Ravenswood Ridge Network Meeting

January 28, 2013
## Agenda

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and introduction</td>
<td>7:00 – 7:10</td>
<td>Phil Hampton – Chief Officer, Family and Community Engagement</td>
</tr>
<tr>
<td>CPS Vision</td>
<td>7:10 – 7:30</td>
<td>Craig Benes – Chief of Schools, Ravenswood Ridge Elementary School Network</td>
</tr>
<tr>
<td>Ravenswood Ridge Network: Schools, Programs, and Community Input to Date</td>
<td></td>
<td>Leslie Boozer – Chief of Schools, North-Northwest High School Network</td>
</tr>
<tr>
<td>The Challenge We Face to Support Student Growth and Process to Address</td>
<td>7:30 – 7:50</td>
<td>Adam Anderson – Officer, Portfolio Planning and Strategy</td>
</tr>
<tr>
<td>Ravenswood Ridge Network: Utilization and Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition to breakout rooms</td>
<td>7:50 – 8:00</td>
<td>Facilitators</td>
</tr>
<tr>
<td>Breakout conversations</td>
<td>8:00 – 9:00</td>
<td></td>
</tr>
</tbody>
</table>
Tonight is a continuation of our conversation with our school communities, with more to come

Nov 2012
Gather feedback on CEO Guidelines for School Actions through surveys, teletown hall, online forum, and other conversations

Dec 2012 to Jan 2013
Independent Commission on School Utilization holds meetings across City of Chicago and issues interim report

TODAY
Provide information on CPS Vision, District challenges, school and building performance and utilization, and gather input from broader community

Feb 2013
Provide a list of schools still under consideration to allow for individual school conversations with community

March 2013
Announce proposed school actions and draft transition plans based on feedback from community

April to May 2013
2 community meetings, located in the community for each school, and 1 formal public hearing for each proposed action before Board of Education vote
Current round of community meetings focused on gathering feedback about individuals schools

CPS response to Commission on School Utilization Interim Report:
• High Schools and Level 1 schools removed from consideration
• Continuing to evaluate other recommendations, including schools close to efficient utilization, Level 2 schools “on the rise”, schools that recently experienced a significant school action

Objectives for today:
• Provide community with an overview of the CPS Vision, historical challenges facing the District, utilization process, and high-level information on all schools
• Gather feedback from community on educational priorities and needs, plus ideas and concerns to be considered during process

At next meeting, CPS will provide a list of underutilized schools under consideration to allow for individual school conversations:
• Saturday, February 16, 2013, 11:00am-1:00pm
• Truman College, 1145 W Wilson

Please provide any questions you have throughout the night to facilitators or e-mail qualityschools@cps.edu. CPS will be maintaining a FAQ document on their website based on these questions.
CPS Vision
Every student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career, and life.
How We Intend To Support This Vision…

- Hold our standards high, provide a rigorous curriculum and powerful instruction for all children

- Ensure there are robust systems of support in each school to address unique needs of every student

- Engage communities and empower families and communities to support their local schools

- Create a culture of committed and effective teachers, school leaders and staff

- Implement sound fiscal, operational and accountability systems throughout the District
Our Core Beliefs And Values Guide This Vision…

→ 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
Ravenswood Ridge Network: Schools, Programs, and Community Input to Date
Over 40,000 students enrolled in 54 Ravenswood Ridge schools in 2012-2013 school year

43 elementary schools
11 high schools
41,202 total enrollment

2012-13 20th day enrollment

Source: CPS enrollment data
51% of elementary schools are Level 1
27% of high schools are Level 1

Performance level of Ravenswood
Ridge elementary schools

<table>
<thead>
<tr>
<th>Level</th>
<th># schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Not Enough Data</td>
<td>2</td>
</tr>
</tbody>
</table>

Performance level of Ravenswood
Ridge high schools

<table>
<thead>
<tr>
<th>Level</th>
<th># schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Not Enough Data</td>
<td>--</td>
</tr>
</tbody>
</table>

% network schools
- Elementary schools: 51% Level 1, 35% Level 2, 9% Level 3, 5% Not Enough Data
- High schools: 27% Level 1, 55% Level 2, 18% Level 3

CPS overall
- Elementary schools: 28% Level 1, 36% Level 2, 31% Level 3, 5% Not Enough Data
- High schools: 16% Level 1, 27% Level 2, 39% Level 3, 18% Not Enough Data

Source: CPS accountability data
Variety of schools, programs, and supports currently available to students in Ravenswood Ridge elementary schools

<table>
<thead>
<tr>
<th>Elementary Schools and Programs</th>
<th>Additional Elementary School Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 gifted / selective programs</td>
<td>38 early childhood programs</td>
</tr>
<tr>
<td>2 IB programs</td>
<td>16 After School All Stars programs</td>
</tr>
<tr>
<td>3 world language magnet programs</td>
<td>20 supplemental educational services tutoring programs</td>
</tr>
<tr>
<td>4 science / math / technology / engineering programs</td>
<td>13 community schools</td>
</tr>
<tr>
<td>10 fine and performing arts magnet programs</td>
<td>0 school based health centers</td>
</tr>
<tr>
<td>3 other magnet programs*</td>
<td></td>
</tr>
</tbody>
</table>

* Includes Dual Immersion and 2 Scholastic Academies
Note: magnet programs include both magnet schools and magnet clusters; one school may have multiple programs
Variety of schools, programs, and supports currently available to students in Ravenswood Ridge high schools

