



STATE OF THE STRATEGIES: A REPORT ON DISTRICT CORE AND SUPPORTING STRATEGIES

**OFFICE OF STRATEGY AND PLANNING
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EXECUTIVE SUMMARY

The ultimate goal for Chicago Public Schools is to ensure that *every* child in *every* school is on track at *every* stage in his or her CPS career to graduate prepared for success in post-secondary education and employment. In 2004, Chicago Public Schools identified three core strategies that focused the district's work on achieving this goal:

- Advancing Literacy (now Instructional Excellence)
- Improving Human Capital (now Talent Attraction and Development)
- Creating More Learning Opportunities (now Expanded Options and Opportunities)

While the titles of the core strategies have been revised to reflect an expanded portfolio of work, each strategy fundamentally remains rooted in the three big ideas:

- We need to provide excellent instruction to all of our students
- We need the best people available to lead and teach in our schools
- We need to provide our students with opportunities to get more than the standard K-12, 5 hour school day experience

In order to execute our three core strategies, we also need to pay attention to how we manage performance and utilize our limited resources. In recognition of that, we have identified two supporting strategies:

- Performance Management
- Resource Alignment

The purpose of this document is to report on progress in each strategy and to identify the challenges CPS faces moving forward.

Instructional Excellence

Our theory of change states that improved instruction is the key to improved student achievement. Although there are many programs that work towards building and supporting instructional excellence, three programs are at the core of the district's strategy: the Chicago Reading Initiative (CRI), the Chicago Math and Science Initiative (CMSI), and the High School Transformation (HST) effort. Our goal in this work is for all our children to be successful—which means ensuring that our special education and English language learners are successful and supported at every juncture.

In our literacy work, we are continuing to build on the CRI framework established five years ago. Reading performance has improved as supports have increased. In the past two years we have added the Leaning First benchmark assessments in grades 3-8 and the DIBELS diagnostic screening tool in grades K-2. Moving forward next year we will expand the number of students using the DIBELS tool and offer three comprehensive literacy curricula packages for grades K-5.

We are in our fourth year of the CMSI and the news is very good. Participating schools have improved more than non-participating schools by using the rigorous curricula and taking advantage of the offered support. The challenge is to increase the number of schools using the CMSI curricula and to encourage implementation across all grade levels.

HST is the umbrella for a comprehensive effort to improve our high schools and raise expectations for students. The six lever strategy includes new curricula, intensive coaching for teachers, and course-based assessments in English, math, and science. It also includes work to develop stronger high school leaders, changing our high school enrollment system, adding more AP classes and improving preparation for high school in grades 6-8. In order to be successful, the ideas behind high school transformation need to become integral to everyone's job—pre-K through grade 12.

Talent Attraction and Development

Our "people" strategy, which initially focused on teacher hiring, now focuses on teacher and principal excellence. The district's investment in teacher recruitment has paid off. In 2001, we had two applicants for each available position. For SY 2006-2007, we had ten applicants for each available position, creating a stronger pool of candidates. Now we are turning our attention to strengthening new teacher induction programs because induction plays a large part in fostering successful teachers and retaining good teachers. We are also encouraging teachers to attain National Board Certification. Five years ago, CPS had 165 National Board Certified Teachers (NBCTs). Today, we have 645 NBCTs. Our goal for 2008 is to have 1200 NBCTs.

The district recently received a \$27 million federal Teacher Incentive Fund (TIF) grant to support a five-year pilot program in 40 high-need schools. TIF will provide teachers with professional development, career path opportunities, and differentiated compensation. We are also working on new teacher support, mentoring and evaluation with the Chicago Teachers Union in eight Fresh Start schools.

The pool of candidates for the principalship has also become stronger as eligibility standards have been raised. Our Area Instruction Officers (AIOs) are working with Local School Councils to help them make the best hiring decisions possible. Now with nearly half of our principals in their first three years on the job, we need to be sure that we are providing our new principals with the support they need to be successful.

Expanded Options and Opportunities

Because so many of our children are already behind when they begin kindergarten or first grade, we have a constant focus on enrolling children in early childhood programs. Our goal is to expand programs so that all 4-year-old children can participate in pre-school. Increasing the number of pre-school slots in CPS buildings is difficult, but the number of students enrolled in community-based, city-funded programs, is growing each year. Our challenge now is to better align these programs with our primary grade instruction.

After-school programming also continues to grow, now serving 200,000 students in 550 schools. But to be most effective in supporting student achievement, these programs should be part of a community school model. This year we have 110 community schools; our goal is to make all our schools community schools within five years.

Renaissance 2010 is in its third year. By next fall, we will have opened more than half of the promised 100 new schools. Moving forward, we need to continue to open new schools in priority communities, enhance and expand community partnerships, replicate high-performing CPS schools, recruit high-quality national school operators, and ensure that we are learning from the successes and challenges experienced by the new schools.

Performance Management

Performance Management at CPS aims to establish the following for each major role in the district—teacher, principal, area instruction officer, and central office employee:

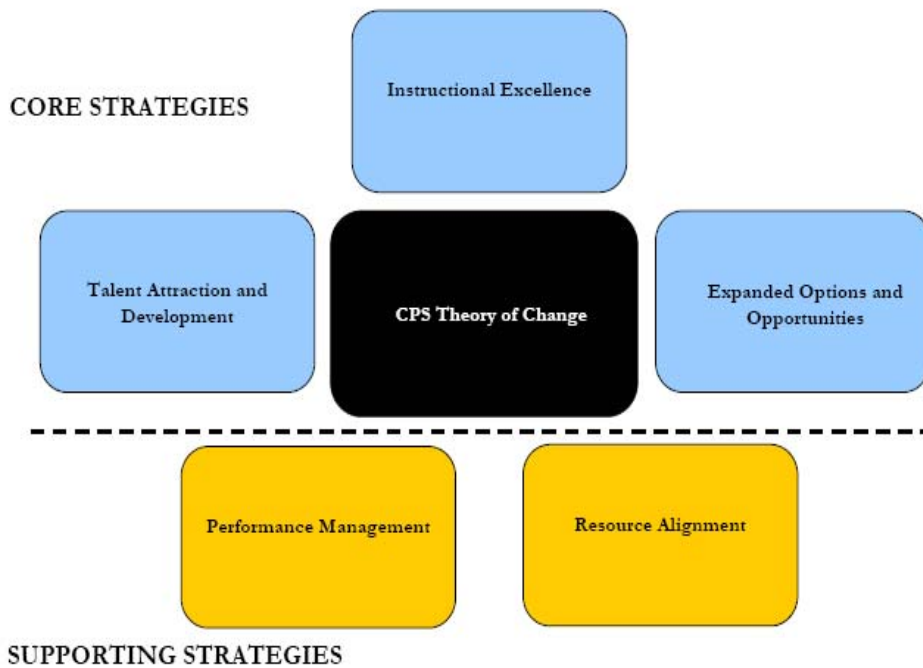
- A clear definition of excellence
- Data to track progress toward excellence
- Opportunities for discussions and decision-making using the data
- Predictable rewards and consequences for performance

We have several major efforts that advance this work: school scorecards, the new IMPACT and PeopleSoft information systems, data dashboards, benchmark assessments, and surveys of students, parents, teachers and principals.

Resource Alignment

We cannot accomplish all this work with existing resources. The state of Illinois ranks 49th in the country in the level of support provided for public schools, with only 37% of school funding coming from the state. This means we have to put the dollars we have where they will make the biggest difference for our children. Also, work to get more funding must be a top priority. We have trimmed central office administrative costs while improving business services to schools. Moving forward we are continuing to push the state for more funding and move an increasing percentage of our funds to the schools.

INTRODUCTION



At an August gathering at Symphony Center, Chicago Public Schools CEO Arne Duncan told assembled administrators that CPS intends to “stay the course” by continuing to pursue our three core strategies:

- Advancing Literacy
- Improving Human Capital
- Creating More Learning Opportunities

Since that time, we have reworded those core strategies to reflect an expanded portfolio of work

- Instructional Excellence
- Talent Attraction and Development
- Expanded Options and Opportunities

In the service of the core strategies, we have articulated two supporting strategies—Performance Management and Resource Alignment—to help mobilize the most important agendas.

We have made substantial progress on each of the strategies over the past few years, but we still have far to go if we are to meet our ultimate district goal:

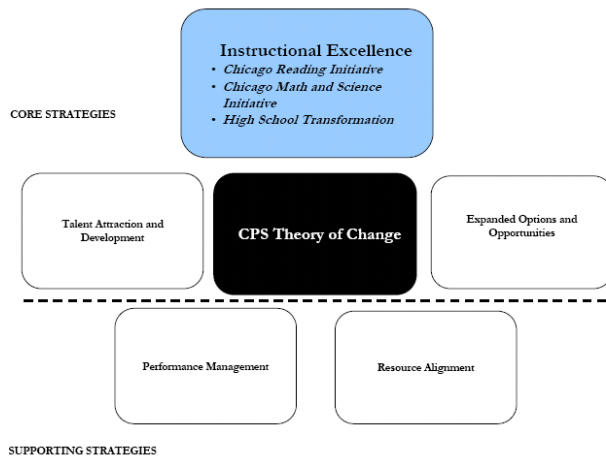
To ensure that *every* child in *every* school is on track at *every* stage in his or her CPS career to graduate prepared for success in post-secondary education and employment.

This paper is intended to serve two purposes:

- Provide a common factual base for discussions about progress on CPS core and supporting strategies
- Help frame and focus the discussion of FY 2008 district priorities and budget allocations.

The information presented here was gathered from the leaders of the work and, with their cooperation, we have assembled the data, descriptions and questions for consideration. This paper is by no means inclusive of all district activity, nor is it exhaustive in explaining all of the work within the core and supporting strategies. However, it does highlight the major work underway to advance the overall district strategies. Our hope is that with this information, district leaders will be better positioned to plan and budget strategically for this critical work as we move forward.

CORE STRATEGY: INSTRUCTIONAL EXCELLENCE



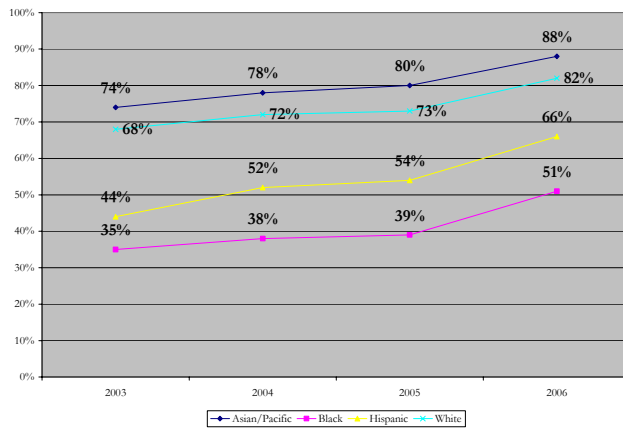
Two years ago, CPS adopted a district theory of change that places instruction as the foundation to improve student outcomes.

*Figure 1: CPS Theory of Change
Source: Office of Strategy and Planning*

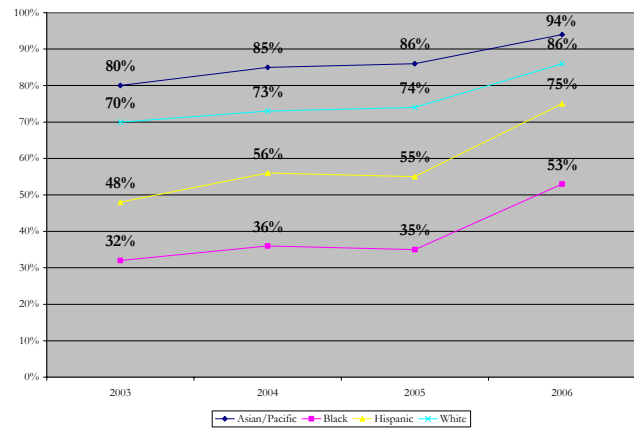
- Improved student learning requires improved instruction.
- Schools are the unit of change for instructional improvement; principals are the leaders of that change.
- Area and central offices provide critical support for instructional improvement and differentiate that support based on school performance and need.

