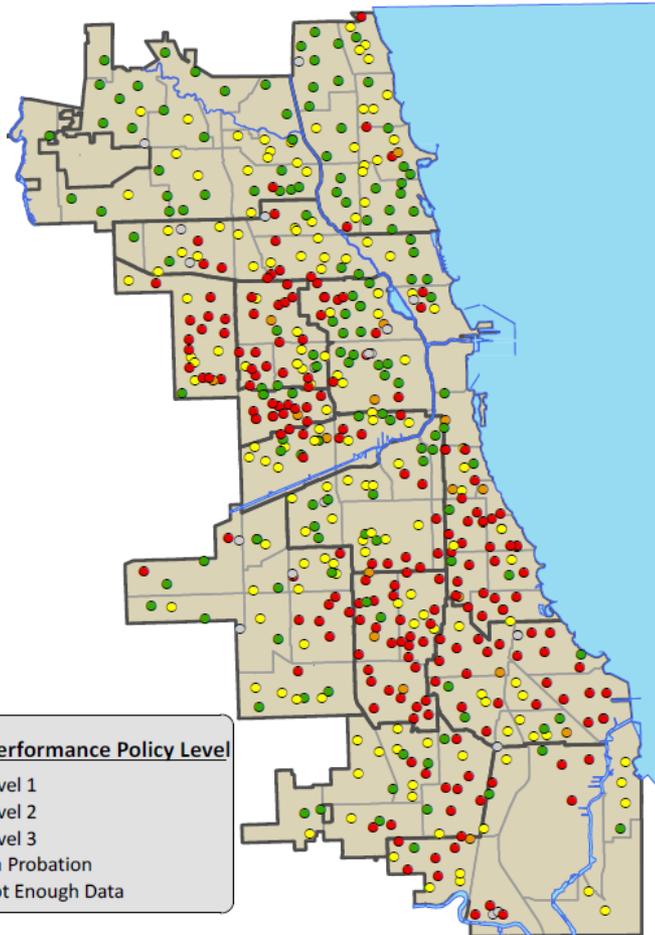
Creating opportunity for every student, in every community.

