Austin-North Lawndale Network Meeting

January 31, 2013
Our Core Beliefs And Values

➔ We believe:
  • All of our children are capable of success
  • Every child must have equitable access to a high-quality education
  • Our children’s academic achievement and well-being comes first

➔ Our values:
  • Hold high expectations for every student
  • Expect excellence in the adults who serve our students
  • Base every decision made on what is best for our students

➔ To help support our vision and act upon our beliefs and values, difficult decisions must be made:
  • Remove underutilized facilities that spread our limited resources too thin, then…
  • Redirect those dollars to ALL schools, then…
  • Make investments that support student growth – new technology, AC, libraries, art/music, more counselors and nurses, and others
Austin-North Lawndale network overview

Schools and programs

- 39 elementary, 13 high schools
- 21,207 total enrollment
- 2 gifted / selective programs
- 1 IB program, 10 other magnet programs
- 3 schools with CTE programs
- 1 military program

Performance

<table>
<thead>
<tr>
<th>Elementary schools</th>
<th>High schools</th>
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</thead>
<tbody>
<tr>
<td>• 13% Level 1</td>
<td>• 0% Level 1</td>
</tr>
<tr>
<td>• 41% Level 2</td>
<td>• 15% Level 2</td>
</tr>
<tr>
<td>• 44% Level 3</td>
<td>• 70% Level 3</td>
</tr>
<tr>
<td>• 2% not enough data</td>
<td>• 15% not enough data</td>
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</tbody>
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All CPS = 28% Level 1
All CPS = 16% Level 1

Utilization and facilities

- 62% elementary school utilization (80% all CPS)
  - 0 overcrowded schools
  - 30 underutilized schools

- 62% high school utilization (77% all CPS)
  - 0 overcrowded schools
  - 8 underutilized schools

- $181M invested in last 5 years

- $350M total cost to maintain and update current buildings
<table>
<thead>
<tr>
<th>What we’ve heard</th>
<th>Who we’ve heard it from</th>
<th>How we’re currently thinking about it</th>
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<tbody>
<tr>
<td>Rigorous instructional programming including arts integration, STEM, CTE, and IB</td>
<td>Parents, elected officials, community organizations, teachers</td>
<td>Rigorous and strong instruction is critical. We’re supporting ALL schools to deliver high quality teaching and learning.</td>
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<tr>
<td>Access to Early Childhood programming is important</td>
<td>Parents, community organizations</td>
<td>27 of our ES submitted applications for Chicago’s Ready to Learn program</td>
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<td>Transitions from ES to high performing high schools need to be strengthened – especially understanding options before deadlines</td>
<td>Parents, elected officials, teachers</td>
<td>We’re working to better align ES and HS within the Network Collaborative.</td>
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<tr>
<td>Technology must be available in the schools if students are to be adequately prepared for success in the 21st century</td>
<td>Parents, school leaders, teachers</td>
<td>Student and teacher access to appropriate technology is vital if our schools are to compete in a global society.</td>
</tr>
<tr>
<td>Comprehensive supports to address the social-emotional needs of all students</td>
<td>Parents, school leaders, teachers</td>
<td>We’re expanding our relationships with local businesses, agencies and organizations</td>
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One goal for tonight is to add to this with input from everybody in attendance.
The challenges facing CPS – why we need to do this work

- Chicago has experienced a significant population decline – it has 145,000 fewer school-age children today than it did in 2000, centered primarily on the south and west sides.

- This population decline has been the primary driver of underutilized schools in our District – CPS has space for 511,000 students but only 403,000 are enrolled.

- Some areas of Chicago have experienced population growth, leading to overcrowding with limited resources to add capacity.

- There are too many buildings that don’t provide safe, secure, or positive learning environments that cost too much to renovate given the District’s limited resources.

- Underutilized schools lack the resources needed to prevent split-grade classrooms and ability to invest in critical programs that support student growth.

- Underutilization is spreading our limited resources much too thinly across the District in the face of a $1 billion deficit – this limits our ability to provide every child with a well-rounded, high quality education.
Where we are and purpose for today

Who is the Commission and what have they done so far?
- Independent body appointed by CEO Byrd-Bennett to facilitate community conversations and make recommendations on how to address underutilization
- Have held 10 public meetings to collect community feedback and gather information from a number of local and national experts
- Released an Interim Report in January outlining initial recommendations

What is CPS’ response to the report?
- Agreed with two recommendations – remove High Schools and Level 1 schools from consideration
- Continuing to evaluate other recommendations, including schools over 600 students, schools close to efficient utilization, and Level 2 schools “on the rise”

Why are we here tonight and what’s next?
- CEO Byrd-Bennett announced a second round of 28 community meetings – 2 in each network - to continue to listen to our communities
- Tonight is about sharing an update with the community on our process and hearing from the students and families that may be affected
- At the next meeting we will provide a list of schools still under consideration

When will we know the final recommendations and then what happens?
- Our final recommendations will be informed by these meetings and will be announced no later than March 31, 2013
- After announcement, there will be 2 additional meetings in the community and 1 public hearing for each recommendation before a final board vote
Safety, utilization, building quality, and ability to provide affected students with higher performing options guide our process.

- Ensure that all students are able to get to and be at school safely.
- Where possible, close facilities with higher capital investment needs and poorer learning conditions.
- Understand how space is used and combine underutilized schools to provide a well-rounded, high-quality education for each student.
- Provide affected students with options to enroll in higher performing schools.
- Safe and seamless transition for all students.
Our transition vision and goals that will ensure all students and families are supported throughout process

Our Vision:
On the first day of SY 2013-2014, all students attending welcoming schools will experience a safe and seamless transition and have an opportunity at a fresh start.

Our Goals
As a team of professionals dedicated to creating a positive learning environment and experience for every student, we will:

• Foster a transition environment that is positive, nurturing and respectful
• Assure timely execution of comprehensive logistics and reinvestment programs
• Recruit, train and deploy Network and School transition teams to advocate for / inform students and their families
• Coordinate a process to reuse each facility that considers community needs and frees up resources that CPS can reinvest in schools
Transition planning: key priorities

Higher Performing Options for Students and Families

- Families receive a designated, higher-performing welcoming school and understand how to access other options
- Multiple avenues to access transition resources: Transition plans, web portal, counselors, and hotline

Student Support Transition Plan

- Safety & Security is first priority
- Establish an individual student plan that considers: Instruction, social emotional learning, and other student needs
- Follow student progress to adjust supports provided

Building Reutilization

- Partner with other city agencies, and community organizations to create a community planning process
- Collaborate with CACs, LSCs, and other community representatives to identify highest and best use of facilities