Burnham Park Network Meeting

February 4, 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
## Burnham Park network overview

### Schools and programs

- 37 elementary, 4 middle, 21 high schools
- 28,291 total enrollment
- 7 gifted / selective programs
- 3 IB programs, 10 other magnet programs
- 8 schools with CTE programs
- 5 military programs

### Performance

<table>
<thead>
<tr>
<th>Elementary schools</th>
<th>High schools</th>
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<tbody>
<tr>
<td>• 10% Level 1</td>
<td>• 19% Level 1</td>
</tr>
<tr>
<td>• 29% Level 2</td>
<td>• 29% Level 2</td>
</tr>
<tr>
<td>• 61% Level 3</td>
<td>• 38% Level 3</td>
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<tr>
<td>• 0% not enough data</td>
<td>• 14% not enough data</td>
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**All CPS = 28% Level 1**

**All CPS = 16% Level 1**

### Utilization and facilities

- **59% elementary and middle school utilization (80% all CPS)**
  - 0 overcrowded schools
  - 30 underutilized schools

- **67% high school utilization (77% all CPS)**
  - 1 overcrowded schools
  - 13 underutilized schools

$287M invested in last 5 years

$573M total cost to maintain and update current buildings
### What we have heard so far from this community

<table>
<thead>
<tr>
<th>What we have heard</th>
<th>Who we have heard it from</th>
<th>How we are currently thinking about it</th>
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<tbody>
<tr>
<td>Parents want a high quality neighborhood choice and the ability to choose from a variety of school options.</td>
<td>Parents and Community Organizations</td>
<td>Each school leader is focused on school improvement. Network office is supporting schools through professional development and support of school leaders, and increasing access to high quality curriculum options, especially through technology. Many schools are already developing specific areas of programmatic focus. Chief, principals, and community organizations are working together to align elementary schools to new high school programs.</td>
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<td>Need for more high quality early childhood options for families in Preschool and Kindergarten</td>
<td>Parents and Community Organizations</td>
<td>Almost all schools are funding full day Kindergarten this school year to offer access to more students. Additionally, all eligible school principals have applied to maintain or expand preschool classes through the Ready to Learn Grant. Local schools and the Network office are working closely with a preschool I3 grant in our network, and are looking to expand this support to two additional schools next year. Network priorities are focused on improving early childhood instruction at all schools through focus on literacy.</td>
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<td>The safety of our students is a top concern.</td>
<td>Parents, school leaders, Community Organizations.</td>
<td>Principals and Network are working closely and continuously with Safety and Security to respond to issues in schools and neighborhoods. Office of Safety and Security have dedicated resources to support our schools and have provided funding to improve security in several buildings this year. Ongoing conversations with community leaders are happening to better understand and address safety concerns.</td>
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<td>Parents voice a strong desire to be more involved in their schools and to have input into school programs.</td>
<td>Parents, school leaders</td>
<td>Network Family and Community Engagement Manager coordinates and supports schools’ engagement efforts. Chief and Deputy Chief regularly meet with school parent groups to support them.</td>
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<td>Implement progressive disciplinary practices in schools like Restorative Justice and Peace Circles</td>
<td>Parents, LSCs, Community Organizations</td>
<td>The Network is collaborating with our schools to put supportive programs in place, and have already reduced out of school suspensions by 15%. All schools are required to have a proactive and preventative disciplinary program. We are committed to working with CPS and Community–based groups to continue to improve school-based discipline practices. Office of Safety and Security is supportive of these ideas.</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
- 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
- Where possible, close facilities with higher capital investment needs and poorer learning conditions

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