February Board Presentation

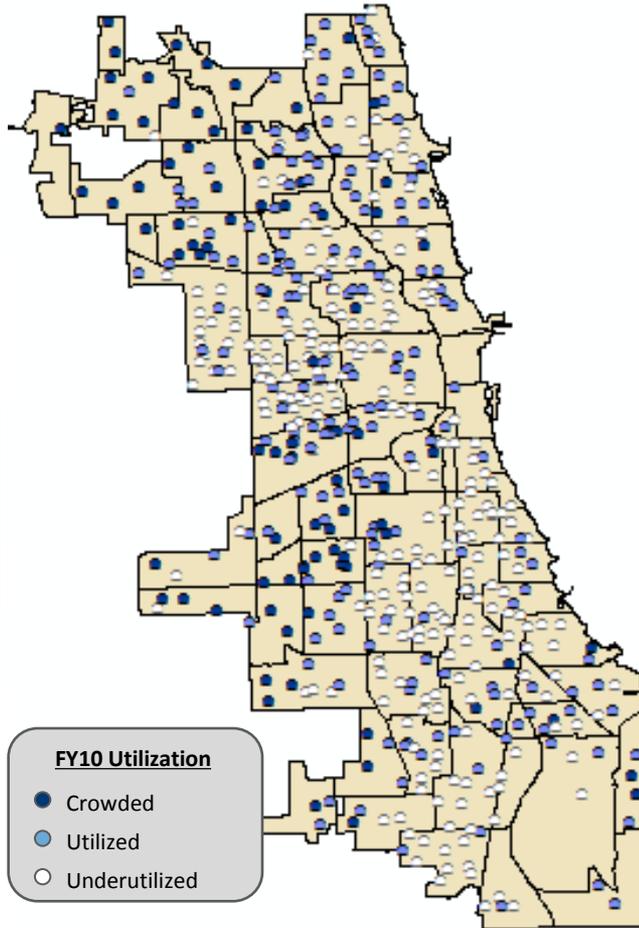


Our Current State

Quality of K-8 Schools



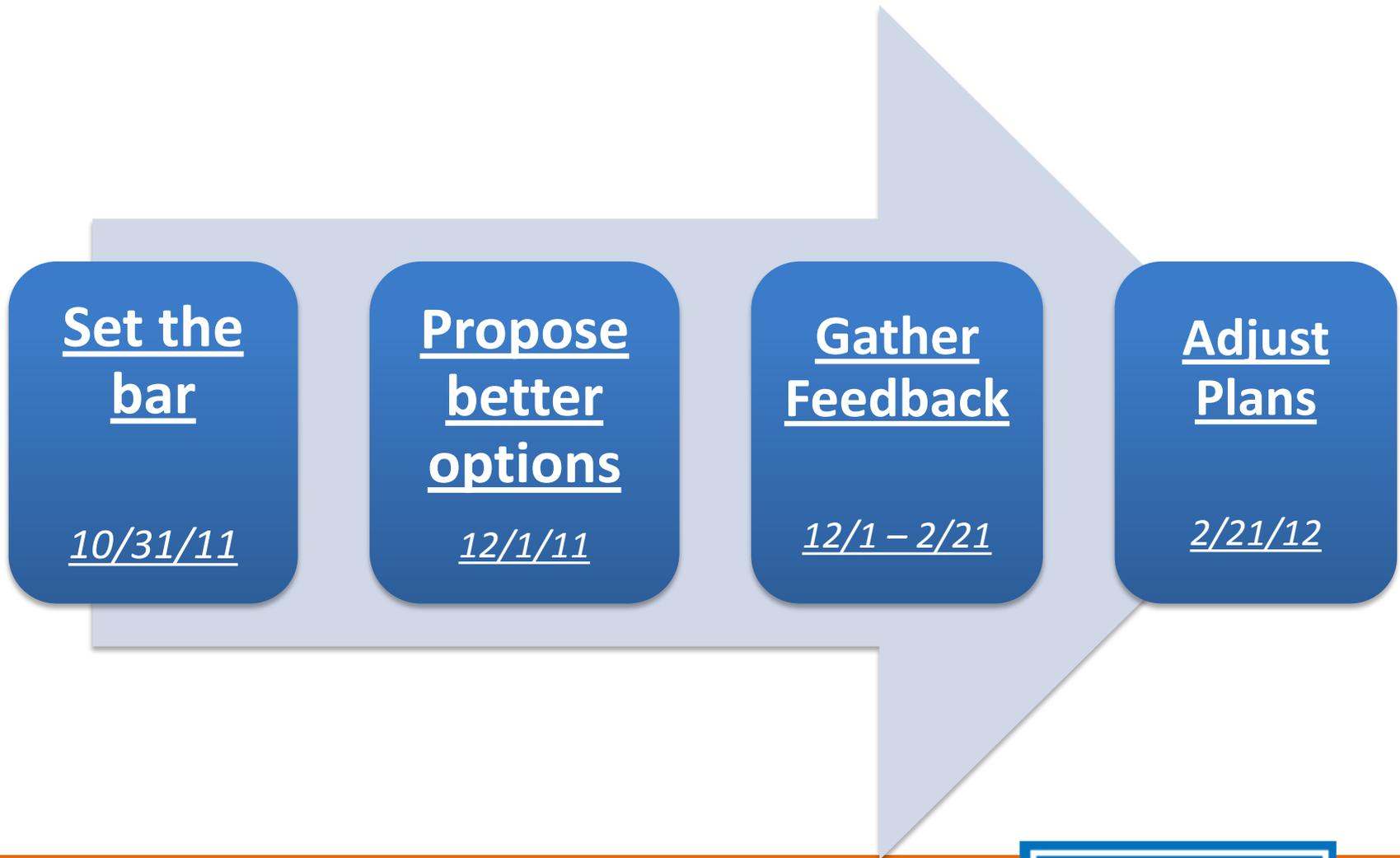
Utilization of K-8 Schools



Summary

~ 123,000
students in
underperforming
schools
~73,000 ES and
50,000 HS

Four phases to provide better options for our students



Internal and external stakeholder engagement

Final recommendations result of extensive outreach

Portfolio consulted with CPS offices / key partners throughout process...

