Lake Calumet Network Meeting

January 30, 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
## Lake Calumet network overview

### Schools and programs
- 30 elementary, 5 high schools
- 15,763 total enrollment
- 6 gifted / selective programs
- 2 IB programs, 8 other magnet programs
- 3 schools with CTE programs
- 2 military programs

### Performance

<table>
<thead>
<tr>
<th>Elementary schools</th>
<th>High schools</th>
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<tbody>
<tr>
<td>- 20% Level 1</td>
<td>- 20% Level 1</td>
</tr>
<tr>
<td>- 30% Level 2</td>
<td>- 20% Level 2</td>
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<tr>
<td>- 50% Level 3</td>
<td>- 20% Level 3</td>
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<tr>
<td>- 0% not enough data</td>
<td>- 40% not enough data</td>
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All CPS = 28% Level 1  
All CPS = 16% Level 1

### Utilization and facilities
- **74% elementary school utilization (80% all CPS)**
  - 4 overcrowded schools
  - 18 underutilized schools
- **72% high school utilization (77% all CPS)**
  - 0 overcrowded schools
  - 2 underutilized schools

- $72M invested in last 5 years
- $343M 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>Need for computer labs, school libraries and auditoriums for performing arts</td>
<td>Parents, school</td>
<td>Ongoing conversations among the Chief, principals, LSC and community, have been helpful in providing a forum to brainstorm these issues and develop action items.</td>
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<tr>
<td></td>
<td>administration, LSC and</td>
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<td></td>
<td>elected officials</td>
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<td>We do not want split classes</td>
<td>Teachers, Administrators,</td>
<td>This issue directly relates to student numbers. In several instances schools are forced into split courses because of low enrollment. We are constantly working with schools on alternative scheduling options.</td>
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<td>Parents, and LSC</td>
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<td>Several schools are over crowded and are in need of relief or mobile units</td>
<td>Parents, school administration, elected officials</td>
<td>Ongoing conversations among the Chief, principals, LSC, community members and the Alderman’s Office, have been helpful in providing a forum for finding solutions to address utilization issues.</td>
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<td>School Social Workers, Psychologists and behavior specialists are needed</td>
<td>Parents, Teachers and</td>
<td>Social emotional supports for schools are top priorities for CPS. We are consistently working through the challenges of addressing the needs of all schools.</td>
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<td></td>
<td>Administration</td>
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<td>After school programs and community centers for students (safe places to play)</td>
<td>Parents, LSC, Community,</td>
<td>Providing students with after school enrichment and a safe play place at school is critical for their physical, social, and academic development. We will continue to work with school leaders and figure out what resources are necessary in order to ensure that this materializes.</td>
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<td></td>
<td>Administration and Teachers</td>
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<td>Transitions from ES to high performing high schools need to be strengthened –</td>
<td>Parents, school</td>
<td>Create opportunities for articulation between the elementary and high school teachers, principals and Chiefs to discuss how this can strengthen collaboration and options. The Network has partnered with the University of Chicago to conduct a pilot study with high school and elementary teachers on the 8th-9th grade transition. We have started our own 8th/9th grade Curriculum Council and partnered with school counselors to help bridge this gap. High School principals are being intentional about planning with their feeder elementary schools.</td>
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<td>especially understanding options before deadlines</td>
<td>administration, community</td>
<td></td>
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<tr>
<td></td>
<td>organizations</td>
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<td>Parent support workshops (GED and English classes) and anti-bullying</td>
<td>Parents, school</td>
<td>Schools are always looking to partner with community agencies. Workshops are organized by FACE Managers at several schools. We are looking for opportunities to expand these services.</td>
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<td></td>
<td>administration</td>
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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.

- **Safety**: Ensure that all students are able to get to and be at school safely.
- **Utilization**: Understand how space is used and combine underutilized schools to provide a well-rounded, high-quality education for each student.
- **Performance**: Provide affected students with options to enroll in higher performing schools.
- **Building Quality**: 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