Since 2001, under the leadership of Arne Duncan and Barbara Eason-Watkins, improving instruction, beginning with literacy, has been central to how the district organizes and allocates resources. CPS is closing the gap with the state on ISAT and ACT assessments, however; substantial gaps remain (see figures 28-30, 34). It is only through improved instruction in these core areas that the district can close the considerable achievement gap that exists between minority and majority students.

*Figure 2: ISAT Reading by Race/Ethnicity
Source: Research, Evaluation, and Accountability
Note: 2006 data are preliminary*



*Figure 3: ISAT Math by Race/Ethnicity
Source: Research, Evaluation, and Accountability
Note: 2006 data are preliminary*



In August 2005 the district set five-year goals for elementary school student achievement:

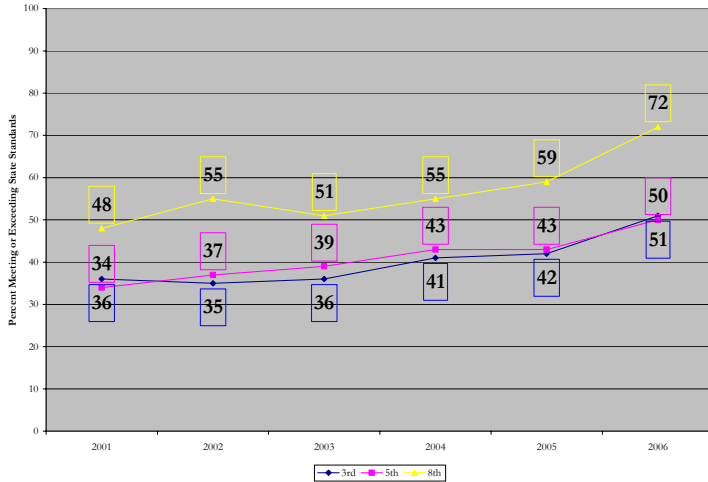
- 70% of students entering the **1st grade** will be ready to read (DIBELS data)
- 70% of students completing the **3rd grade** will be meeting or exceeding state reading standards (ISAT)
- 70% of students completing the **6th and 8th grades** will be meeting or exceeding state standards in reading (ISAT)
- 70% of students completing the **6th and 8th grades** will be meeting or exceeding state standards in math (ISAT)

To meet these goals, the district has maintained a focus on strengthening reading, math and science instruction.

ELEMENTARY SCHOOL INSTRUCTIONAL INITIATIVES

Literacy

Figure 4: ISAT Reading Performance in CPS
Source: Research, Evaluation, and Accountability



Theory of Action: Improving student reading performance requires increased teacher capacity to effectively teach reading. This is accomplished by school-based coaching around a balanced literacy framework (through in-class modeling, grade-level meetings, just-in-time professional development and lead literacy teachers (LLTs)); timely student assessment data; extensive dedicated time for reading instruction; consistent use of high-quality core reading materials; and extended support for struggling students (in school, after school and summer).

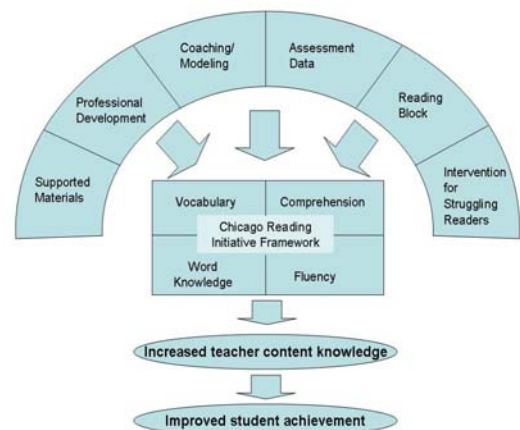
The Chicago Reading Initiative (CRI), launched in 2001 as a multi-year initiative, has been successful in helping schools improve student achievement in reading to enable the district to make significant progress toward its five-year goals.

CRI is built around a literacy framework with six supports: instructional materials, teacher professional development, coaching and modeling of instruction, student assessment and use of data, a block of time for reading, and intervention for struggling readers. The supports have been building over the past five years.

Priorities for SY 2007-2008 include:

- Expanding curriculum-based assessments in grades 3-8 and scaling up DIBELS to all students in grades K-2
- Implementing a new effort to support a set of core reading materials to be phased into most CPS schools over 3 years
- Launching a comprehensive writing instruction program as a way to increase rigor

Figure 5: Chicago Reading Initiative Framework
Source: Office of Literacy



The DIBELS assessment helps teachers to earlier identify specific areas of improvements for each student. This helps teachers and students to both attack problem areas sooner and adequately prepare for the 3rd grade ISAT reading assessment. Beginning in the Reading First schools, DIBELS was expanded to probation schools and then to all first grade students. Further expansion has been limited by the lack of funds, the majority of which are raised from outside sources. Costs associated with expansion include PDAs (\$200 each), subscription fees (\$12 per student for 20,000 students), and professional development (\$250 per teacher for substitute coverage). Expanding DIBELS to all K-2 classrooms would cost approximately \$600,000. Once all K-2 classrooms are using DIBELS, annual costs would include subscription fees for all students (approximately \$1 million), equipment replacement (\$50,000), and training of new teachers (\$37,500).

The supported core materials effort is the next step in the Publishers’ Partnership, which began in 2004. The Partnership brought together publishers of the major reading series to pilot their materials in approximately 60 CPS schools. Based on the results of the pilot, the Office of Literacy completed an RFP process with significant input from the Office of Specialized Services (OSS) to ensure that the three selected curricula is supportive of *all* students. Similar to the supports available through the Chicago Math and Science Initiative, the new reading curricula will be supported by professional development, supplemental and intervention materials, and curriculum-based assessments. Specifically, in preparation for the Fall 2007 school year, area reading coaches and special education coaches will receive the same professional development to ensure that all coaches will have the same foundational knowledge to assist teachers in supporting their student groups. The annual cost of phasing in the program at 450 schools will be \$10 million.

Figure 6: Chicago Reading Initiative (CRI) Milestones

Source: Office of Literacy

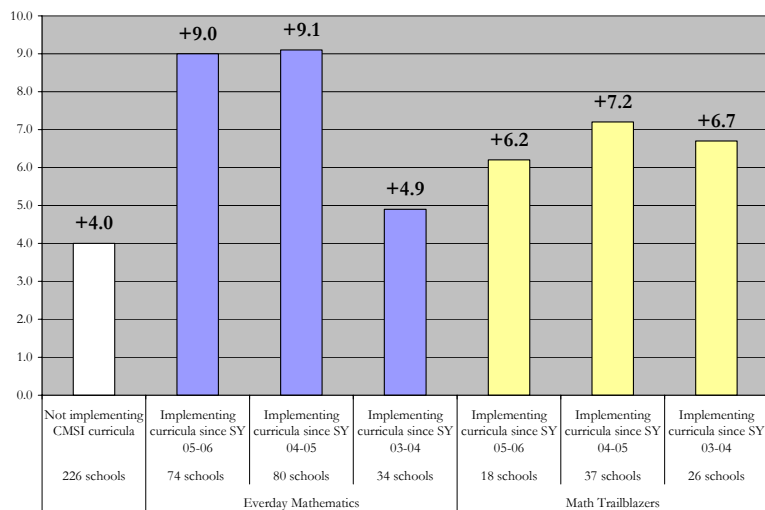
2001-02	2002-03	2003-04	2004-05	2005-06
<p>Introduce CRI/Reading Instruction Framework.</p> <p>Provide training, materials, lead literacy teachers (LLTs) for 114 schools.</p> <p>Plan for region reorganization.</p>	<p>Implement region reorganization.</p> <p>Hire additional LLTs.</p> <p>Train 1,200 teachers on Reading Instruction Framework.</p>	<p>Design <i>High-quality Literacy Instruction Handbook</i> (HQLIH).</p> <p>Hire additional LLTs.</p>	<p>Provide training on HQLIH.</p> <p>Initiate K-5 Publishers' Partnership.</p> <p>Introduce DIBELS for Reading First schools (K-3).</p>	<p>Provide deeper training on HQLIH.</p> <p>Introduce benchmark assessments in 3-8.</p> <p>Initiate 6-8 Publishers' Partnership.</p> <p>Introduce DIBELS citywide in 1st grade.</p>

Mathematics and Science

Figure 7: CMSI K-5 Math Achievement, 2006

Measured by ISAT Effect Size Gains

Source: Office of Instructional Design and Assessment



Theory of Action: To improve student achievement in math and science, teachers need to know math and science content and have tools—curriculum and equipment—and supports—professional development and coaching. They also need continued support and encouragement from their local school instructional leaders.

The Chicago Math and Science Initiative (CMSI) has been successful in helping schools improve math and science achievement. It has accomplished these improvements through a limited number of supported curricula and materials, teacher professional development aligned with the curricula, and school-based specialists who provide coaching for teachers. After three years of rapid expansion, more than 50% of all elementary schools use CMSI math and nearly half use CMSI science. In participating schools, the

math curricula are more consistently implemented than the science curricula. ISAT data over the past three years shows that elementary schools with CMSI mathematics curricula have outperformed schools without CMSI curricula at all grade levels. The evidence on science is positive but not as robust.

Full implementation of the CMSI program in either math or science for grades K-8, including a dedicated science or math specialist, costs approximately \$200,000 in the first year and \$100,000 in subsequent years. If schools phase in the curriculum over several years the costs are lower but the impact on student achievement is less dramatic.

Since the quality of middle school math and science instruction is heavily dependent on teacher subject-matter knowledge, CMSI is continuing to provide support for teachers to become endorsed in math and science. With generous support from the Chicago Community Trust, the district has launched a new effort in Cluster 4 aimed at increasing the number of endorsed middle school math and science teachers.

HIGH SCHOOL INSTRUCTIONAL INITIATIVES

In August 2005, the district set five-year goals for high school student achievement:

- 80% of 9th graders will be on track to graduate
- 50% of 11th graders will be meeting or exceeding state standards (PSAE composite)
- 33% of 11th graders will be scoring at/above 20 on the ACT
- 70% of students will graduate from high school within five years of beginning
- 64% of graduates will enroll full- or part-time in college
- 70% of CPS students will graduate and 64% of graduate will enroll full- or part-time in college

Theory of Action: In order to improve student achievement instruction needs to improve. Teachers need a combination of structure and supports. Structure includes vertically cohesive courses; infrastructure to support the course including books, planning guides, model lessons, and course-based summative and diagnostic assessments. Supports include classroom-based coaching, course-based professional development, networking opportunities across schools, and leaders who develop and sustain the conditions for improving instruction.

To achieve these ambitious goals the district is working on several fronts to transform the high school experience.

High School Transformation

The High School Transformation (HST) strategy includes six levers for improving Chicago high schools. These are:

- Raise expectations for dramatically higher student outcomes
- Hire, develop, and support great leaders
- Increase school-level authority
- Hire, develop, and support great teachers
- Provide quality options and opportunities for all students
- Prepare and support students for success in ninth grade

*Figure 8: High School Transformation Instructional Strategy Schedule
Source: Office of High School Programs*

	2006-2007	2007-2008	2008-2009
Wave 1 14 schools	Grade 9	Grades 9-10	Grades 9, 10 and 11
Wave 2 12-15 schools	Preparing	Grade 9	Grades 9 and 10
Wave 3 20 schools	Preparing	Preparing	Grade 9

The major focus of HST to date has been on Instructional Development Systems (IDS). The IDS strategy addresses HST's 'high expectations,' 'great teacher' and 'great leader' levers. The IDS effort began in September 2006 with freshmen in 14 high schools. Each school selected new English, math, and science curricula supported by an outside partner who provides vertically integrated curricula and materials; teacher professional development; intensive, low-ratio coaching; and course-based formative and summative assessments.

Work on the other levers is also proceeding in collaboration with other units in CPS. For example, the elementary Office of Math and Science is developing a model for strengthening math instruction in grades 6-8 that addresses the 'success in 9th grade' lever. The Office of Principal Preparation and Development is working to strengthen principal preparation. This kind of collaboration needs to increase as HST grows.