- Network Chiefs associated with each school action
- Instructional / Student Support (eg, OSES, STLS, CTE)
- Board Office
- Family and Community Engagement
- Facilities and Operations
- Safety and security
- Intergovernmental Affairs
- SRA and Demographics
- OMB
- Law
- Talent
- Turnaround partners (AUSL / OSI)

...and continually engaged across the community

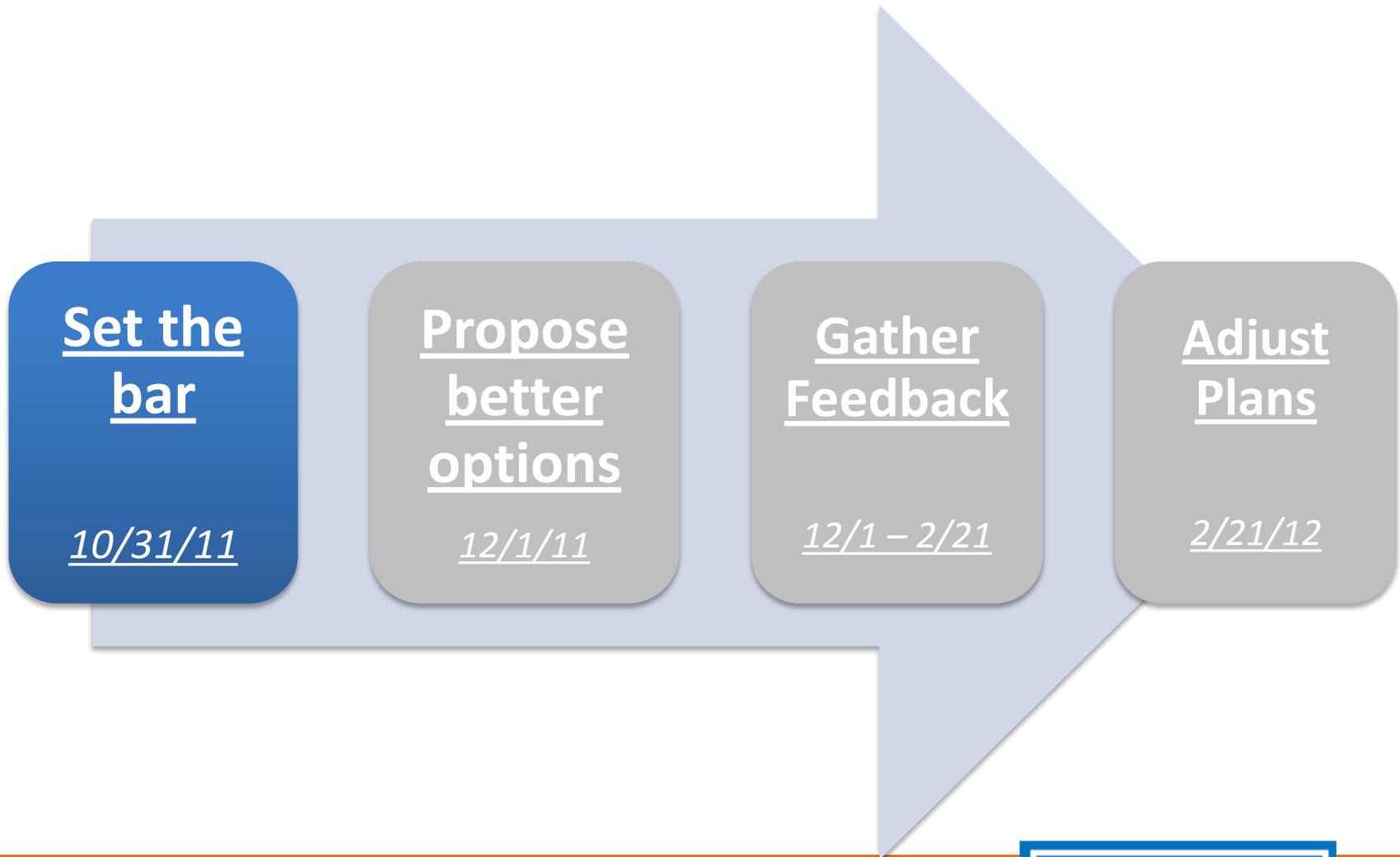
Pre Dec. proposal

- 21 community meetings
- 20 meetings with elected officials
- Conversations with CPS, CPD, CHA, and CTA
- 5 Chicago Education Facilities Task Force meetings

Post Dec. proposal

- 18 parent meetings
- 18 community hearings – 2 for each SB630 actions (closings, phase-outs, co-locations)
- 19 public hearings – 1 for each proposed action
- Ongoing meetings with elected officials