HST has also taken steps to make sure schools are supporting *all* students. First, 100% of all special education teachers in HST schools are enrolled in the professional development associated with the IDS curricula. The Office of Specialized Services plans on dedicating a manager to help facilitate this process to ensure that special education teachers are receiving the right supports. Also, the HST team is actively seeking professional development opportunities for special education teachers to strengthen content area knowledge and for IDS coaches to deepen their knowledge of special education strategies. Furthermore, the transformation team is working to assist principals in the organization of their special education programming and resources so schools can be better positioned to seamlessly integrate their supports for special education students, teachers, and coaches.

The Bill and Melinda Gates Foundation has provided generous support totaling \$28 million for the HST effort. Schools are paying \$250 of the \$1,250 cost per student for IDS support. But full implementation of HST will require significantly more

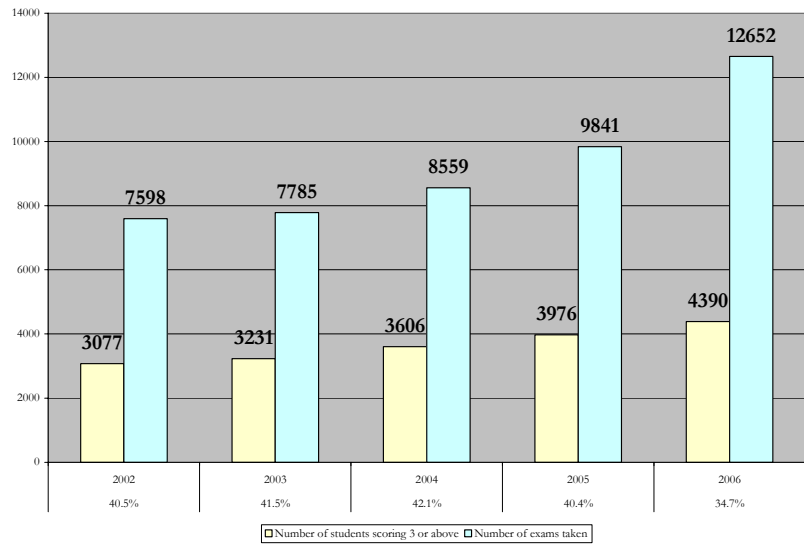
support. To fully fund and implement HST, the district will have to reallocate and then integrate HST funding and human resources with other district school improvement efforts at both the high school and elementary levels.

As part of its effort to transform high schools, the district is also encouraging schools to offer advanced placement courses and supporting the AVID program in high schools and elementary schools.

Advanced Placement Courses

*Figure 9: Number of Students with Passing AP Scores
Source: Research, Evaluation, and Accountability*

Theory of Action: Students who take Advanced Placement courses are better prepared for success in college.



For the past three years the district has encouraged all high schools to increase Advanced Placement (AP) course offerings because AP courses provide students with the rigorous content necessary for success in college. The high schools have responded. The number of AP courses offered, the number of AP exams taken, and the number of students receiving a 3 or better have all increased dramatically.

AVID

*Figure 10: A Sample Week in the AVID Elective
Source: Office of Post-Secondary Education*

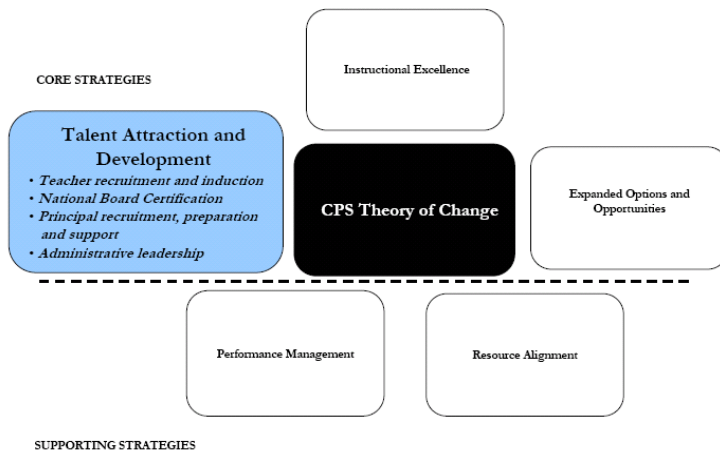
The Achievement via Individual Determination (AVID) model now operates in more than 40 high schools. AVID is designed to increase school-wide learning and performance by ensuring that all students, especially the students in the middle who are least served, will be capable of completing a college path. AVID provides students with high standards, college preparation, strategies that work in every classroom, and academic and social support. An internal Office of Post-Secondary Education evaluation of AVID in Chicago high schools found that AVID students attend nine additional days per year on average (5%) and have GPAs .9 higher than their non-AVID classmates. The district has begun implementing the AVID program in grades 5-8 in 81 elementary schools that feed into AVID high schools. The district intends to add 75 AVID schools each year for the next 5 years so that, by 2012, all middle-level students will begin with AVID in elementary school and continue the program through high school.

Monday	Tuesday	Wednesday	Thursday	Friday
Avid Curriculum	Tutorial	AVID Curriculum	Tutorial	Binder Evaluation Field Trips Media Center Speakers Motivational Activities Team Building
AVID Curriculum Includes: <ul style="list-style-type: none"> •Strong Writing Process •College and Careers •Strategies for Success 		AVID Tutorials Include: <ul style="list-style-type: none"> •Collaborative Study Groups •Socratic Seminars •Peer and Mentor Motivation 		

Challenges Moving Forward: Instructional Excellence

- How can the district ensure that schools that need additional curricular structure adopt district-supported elementary curricula in reading, math and science? If the cost of books, materials and science kits is the major obstacle to adoption, could the district provide incentives to encourage schools to invest their discretionary funds in the books and materials?
- For the high school improvement strategy to be successful, each of the elements needs to be integrated with overall district initiatives, especially within the Office of High School Programs. What organizational and budgetary decisions are needed to achieve this goal?
- Can the district better leverage state and federal poverty funds, at both district and school levels, to support and improve instructional excellence?
- What can we stop doing in order to shift resources to support the work described above?
- How should the district allocate its limited instructional improvement funds across grade levels?
- What can we do to ensure that special education teachers in our high schools receive the right supports?

CORE STRATEGY: TALENT ATTRACTION AND DEVELOPMENT



The quality of our schools depends on the quality of our teachers, principals and administrators. Our success in attracting and developing school staff members will play a large part in determining our success in raising student achievement.

TEACHERS

CPS focuses on getting the best available teachers in time for the start of the school year in September. To this end, individuals are being recruited from stronger colleges and universities and hired earlier in the year. As a result, the quality of new teachers continues to improve. In 2001, 4,000 teachers applied to work in CPS schools—two applicants for each position. For SY 2006-2007, 20,000 teachers applied to work in

CPS schools—ten applicants for each position. Through a partnership with the New Teacher Project, the district works with a number of organizations to recruit and train new teachers through alternative certification programs. Once hired, these alternatively certified teachers receive mentoring support and ongoing professional development. Approximately 350, or 17%, of the district’s new teachers for SY 2007-2008 will come from alternative certification programs. As a result of these efforts, students have qualified teachers in their classes when school begins. On October 1st of this school year, CPS had a teacher vacancy rate of 3.2%, down 40% from two years ago.

Figure 11: 3-Year District Teacher Retention for New Hires
Source: Human Resources

Cohort of new hires	Percentage of teachers in cohort still teaching in CPS After 3 years
1999-2000	68.9%
2000-2001	82.9%
2001-2002	81.5%
2002-2003	88.2%
2003-2004	87.0%

Replacing a teacher costs the district approximately \$25,000 and

impacts student learning and school climate. Although district-wide 3-year retention rates for new hires are improving, retaining effective teachers continues to challenge many schools.

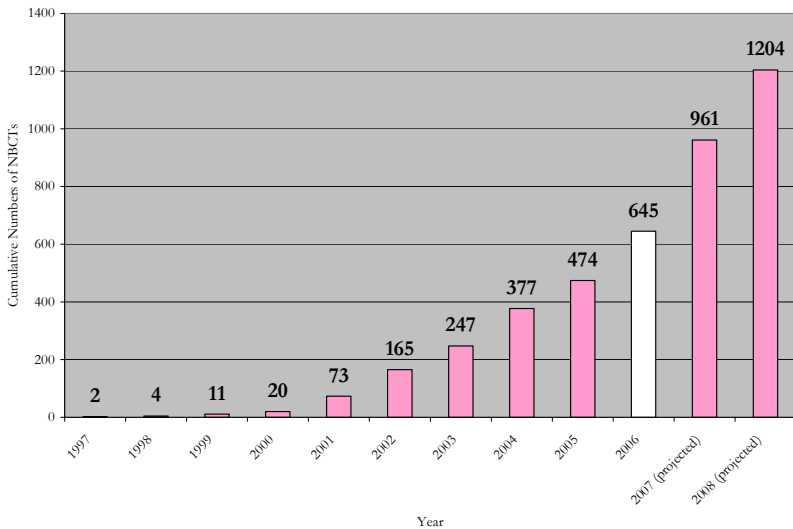
Research on new teachers shows that a teachers’ experiences during their first two years critically impacts their decisions to stay in a school, in a district, or in the profession. Key factors that influence teacher decision making include the quality of school leadership and conditions in the school. Quality, well-timed, and effective support for new teachers helps to ensure teacher development and student performance.

The district serves the majority of new teachers with the GOLDEN teacher induction program. Furthermore, several other programs, such as Fresh Start and the New Teacher Center, serve specific groups of teachers. These programs are intended to

support new teachers and provide them with an understanding of CPS’s definition of excellent teaching. The GOLDEN program costs approximately \$1,400 per teacher, while the “state of the art” New Teacher Center model, which operates in Areas 14 and 15, costs \$6,000 per teacher. CPS Human Resources is currently reviewing the induction programs and is set recommendations for improvement by this summer.

CPS recently received a \$27 million federal Teacher Incentive Fund (TIF) grant to support a five-year pilot in 40 high-need schools to provide teachers with professional development, career path opportunities, and differentiated compensation. CPS is also working on new teacher support, mentoring, and evaluation with the Chicago Teachers Union in eight Fresh Start schools.

Figure 12: Growth of National Board Certified Teachers (NBCTs)
Source: Human Resources



National Board Certification is a district strategy for school-wide improvement because a critical mass of NBCTs in a school can play a large part in developing and supporting a professional learning community. Increasing the number of National Board Certified Teachers (NBCTs) has been a district priority for several years. With support from the Chicago Public Education Fund, CPS has gone from fewer than 100 NBC teachers in 2001 to 645 today. The district set an ambitious goal to reach 1,200 NBC teachers in 2008 and 2,400 in 2010. This year approximately 350 teachers are enrolled in the NBC program. In light of the national pass rate of 40%, a significant number of teachers will have to enroll in NBC if we are to meet our targets. Principals need to encourage teams of teachers to study for certification. Currently, 62 schools have three or

more NBCTs. As the number of NBCTs in the district increases, we should expect substantial numbers of schools to have 10% to 20% NBCTs.

PRINCIPALS

Theory of Action: CPS will ensure strong principal leadership at every school by raising the standards for principal eligibility, supporting rigorous preparation programs, identifying and supporting internal candidates early in their careers, aggressively pursuing and attracting qualified external talent, working with LSCs and AIOs to match candidates with specific school needs, and strengthening the support for new principals with targeted coaching and mentoring during their first two years on the job.

The CPS Theory of Change places the principal at the center of school improvement. This year, approximately 100 Chicago public schools will select new principals and by July 2007 more than half of the district's principals will have fewer than four years of experience. This presents both a challenge and an opportunity for the district.

Although standards have been raised to create a more qualified principal pool, the number of strong candidates still falls short of the anticipated need. Evidence from various industries shows that organizational transformation efforts require significant infusions of outside leadership talent to encourage innovation, introduce new ideas and challenge everyone’s thinking. Building a stronger pipeline to the principalship from

both inside and outside the district continues to be the long-term priority. Until now, very few principal candidates have come from outside the district.