Four phases to provide better options for our students

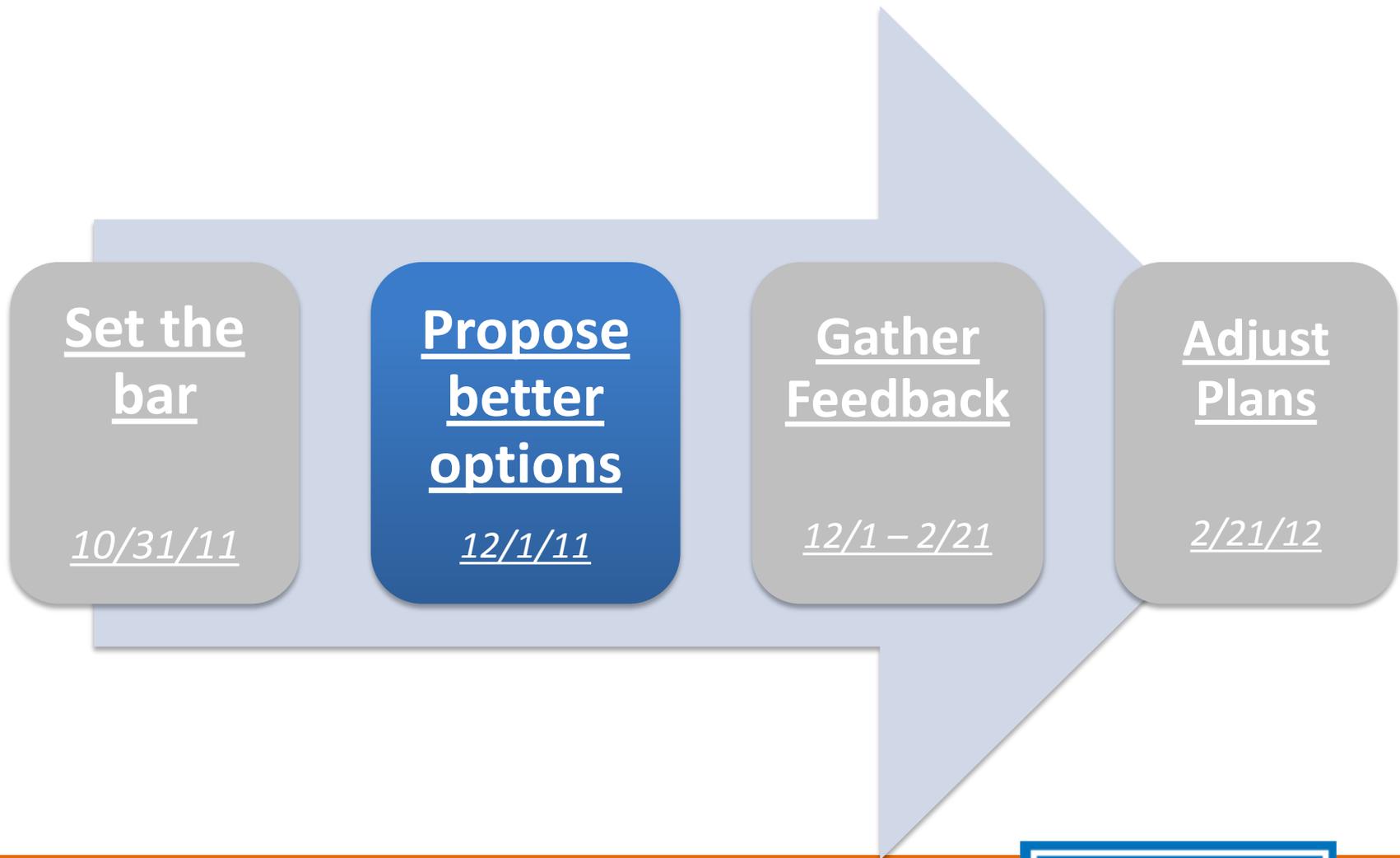


Portfolio Plan for 2011-12

Guiding Principles led to focus on lowest performing schools



Four phases to provide better options for our students



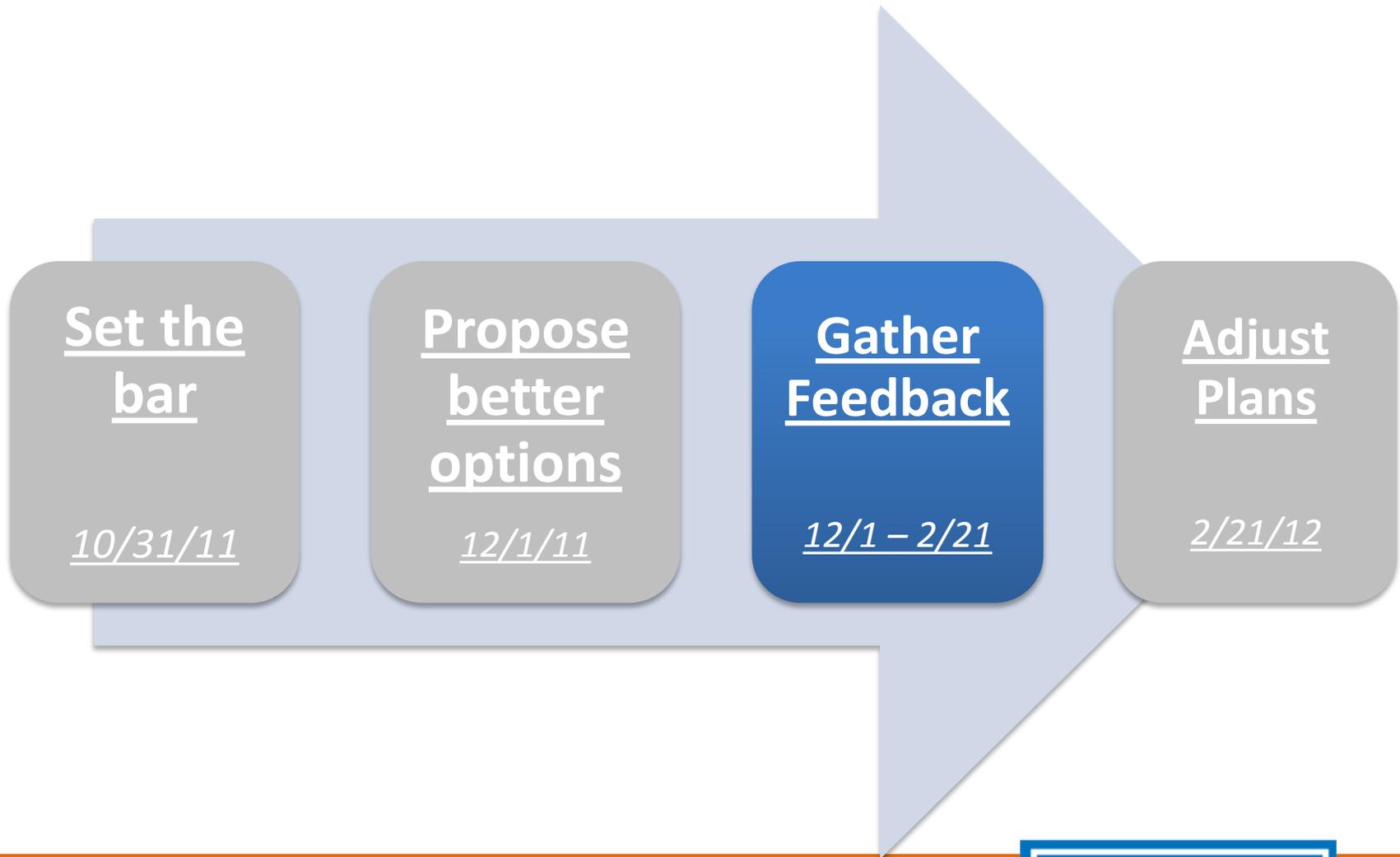
Portfolio Strategy

Summary of 2012 Recommendations and Impact

	Strategic Purpose	Proposed Actions	Impact