In 2004 the district changed the process and standards for principal eligibility. Prior to the change, anyone with a Type 75 certificate from the state could apply to be a CPS principal. Under the new policy, individuals cannot be considered for a CPS principalship unless they complete a rigorous application process that includes both a portfolio and oral review. Therefore, the new eligibility process has limited the pool of new candidates to those who are most ready to take on a principal position. Had the new policy not been put in place, all of the 1,014 individuals who have registered with the Office of Principal Preparation and Development (OPPD) since 2004 would have been eligible to become principals. Currently, only 474 individuals are eligible to become CPS principals. Of these, 163 qualified through the new portfolio and oral interview process and the remainder qualified under the pre-2004 policy. Of those 163 individuals who qualified under the new system, 48% are African American, 18% are Hispanic, and 34% are Caucasian. Of those who became eligible through the new policy, 60 completed one of the

three preparation programs—the UIC doctoral program, New Leaders for New Schools, or LAUNCH—and 103 qualified without participating in the programs. Of the 103 people who qualified without the preparation programs, 62% were assistant principals, 14% were administrators, 11% were out-of-district principals, and 10% were teachers. Only 35% of the individuals who submitted a portfolio passed on the first submission.

In 2006, 87 new principals received contracts. Forty-six met the standard of the Principal Competencies Eligibility Process; the remaining 41 established eligibility prior to 2004. Forty-one of the new principals graduated from one of the three authorized principal preparation programs named above. Nine of the new principals were new to CPS, with fewer than two years experience in CPS at the time of their selection.

This year, the district was successful in formalizing the Area Instruction Officer's (AIO) role as a liaison for principal recruitment and hiring between the Office of Principal Preparation (OPPD) and Local School Councils (LSCs). Three-quarters of the principals appointed by LSCs during 2006 were recommended by the AIO. The question for the future is whether those principals perform better than those who were not recommended by AIOs.

The quality of support provided to our new principals during their first years on the job is critical. To address a lack of coherence in the professional development and mentoring that is provided to first-year principals, OPPD is seeking federal and private funding to design, develop, implement, and evaluate structures and supports that will ensure quality professional learning opportunities and differentiated site-based support for principals in their first three years on the job. Aligning performance evaluation, mentoring, and professional development to the defined CPS Principal Competencies will also help establish a common language to describe the work of a CPS principal and build on a common framework for leadership development.

The district is also undertaking new models of principal leadership. In September 2006 the CEO appointed three “turnaround principals” to lead low-performing probation schools. The district offers these experienced, successful principals autonomy similar to the Autonomous Management and Performance schools (AMPS). They participate in a support program operated by the University of Virginia and are provided with performance incentives for themselves and their staffs.

ADMINISTRATIVE LEADERSHIP

The role of Area Instruction Officers (AIOs) has been in place for five years and is critical to advancing the district's improvement strategy. A vital component of the job is to support principals and schools by interpreting and implementing the district strategies. Eighteen months ago the district redefined the AIO position as 70% working with principals to improve instruction, and 30% identifying, developing and placing the next generation of principals. This year, the district opened Business Service Centers across the city to provide principals with day-to-day operational, human resources and financial assistance so AIOs can focus on instruction. Professional development for AIOs has also increased in SY 2006-2007.

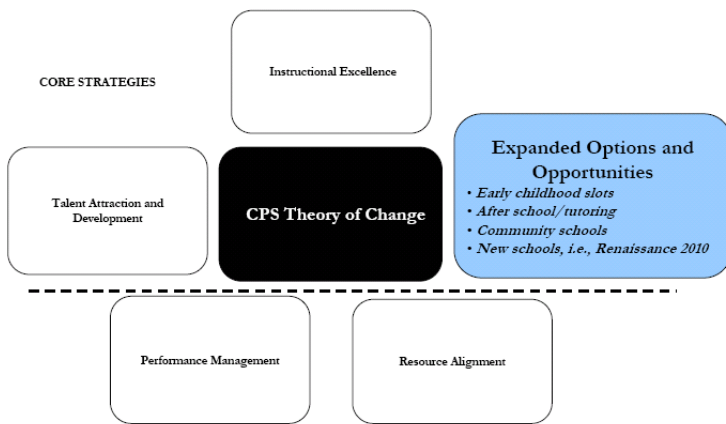
At the end of this school year, at least eight AIOs will retire. These vacancies create both an opportunity and a challenge for the district. As is the case with principals, increasing the number of AIOs from outside the district is a priority. Of the six new AIOs appointed in 2006, two had less than two years experience in CPS.

With support from the Broad Foundation, the Public Education Fund, and other sources, the district has been successful in recruiting a substantial number of people with non-education backgrounds to the central office. CPS has 13 Broad residents working in various positions across the district, more than any other district. Many have business or law backgrounds and are taking on major roles in the central and area offices. Retaining, developing, and growing this cohort of new talent is critical to the district's continued success. In addition to their central office duties, these individuals need opportunities to spend time in schools to better understand the challenges facing teachers and principals to help inform their work.

Challenges Moving Forward: Talent Attraction and Development

- How can we increase the opportunities for teachers to work with talented colleagues and improve the state of various supports we offer to teachers so that CPS is the place where the best educators in the country want to come?
- How can the district develop clearer career paths at all levels of the organization to help retain our strongest teachers, principals and other administrators?
- How can we differentiate the nature and amount of support provided to teachers in different kinds of schools? Can we put systems in place that support such differentiation?
- Can the district push more on colleges and universities to provide new teachers with the training that they need?
- How can we redirect our focus and resources to fund this critical work?

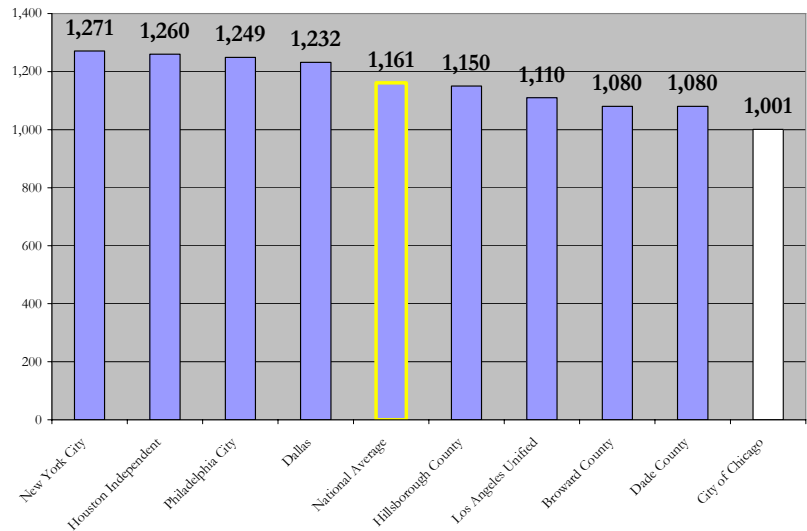
CORE STRATEGY: EXPANDED OPTIONS AND OPPORTUNITIES



INSTRUCTIONAL TIME

Most CPS students begin school less prepared than children from more advantaged backgrounds. In addition to the personal challenges faced by many CPS students, the district's shorter school day and school year pose an additional challenge. CPS requires 1,001 school hours per year compared to a national average of 1,161 hours per year. New York leads urban districts with 1,271 hours, 27% more time in school than Chicago.

Figure 13: Annual Student Hours
 Source: Kate Walsh, Thomas B. Fordham Institute
 Note: Report is preliminary



SUPPORTING STRATEGIES

The district has assumed that students could compensate for less instructional time by beginning school earlier in the day and spending more time in school-related activities. This has meant increasing early childhood education and after-school programming. Some CPS schools address this challenge by using discretionary funds to extend the school day. Several charter and contract schools require students to be in school until 5:00 p.m. and add class days to the school calendar. New schools created through Renaissance 2010 are experimenting with new organizational approaches that increase the time in school.

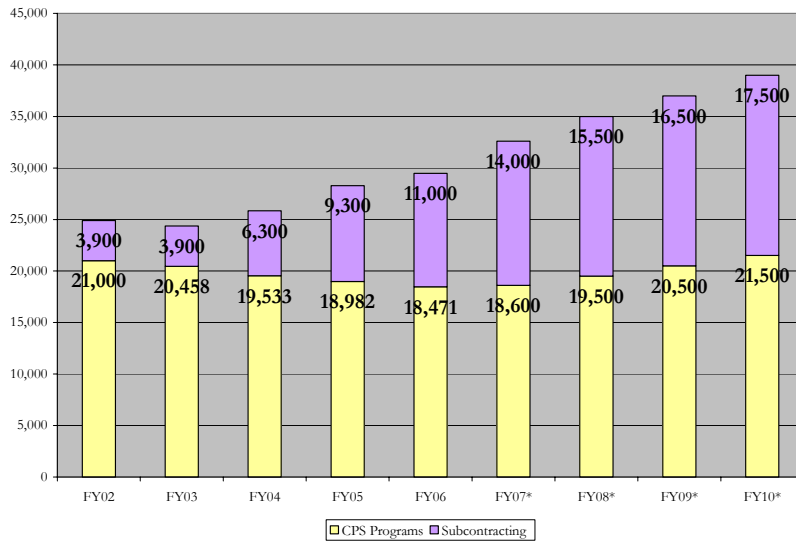
EARLY CHILDHOOD EDUCATION

Theory of Action: By providing 3- and 4- year old children with a preschool experience, they will enter kindergarten ready to read and with the skills and behaviors necessary for success.

Illinois is a leader in the growing national movement for universal preschool. CPS pre-school programs enroll approximately 18% of the city's 3-year-olds and 40% of the 4-year-olds. CPS offers programs with individual sets of eligibility criteria, include Preschool for All (13,000), Child-Parent Centers (1,600), Head Start (6,000), and tuition-based preschool (600). With Preschool for All funding, CPS also provides preschool for 13,000 3- and 4-year-old children in Community Partners' programs. The total number of children enrolled in both programs is 34,000, with

23,000 4-year-olds and 11,000 3-year-olds. Assuming there are approximately 50,000 children in an age cohort, we currently serve about half of the 4-year-olds and 20% of the 3-year-olds. (Children in the Age 5 cohort are in kindergarten and those in the Age 6 cohort are in 1st grade.)

Figure 14: Student Participation in Preschool Services (Actual and Projected*)
 Source: Office of Early Childhood Education
 Note: CPS Programs include Child Parent Centers, Head Start, State Pre-K, and Tuition-Based Programs



Some children are eligible for more than one program (Preschool for All is open to everyone), but they can only enroll in one. Over the next several years, we expect that the number of preschool slots will continue to grow so that by 2012 any parent who wants to enroll a 4-year-old will be able to do so. At-risk 3-year-olds will still be able to enroll in Head Start and Preschool for All.

The inevitable expansion of early childhood enrollment is a challenge for CPS. We lack the space in some neighborhoods to meet the increased demand. Many schools continue to see early childhood programs as an “add-on” rather than a part of their core program. In addition, CPS funds preschool in child care programs, many of which are also under contract with the city’s Department of Children and Youth Services (DCYS). Some of these agencies have a hard time finding qualified pre-

K teachers, although the supply is steadily increasing. In addition, CPS and DCYS are working together on a project to assess preschool children’s readiness for kindergarten across all of their programs.

Figure 15: CPS Kindergarten Half-Day and All-Day Enrollment
 Source: Office of Demographics and Planning

The district has been successful in increasing the number and percentage of children enrolled in full-day kindergarten (some are four rather than six hour programs). Nearly 75% of all kindergarten students are enrolled in full-day programs, up from 60% in 2002. The shift toward full-day programs has resulted from an increase in full-day slots and a larger decrease in half-day slots. Some schools provide the additional discretionary funding necessary to fund full-day kindergarten. Space for full-day kindergarten is a challenge in our most overcrowded neighborhoods. Total kindergarten enrollment has fallen by 10% in the past five years because there are fewer kindergarten-age children living in the city.

	Total K Enrollment of children in CPS	Number of children in CPS Half-Day K	Number of children in CPS All-Day K	Percentage of children in CPS All-Day K
2002	33,144	13,110	20,034	60.4%
2003	32,158	11,369	20,789	64.6%
2004	31,949	10,980	20,969	65.6%
2005	30,177	8,332	21,845	72.4%
2006	30,162	8,071	22,091	73.2%

The largest challenge facing early childhood educators is aligning the preschool experience with the demands and expectations of kindergarten and first grade. In too many CPS schools, the preschool and primary experiences are disconnected. This is an even larger challenge in preschool programs operated by community partners where there is often no connection between the preschool and the K-3 curriculum or teaching staff. Schools need to develop coherent preschool-grade 3 programs with shared instructional goals, integrated curriculum and materials, and faculty who are working together with the guidance of the school’s principal. CPS also needs to reach out to the community partners offering preschool to help them align their programs with CPS’s curricula.

COMMUNITY SCHOOLS

Theory of Action: Student achievement will improve by engaging families in evening and weekend academic, health, enrichment, and recreation programs that are integrated with and complement the school curriculum.

Enrollment in after-school and tutoring programs has expanded significantly over the past four years. Academic after-school programs continue to be better aligned with the curriculum taught during the regular school day. However, disconnections remain and after-school programs are still viewed by many as an “add on” rather than an essential element of a student’s educational experience.

The challenge going forward is to provide schools with the infrastructure necessary to maximize the positive impact of these programs. The community school is the district’s model for creating more “whole service” schools that provide comprehensive, year-round programs that address academic, enrichment, health, and social services issues. The model, now in place in 110 CPS schools, provides schools with a full-time staff person who works to ensure that the programs provided by community-based organizations, SES providers, and others are integrated into the school’s instructional strategies. The model also includes professional development for school staff, evaluation services, and community partnerships. Implementing the model costs \$120,000 per year per school, aside from any funds spent on programs. Support for development of community schools has come from grants and CPS.

Figure 16: Number of Community Schools (Actual and Projected*)
Source: Extended Learning Opportunities

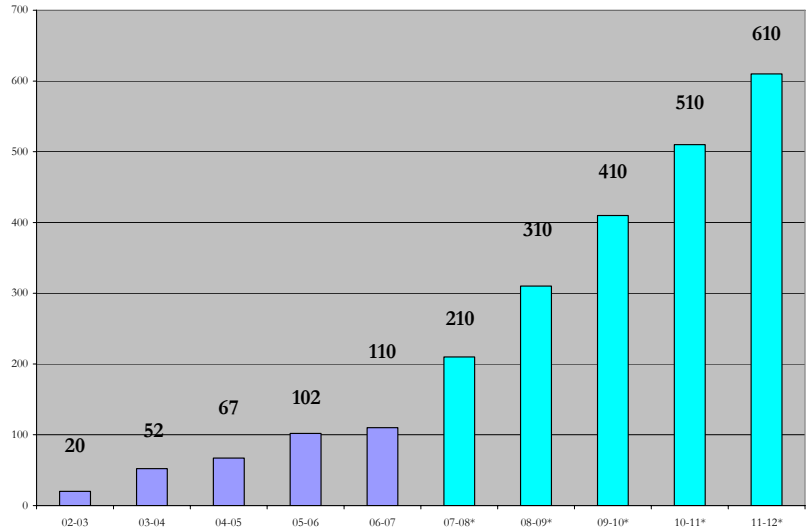


Figure 17: Number of Students Participating in After-School Activities
Source: Extended Learning Opportunities

	TOTAL
2004-05	156,137
2005-06	172,220
2006-07	195,137

In addition to more funding, successful implementation of community schools will require better integration of work at the central office. We need to include all components of the school experience—curricula, health, social services, student development, security, and principal leadership—in community school implementation.

To provide all students and their families with the benefits of a community school, virtually all CPS schools should become community schools by 2012. To make that happen, we need to leverage all available funding and partnerships to convert 100 schools each year while maintaining the existing community schools. Some state, district and private funds are already committed. The total additional funds necessary to meet this goal will be \$17.8 million in FY 2008, \$30 million in FY 2009, \$42 million in FY 2010, \$53 million in FY 2011, and \$66 million in FY 2012.

RENAISSANCE 2010

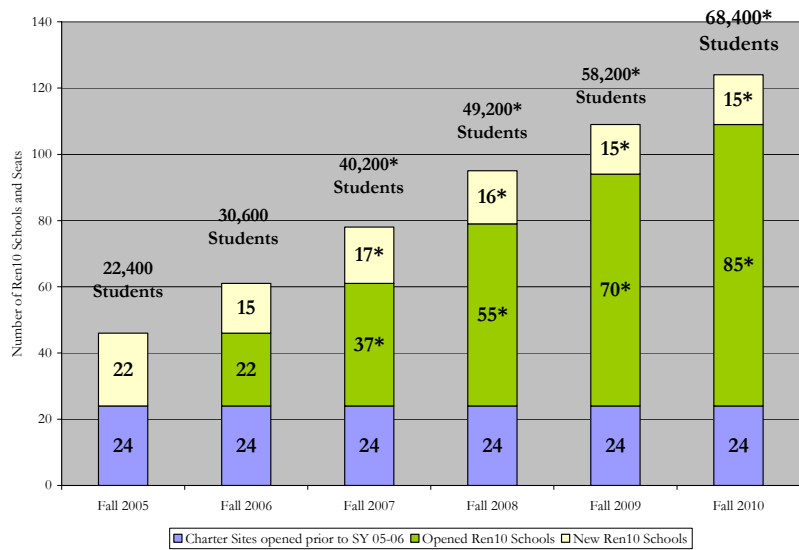
The creation of new schools is a critical part of the district’s improvement strategy—new schools diversify the district’s school portfolio and provide quality options for families. If we stay on track, by 2010 there will be 100 new schools serving more than 68,000 students, 17% of projected district enrollment.

Theory of Action: By opening new schools in communities that lack quality school options, students and families will be better served and the system will benefit from diversification.

With the work of the Office of New Schools, the district has successfully opened new schools in the areas of the city with the greatest need for quality options, Englewood and Lawndale. We have also introduced new kinds of schools, such as gender-specific schools, and new kinds of school operators, such as the University of Chicago. The best evidence of success is that families are enrolling in our new schools.

Each year we are getting better at targeting locations and operators for new schools, but we are running out of charters and we may be pushing the replication capacity limit of some of our large charter operators. To open 63 more schools and sustain quality in the schools that are already open will be a very complex, highly visible effort. Creating new schools without closing schools or removing student seats from existing schools is not sustainable. Until now, CPS has not eliminated student seats at the same rate that they are being added with the new schools.

Figure 18: Ren10 Schedule (Actual and Projected* Numbers)
Source: Office of New Schools

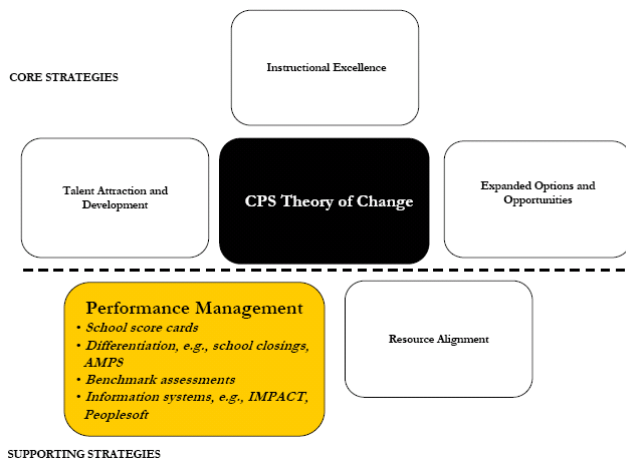


Challenges Moving Forward: Expanded Options and Opportunities

- How can the district integrate the early childhood education, after-school, community school, and new school work into the core activities of schools and the district?
- How can we utilize the lessons learned from our new schools to help all our schools?

SUPPORTING STRATEGY: PERFORMANCE MANAGEMENT

Performance Management at CPS aims to establish, for each major role in the district (teacher, principal, area instruction officer, and the central office employee), the following:



- A definition of excellence
- Data available to track progress against the definition
- Opportunities for discussions and decision-making using the data
- Predictable rewards and consequences for performance

Performance Management has been identified as a key platform to enable district progress and CPS has committed hours of effort and millions of dollars toward this end in recent years. Of the several new tools for managing performance at the school, area, and district levels, these are notable examples:

- School scorecards: Identify what matters in a school and provide annual transparent reports on school performance

- The new IMPACT and PeopleSoft information systems: Designed to improve both the efficiency and the effectiveness with which teachers, principals, and managers capture and use data in everyday practices
- Learning First benchmark assessments: Provide the Chief Education Officer with the information to engage the elementary AIOs in regular data-focused discussions about school performance

Figure 19: Performance Management Wheel
Source: Office of Strategy and Planning



Figure 20: High School Scorecard
Source: <http://www.cps.k12.il.us>

Building on this work, the Michael and Susan Dell Foundation supported the development of a district-wide, five-year Performance Management roadmap. The Performance Management roadmap, when implemented, will enable all CPS employees to:

- Know how the district defines success
- Understand their expected contribution to that success
- Know how well they are performing--objectively, specifically, and regularly
- Receive support that enables success and improvement in their role
- Understand what will happen if they do, or do not, succeed or improve

The five-year roadmap describes 30 critical elements for improving performance in the district and includes work plans for each element. The majority of the performance management elements fall into five categories: infrastructure to capture data; dashboards for principals, AIOs, and central office staff that deliver timely information on key measures of progress; data-driven conversations that lead to targeted actions; increased budgetary control at the school level; and differentiated performance policies and incentives for schools and individuals.

To make true headway with the five-year roadmap, there are critical technical components and systems that must be in place to assist with the efficiency and accuracy of our work. Fundamentally, only by having systems such as IMPACT and CPS@Work in place can a culture of data-driven decision making become established.

The Office of Technology Services (OTS) is currently rolling out IMPACT, the new instructional management program and academic communication tool. IMPACT consists of three major systems:

- Student Information Management (SIM) replaces the current Student Information (SI) system
- Specialized Services Management (SSM) manages information for students with special needs
- Curriculum and Instructional Management (CIM) provides helpful tools for instruction

Lake View High School

Lake View

When people visit Lake View they always comment on how excited students are about learning. Teachers strive to engage students in the learning process and involve them in the life of the school. Our goal is to make everyday an "Adventure in Learning" for our students.

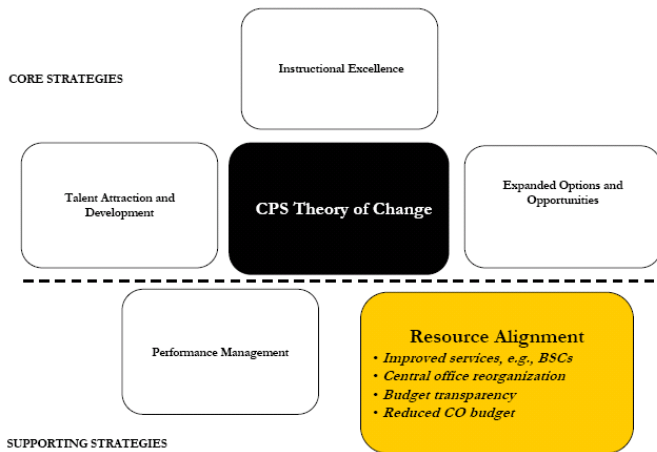
Neighborhood School	Web	Scorecard	Score	CPS Rank	Trends, Benchmarks
4015 North Ashland Avenue Chicago, Illinois 60613 Attendance Boundaries Yes see map Phone 773-534-5440 Fax 773-534-5585 Principal Scott Feaman Contact Elyn Proszke	Web lakviewhhs.com Instruction Area 19 Grades 9-12 Enrollment 1,439 Special needs students 14% ELL students 7%	Student Outcomes Freshman Graduating within Five Years: 68% (10 of 57) [90% 85% 80%] Graduates Enrolled in College or Postsecondary Education: 56% (11 of 61) Graduates Not Attending College Who are Employed: 53% (12 of 45)			
Admissions Open to students living in the attendance area. If space is available, students from outside the area may apply. Contact the school for more information. Contact Stephanie Aktwa	Application Standard Application, see back of book. Application deadline December 22, 2006 Testing None required.	Academic Progress Meet/Exceed PSAE State Standards: 39% (9 of 68) [75% 70% 65%] Freshman On-Track to Graduate: 78% (3 of 68) [85% 75% 70%] Average ACT: 17.5 (9 of 62) Illinois avg. 20.1 Students Making Expected Gains: 43% (11 of 68) Students Enrolled in Advanced Placement Classes: 12% (2 of 51) Students Scoring 3+ on Advanced Placement Exams: 36% (9 of 27) Made NCLB Adequate Yearly Progress: No			
Overview The oldest high school in Illinois, Lake View is a neighborhood school that accepts students citywide for its accelerated learning opportunities. These include the Math, Science and Technology Academy (MSTA) and International Language and Career Academy (ILCA). The school has a state-of-the-art science lab, four computer labs and over 250 computer workstations. The Scholars Program is an accelerated program for students who perform above grade level. Advanced Placement (AP) classes are offered in art, biology, calculus, English and Spanish. Junior Reserve Officers Training Corps (JROTC) is available for interested students.	Athletics Football, basketball, soccer, tennis, wrestling, swimming, cross country, bowling, volleyball, track baseball and golf. Uniform Yes	Student Connection Average Days Absent per Student: 18.9 (25 of 79) [85.0 18.5 18.0] Students Reporting Participation in Extracurricular Activities: 68% (47 of 85) Students Reporting a Safe and Respectful School Climate: 85% (17 of 85) Students Reporting High Expectations at School: 76% (43 of 85) Students Reporting Supportive Teachers and Staff at School: 75% (39 of 85)			
		School Characteristics Highly Qualified Teachers: 96% (22 of 88) Average Days Absent per Teacher: 8.6 (32 of 86) School Cleanliness: Available Fall 2007			

These systems will help schools to eliminate human error in reporting important data such as student attendance and test scores. CPS@Work is an initiative led by the Department of Human Resources. The goal of CPS@Work is to provide efficient, effective and high-quality service to CPS employees so principals, teachers, and all educational support personnel (ESP) can effectively manage the business of educating students. On March 25th, 2007, the PeopleSoft information system will go live, serving as the administrative software system of record for CPS. This system will help employees to manage their own personal information and increase the efficiency of central office transactions.