Turnarounds	<i>Create high performing schools for current and future students</i>	<ul style="list-style-type: none">• 6 AUSL• 4 OSI	<i>~6,000 current students</i>
Closures	<i>Move students to higher performing seats nearby</i>	<ul style="list-style-type: none">• 2 close• 3 phase outs	<i>~500 students</i>
Phase-outs	<i>Remove low performing seats</i>	<ul style="list-style-type: none">• 2	<i>~1,000 seats</i>
Co-locations	<i>Strategically increase high performing seats</i>	<ul style="list-style-type: none">• 3	<i>~900 seats</i>

Source: CPS SRA and Demographics analysis

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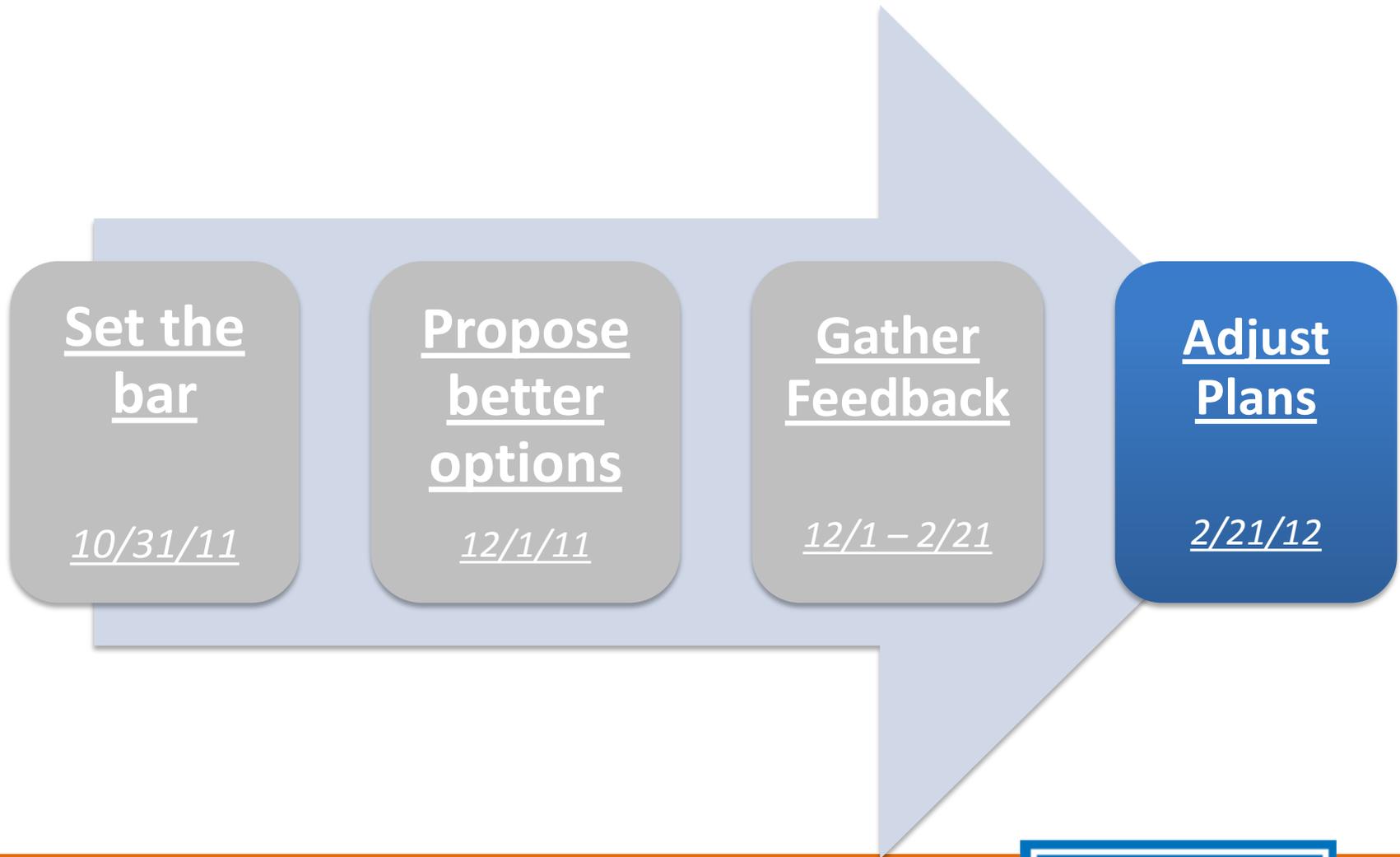
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Transition / implementation plan overview