Challenges Moving Forward: Performance Management

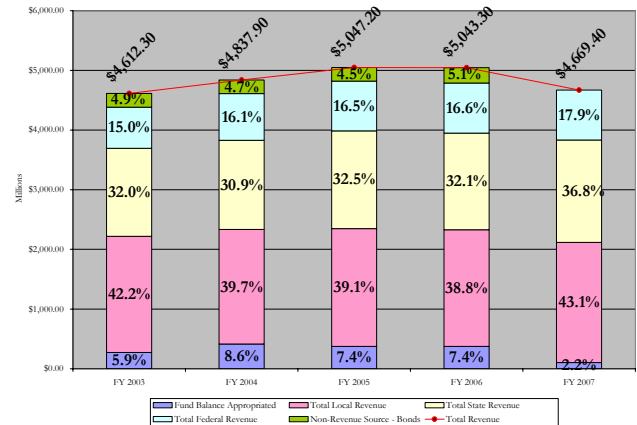
- As the Performance Management work moves forward, how can we communicate the plans effectively throughout the organization?
- How can we ensure that we integrate the knowledge and feedback offered by key stakeholders in each work stream?
- The success of this work depends on both behavioral and cultural changes. How can we best support those?
- How can we make sure that central office and school staff receive comprehensive training to use and analyze data that comes from IMPACT and CPS@Work?

SUPPORTING STRATEGY: RESOURCE ALIGNMENT



CPS must ensure that the limited resources available, both financial and human, are used efficiently to advance the district’s core strategies. CPS must constantly evaluate how resources are deployed while also actively seeking support from the state and other external sources.

Figure 21: Summary of Total Resources Appropriations FY 2007
Source: Finance



Funding

The state of Illinois provides only 37% of school funding, ranking 49th in the nation in its level of support provided for public schools. The state foundation level per-pupil is \$5,334, \$1,071 less than the amount recommended by the state blue ribbon commission on education funding. The difference between the current and recommended funding levels would amount to \$400 million per year for CPS. State funding is also unpredictable, which makes it difficult to plan for more than one year at a time.

An additional cost is that CPS’s pension burden is increasing to such an extent that any increase in local funding resulting from growth in property value will have to be used to meet increasing pension obligations. Chicago taxpayers continue to have the burden of funding a portion of the state teachers’ pension fund, which does not cover Chicago teachers, as well as the Chicago teachers’ pension fund. For FY 2008, pension costs will consume nearly 10% of the district’s operating budget.

Figure 22: Percent of K-12 Revenue from State Sources in 2002-03
 Source: Education Commission of the States, "What Governors Need to Know: Highlights of State Education Systems"

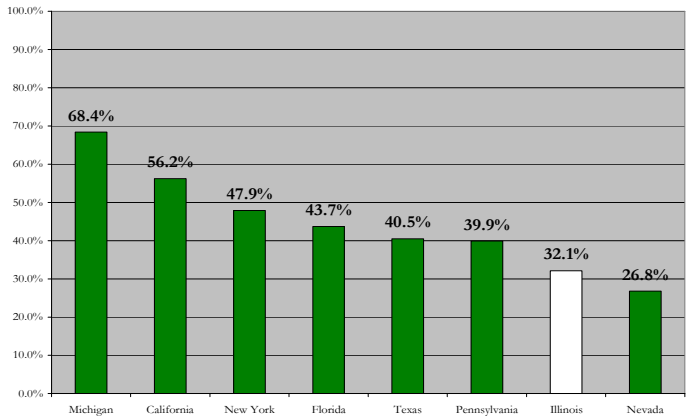
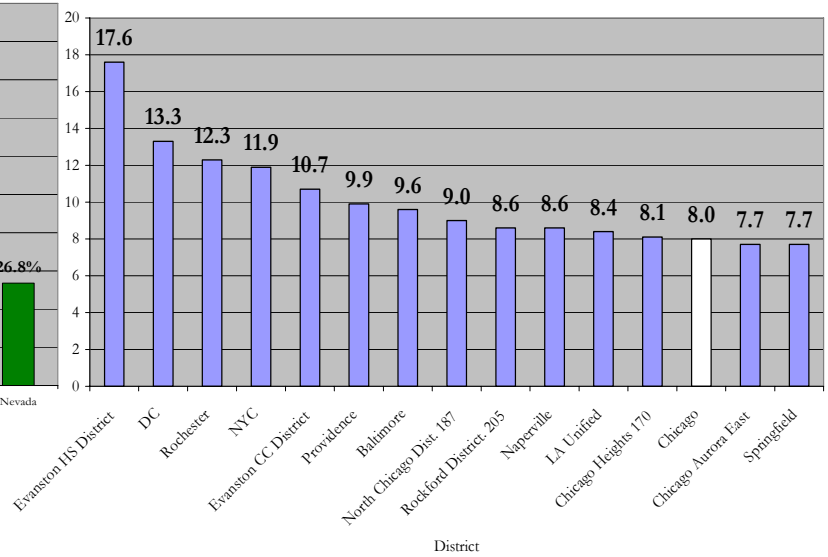


Figure 23: \$ per pupil of urban and Illinois districts (2002-03
 NCES Data)
 Source: Education Resource Strategies, Karen Hawley Miles



CPS per-pupil funding is considerably lower than other urban school districts. Increasing the per-pupil funding in Chicago to the level in New York City would provide the district with an additional \$1.6 billion.

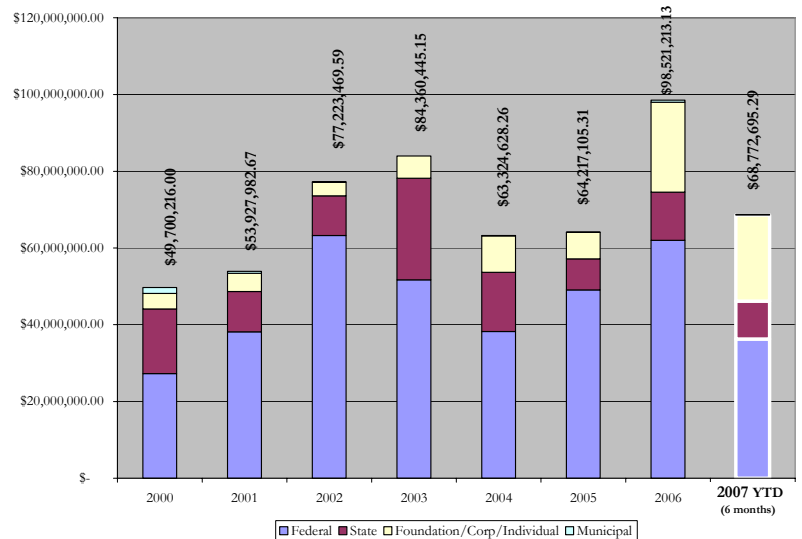
Because CPS's per-pupil funding is relatively low, while CPS teacher salaries are comparable to other urban systems, CPS spends a larger proportion of its budget on classroom teachers than other districts. This means that there is

less funding available for other valuable activities, such as extracurricular activities for students, teacher professional development, and books and materials.

During the past two years, competitive grant revenues have increased dramatically. Halfway through FY 2007, total grant revenues exceed the FY 2004 and FY 2005 totals. The increase results from growing federal and national foundation grants. Most of the grants are to support specific initiatives, such as the Teacher Incentive Fund (TIF), and cannot be used for other purposes.

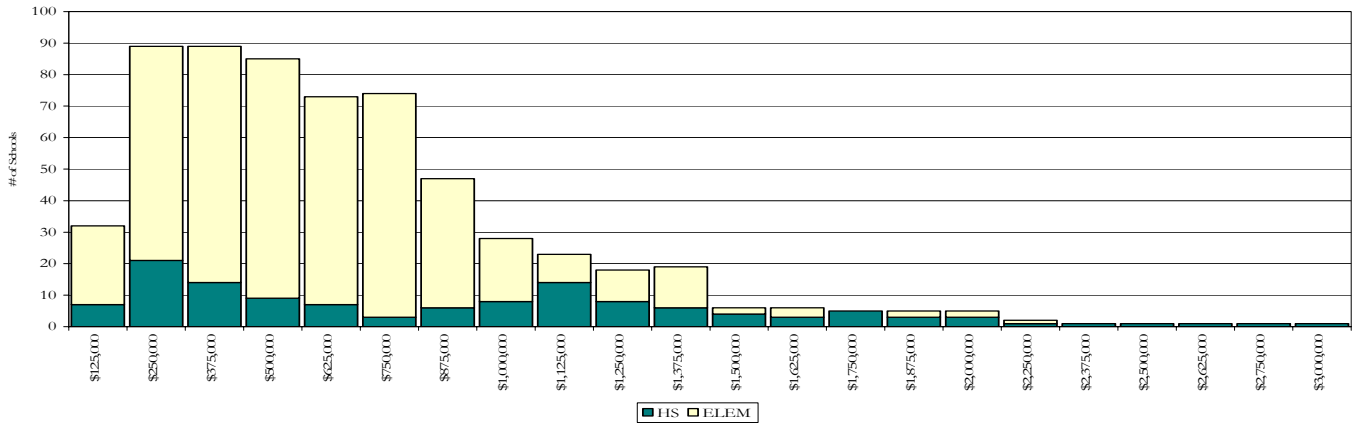
CPS schools are provided with approximately \$400 million in "discretionary funds" that they are able to control. This includes \$122 million in Federal Title I funds, \$261 million in SGSA funds, and \$5.4 million in district funds.

Figure 24: Grant Activity Fiscal Years 2000-2007 (YTD)
 Source: External Resources and Partnerships



The median elementary school receives \$497,593; the median high school receives \$851,344. Schools spend nearly half of their discretionary funds to hire additional teachers. They also spend substantial amounts on student enrichment programs, teacher professional development, and additional security and school office support. As part of its effort to support equity, the district is moving to a per-pupil funding system under which dollars will follow students based on their needs. Under this model, a school's budget would be determined by the needs of its students. Several AMPS schools will pilot per-pupil budgeting for FY 2008.

Figure 25: How many discretionary dollars do schools receive?
Source: Finance



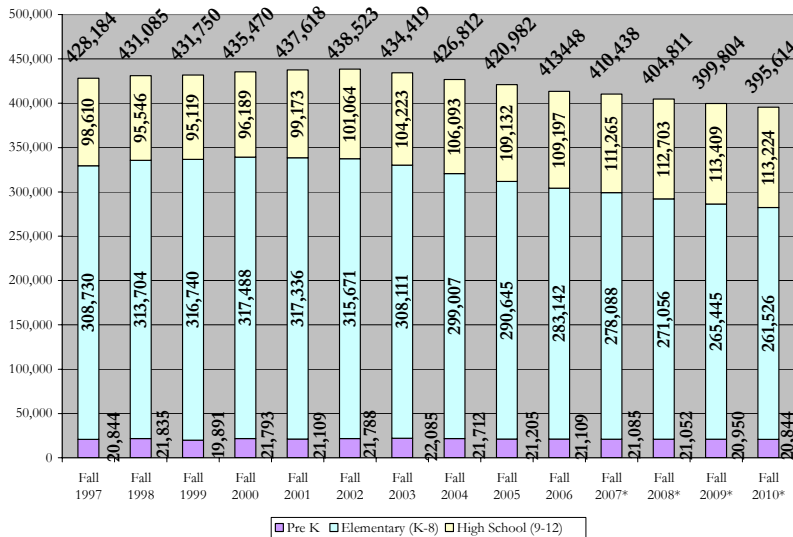
The district has also realigned resources to support schools. CPS administrative costs have been trimmed 19% between FY 2004 and FY 2007 to a low of \$198 million. Central office human resources, finance, and operational staffs were reassigned to create three Business Service Centers that provide more direct support to schools. Principals are surveyed annually on the quality of central office service and the report is broadly distributed. Data from the most recent survey, conducted during summer 2006, indicate that service quality is improving, particularly in the critical areas of human resources and instructional support

Enrollment

District enrollments are projected to continue a slow decline. Elementary enrollment is declining consistent with a decline in the birthrate and overall population in the city. Although high school enrollment has increased, the rate of increase will probably decline as the smaller cohorts now in elementary school reach high school. A reduction in the dropout rate is a significant driver in the increase in high school enrollment. If more students stay in school, high school enrollment will increase. Although CPS early childhood enrollment is steady, increasing numbers of children are being served through

programs operated by community-based organizations under contract with the city.

Figure 26: CPS Enrollment Numbers (Actual and Projected*)
Source: Office of Demographics and Planning

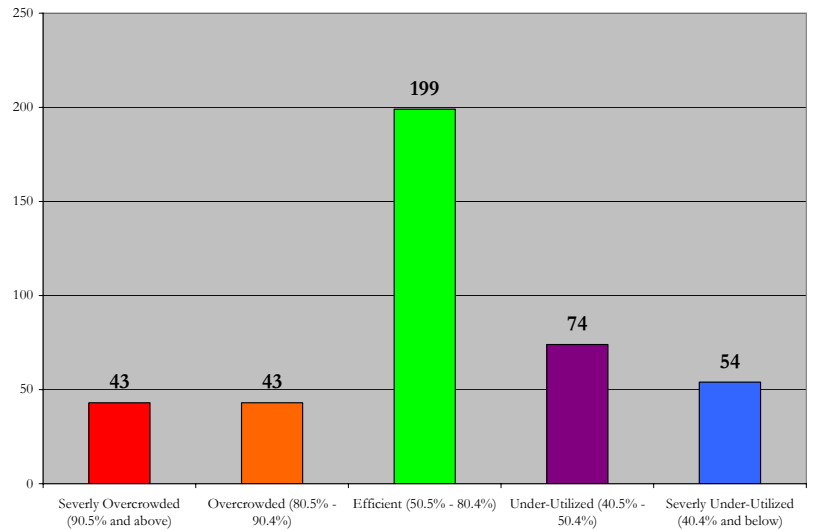


Immigration, a higher birth rate, and families moving out of the Catholic school system have led to a 5% increase in Hispanic enrollment. Decreasing birth rates and out-migration to the suburbs have reduced African-American enrollment by 5%. White enrollment has continued to decline due to a declining birth rate.

Given the limited financial resources and the lack of capital funds from the state, the district needs to use available school buildings as efficiently as possible.

The district defines “efficient” usage as operating between 50% and 80% of capacity. This year, 86 elementary schools are operating over capacity, 43 of those are severely overcrowded; 128 are under capacity, 54 of those are severely underutilized. As noted earlier, the combination of declining elementary school population and the creation of new schools means that under-utilization of school buildings will only get worse. In order to keep pace with annual elementary enrollment declines of approximately 6,000 students, CPS would have to close ten buildings with an average enrollment of 600 students each year. Underutilized buildings are concentrated on the west and south sides and primarily serve the declining African-American population. Overcrowded buildings are concentrated on the southwest and northwest sides and primarily serve the growing Latino population. While excess capacity has been a concern for several years, very few schools have been closed for under-enrollment. Many other urban districts have faced even more severe enrollment declines. Because school closings and consolidations are so contentious, several districts have appointed blue ribbon commissions to analyze the situation and make recommendations for long-term solutions that included reducing the number of schools.

Figure 27: Number of Neighborhood Elementary Schools in Each Capacity Category
 Source: Office of Demographics and Planning



The Modern Schools Across Chicago (MSAC) program, a billion dollar commitment by CPS and the city to build 24 new schools and fully rehabilitate 3 others, will help to address the need for new schools. However, no new schools will open until at least FY 2008. Until then, the district will continue to have a substantial number of schools that are over capacity and unable to enroll all the students from the local attendance area. In the meantime, the change in the status of the federal consent decree permits the consideration of other options for relieving overcrowding. For example, the district could provide students living in overcrowded attendance areas a preference for admission to magnet schools and programs.

Challenges Moving Forward: Resource Alignment

- Are we investing our discretionary funds in the right things? How do we measure the impact of those investments?
- Are we providing incentives to encourage schools to use their discretionary funds as effectively as possible?
- Is the balance between mandated and discretionary funding at the schools right given our priorities and our resources? Are we differentiating appropriately among our schools?
- Should the district develop a multi-year plan for school consolidations and closings?
- Prior to adding or expanding programs, should the district require offsetting reductions from existing programs or new external resources sufficient to fund the new programming?

APPENDIX

STUDENT OUTCOMES: ELEMENTARY SCHOOLS

Figure 28: Percent Improvement in ISAT Meet/Exceeds Categories from 2001 to 2006

Source: Research, Evaluation, and Accountability

*Estimated based on % of Statewide test takers from CPS

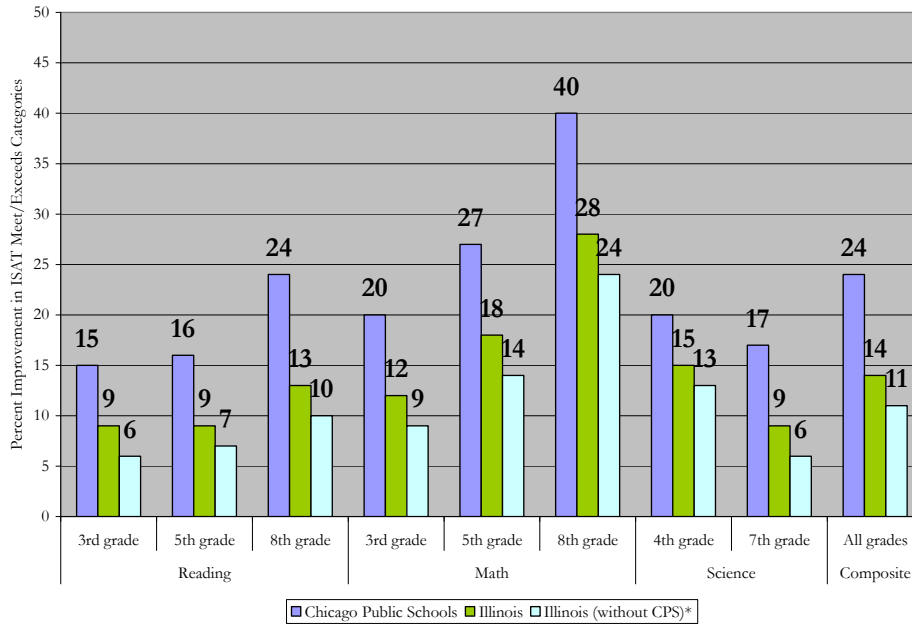


Figure 29: Percent Improvement in ISAT Meet/Exceeds Categories from 2005 to 2006

Source: Research, Evaluation, and Accountability

*Estimated based on % of Statewide test takers from CPS

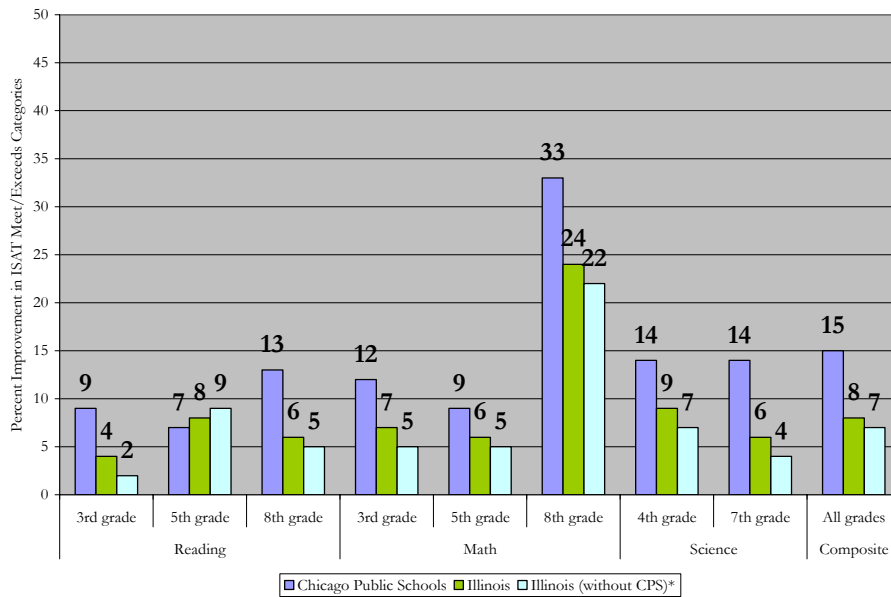


Figure 30: ISAT Percent Meeting/Exceeding on ISAT Composite—CPS is closing the gap with the state on ISAT composite scores
 Source: Research, Evaluation, and Accountability
 *Estimated based on % of Statewide test takers from CPS

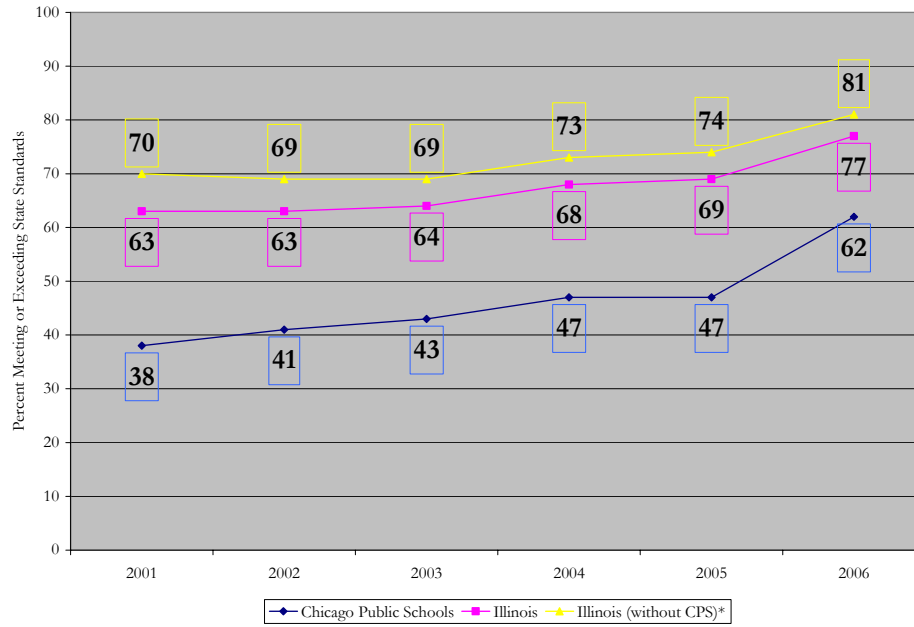


Figure 31: ISAT Reading Performance by Grade
 Source: Research, Evaluation, and Accountability