Comprehensive plan ensures students fully supported

School specific transition plans

Comprehensive student-centric supports at action / receiving schools to effectuate transition for all students – including STLS, OSES, ELL, etc.

- Academic programming / staff supports
- Social and emotional supports
- Student safety and security
- Student file transition plan

Facility investments and support to ensure effective learning environment

- Capital investments in turnaround / receiving schools
- Campus managers / MOUs to facilitate effective co-share relationships

Handoff plans for AUSL and OSI turnaround schools

Community feedback

Community meetings, public hearings, and other targeted outreach to consider feedback from families, communities, and political figures

Asset management

Asset guardians assigned to ensure zero loss of CPS assets through inventory and controls (eg, technology, furniture, Board accounts)

Talent management

Ensure that all staff affected by proposed school actions are fully aware of impact and employment options

CPS listened and acted

Actively addressing concerns raised by community

School	Concern	Response
General	Safety concerns for students in phase out and school closure recommendations	Safety is our primary concern. Worked closely with CPD and OSS. Created parent and community focus group.
Price	Some parents would prefer their students go to Mayo ES instead of NTA due to proximity Concern that current transportation plan will prevent students from participating in after school programs	While NTA is a higher performing school, Mayo, Level 2, will accept students from Price. Students will be provided transportation if they are involved in after school programs
Dyett and Crane	Concerns about the building future	CPS has no plans for a new school in the current Dyett building We will work with Crane community to utilize the co-share opportunity in the building
CVCA	Strong demand for CTE focus through turnaround	We are committed to retaining the CTE focus of this school
Stagg	Strong demand for Montessori program, concerns it will no longer be available to community	The program will not go away. We will retain the program in the current building or in a nearby school.
ChiArts	Families do not view current co-share as long term solution	We, along with forming a committee, work to look for a long term solution for ChiArts

Next Steps

We recommend proceeding with our proposal to provide our students with a better option now

We also pledge to excel in managing the student transition so that we deliver on our promise of providing a better quality of education for our students.