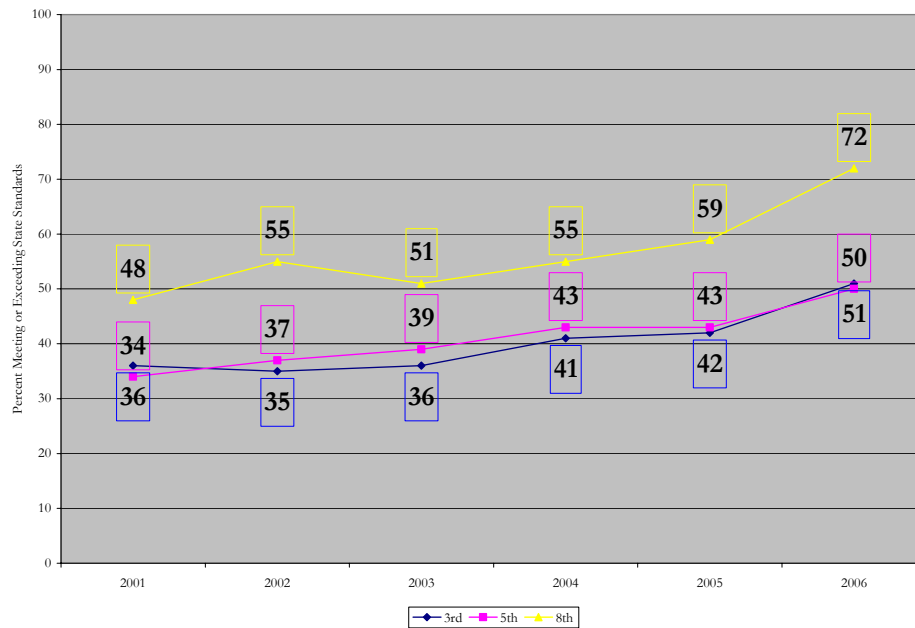


Figure 32: ISAT Math Performance by Grade
 Source: Research, Evaluation, and Accountability

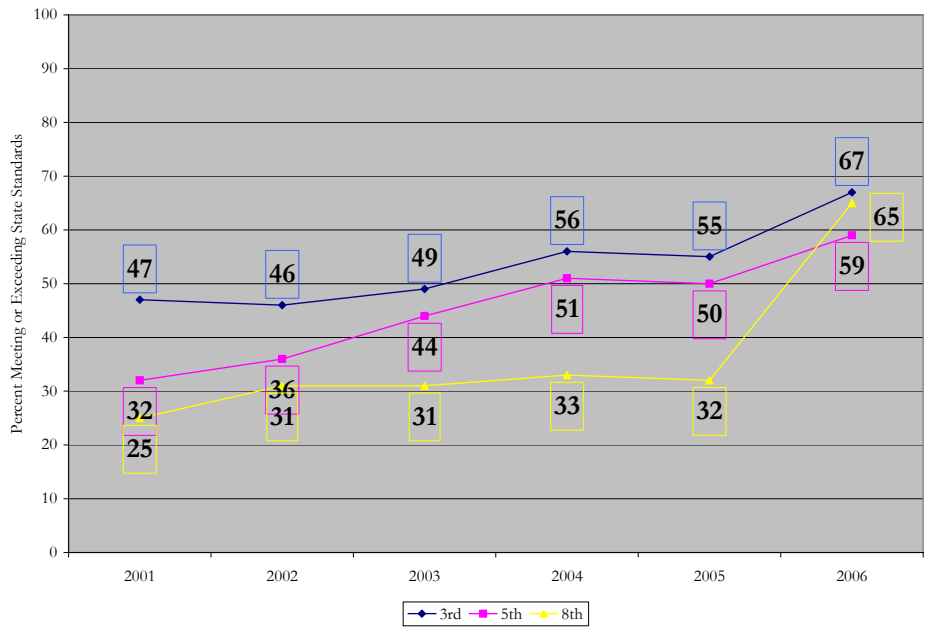
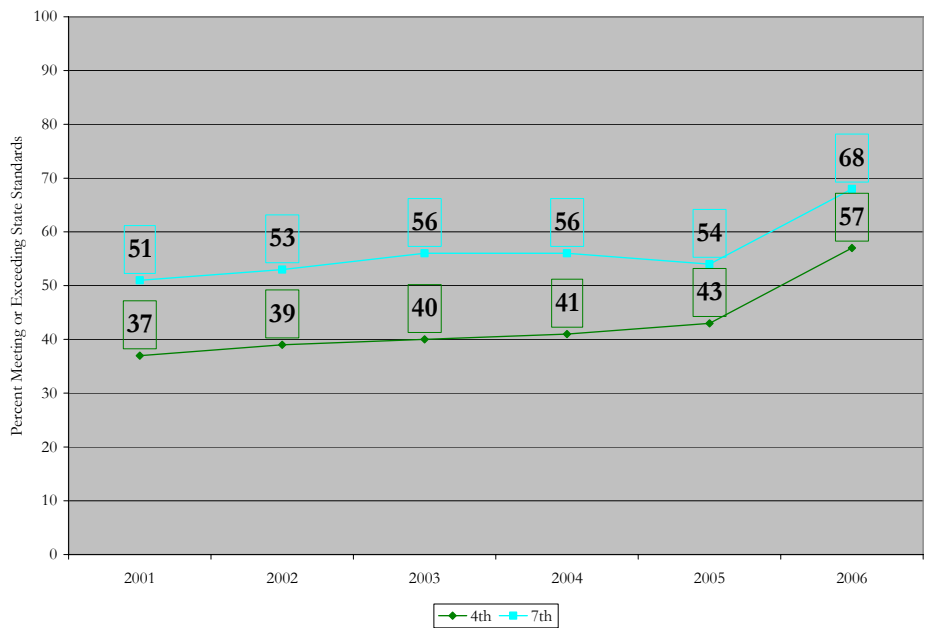


Figure 33: ISAT Science Performance by Grade
 Source: Research, Evaluation, and Accountability



STUDENT OUTCOMES: HIGH SCHOOLS

Figure 34: ACT Scores Comparison
 Source: Research, Evaluation, and Accountability

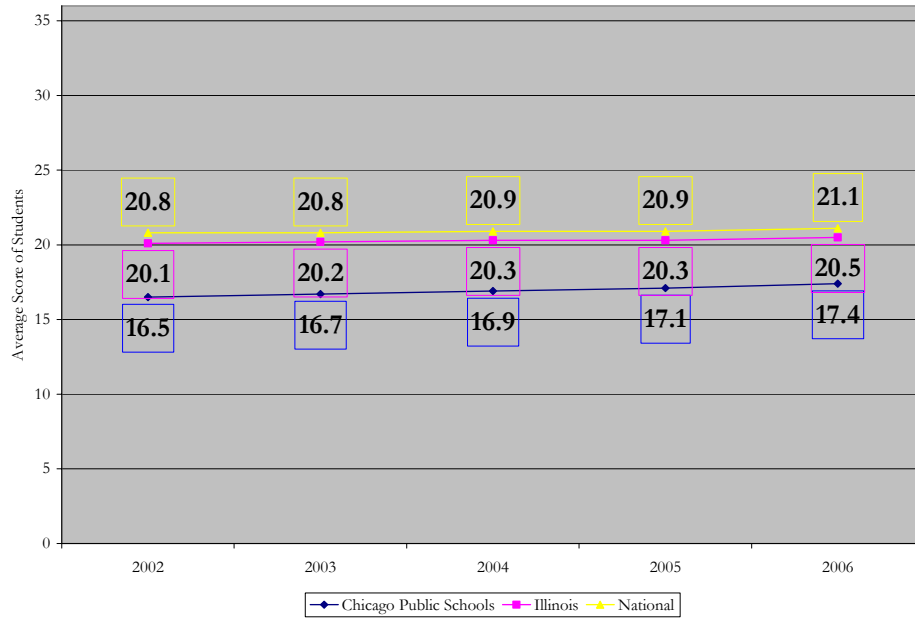


Figure 35: PS&E Composite Scores (Combined Reading, Math, and Science Scores)
 Source: Research, Evaluation, and Accountability

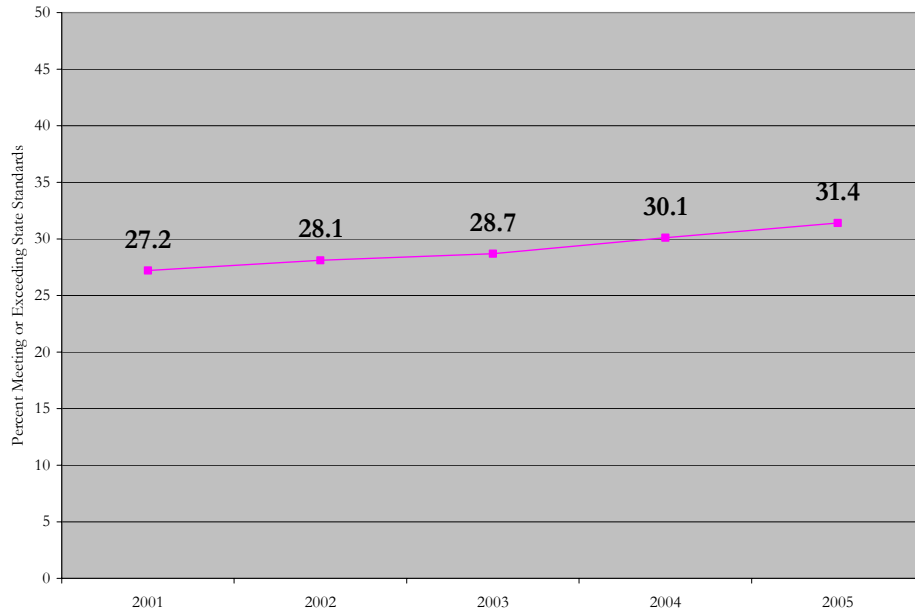
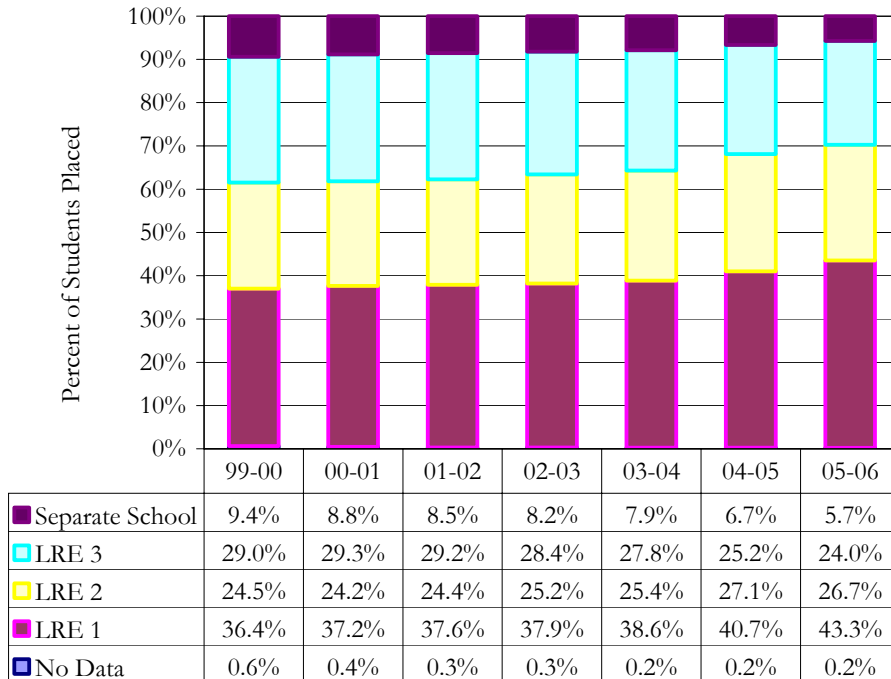


Figure 36: PSAE Performance by Subject
 Source: Research, Evaluation, and Accountability



SPECIAL EDUCATION DATA

Figure 37: Educational Environment of Students with an IEP 1990-2000 through 2005-2006
 Source: Office of Specialized Services



The federal government classifies placements for students with disabilities falls into four categories:

- LRE 1: Students receiving special education outside of the general education classroom less than 21% of the time.
- LRE 2: Students receiving special education outside of the general education classroom between 21% and 60% of the time.
- LRE 3: Students receiving special education outside of the general education classroom more than 61% of the time.
- Students receiving special education in a separate school.

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