<table>
<thead>
<tr>
<th>High Schools and Programs</th>
<th>Additional High School Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 selective enrollment school</td>
<td>2 evening school credit recovery programs</td>
</tr>
<tr>
<td>2 schools with IB programs</td>
<td>8 supplemental educational services tutoring programs</td>
</tr>
<tr>
<td>10 schools with CTE programs</td>
<td>1 community school</td>
</tr>
<tr>
<td>2 magnet programs</td>
<td>5 school based health centers</td>
</tr>
<tr>
<td>5 schools with military programs</td>
<td></td>
</tr>
</tbody>
</table>
## What we’ve heard so far from this community

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Rigorous instructional programming including arts integration, expansion of IB/AP and dual enrollment is valued</td>
<td>Parents, elected officials, community organizations</td>
<td>Rigorous and strong instruction is critical. We’re supporting ALL schools to deliver excellent instruction.</td>
</tr>
<tr>
<td>Access to Early Childhood programming is important</td>
<td>Elected officials, parents, teachers</td>
<td>38 of our ES submitted applications for Chicago’s Ready to Learn program</td>
</tr>
<tr>
<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.</td>
</tr>
<tr>
<td>School libraries are important to our children; we’d like to see technology integration (1-to-1)</td>
<td>Parents, school leaders, teachers</td>
<td>Access to appropriate levels of text and strong literacy instruction is essential for learning</td>
</tr>
<tr>
<td>Students need safe play spaces for recess</td>
<td>Parents, school leaders, teachers</td>
<td>We’ve launched a network of Parent and School Leaders to share ideas and strategies</td>
</tr>
<tr>
<td>Students need access to internships</td>
<td>Parents, school leaders, teachers</td>
<td>We’re expanding our relationships with local companies, agencies and organizations</td>
</tr>
</tbody>
</table>

**One goal for tonight is to add input from everybody in attendance**
The Challenges We Face to Support Student Growth and Process to Address
The challenges facing CPS

$1 billion budget deficit in Fiscal Year 14

Significant population drops since 2000 contributed to severely underutilized facilities, especially on south and west sides of Chicago; 65% of neighborhood school enrollment declines in underutilized areas from CPS population decrease

Some areas of overcrowding with limited resources to add capacity

Too many buildings that don’t provide safe, secure, or positive learning environments, with costly capital needs and lack basics – playgrounds, new technology, libraries, etc.

Schools without enough resources to prevent split-grade classrooms and invest in critical programs that support student growth

Underutilized facilities spread limited resources too thinly across the District and prevents CPS from providing every child with the highest quality education possible
Approximately 403,000 total students enrolled in 2012-2013 school year, when we have capacity for 511,000

Elementary school enrollment and utilization

Total ideal capacity = Approx. 359,000

- ~73,000 additional space
- ~25,000 charter / contract enrollment
- ~261,000 CPS-operated enrollment
~80% utilization

High school enrollment and utilization

Total ideal capacity = Approx. 152,000

- ~35,000 additional space
- ~28,000 charter / contract enrollment
- ~89,000 CPS-operated enrollment
~77% utilization

Source: CPS enrollment data
Overall utilization of elementary schools is approximately 80%, with an elementary network range of 53% to 113%.

Source: CPS enrollment data
Overall utilization of high schools is approximately 77%, with a high school network range of 60% to 102%.

**2012-13 Utilization**

- **North-Northwest Side**: 102%
- **Southwest Side**: 79%
- **Far South Side**: 73%
- **West Side**: 67%
- **South Side**: 60%

Source: CPS enrollment data

Note: data represents all North-Northwest Side high schools; all data on following slides represents only those in Ravenswood Ridge geography.
The City of Chicago has experienced a significant decline in age 0-19 population

Decrease in school age population from ~845,000 in 2000 to ~700,000 in 2010

- Approximately 145,000 fewer age 0-19 residents
- Represents a decrease of 17% from 2000 to 2010
- Some areas of growth in the North and Southwest

Source: 2000 and 2010 US Census
Overall, areas of underutilization and overcrowding are primarily in line with population changes

Overcrowding is more prevalent in areas of population growth, underutilization in areas of population decline

<table>
<thead>
<tr>
<th>2000-2010 % change in age 0-19 population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Total Schools</td>
</tr>
<tr>
<td>Utilization</td>
</tr>
<tr>
<td>% overcrowded</td>
</tr>
<tr>
<td>% less than 50%</td>
</tr>
</tbody>
</table>

Note: Includes all 578 CPS-operated schools
Source: 2000 and 2010 US Census, CPS enrollment data
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.

Where possible, close facilities with higher capital investment needs and poorer learning conditions.

Provide affected students with options to enroll in higher performing schools.

Safe and seamless transition for all students.
Our transition vision and goals

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: Individual transition plans, web portal, counselors, and hotline

Student Support Transition Plan

- Safety & Security is first priority
- Establish an individual student plan that includes: Instruction, wraparound services, and other student needs
- Monitor and track student progress to course correct

Building Reuse

- 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
Ravenswood Ridge Network: Utilization and Facilities
Approximately 89% utilization in Ravenswood Ridge elementary schools, 97% in high schools

Ravenswood Ridge elementary school enrollment and utilization

- Total ideal capacity = 31,860
- 3,418 additional space
- 907 charter / contract enrollment
- 27,535 CPS-operated enrollment
- ~89% network utilization
- ~80% CPS overall

Ravenswood Ridge high school enrollment and utilization

- Total ideal capacity = 13,200
- 440 additional space
- 598 charter / contract enrollment
- 12,162 CPS-operated enrollment
- ~97% network utilization
- ~77% CPS overall

Source: CPS enrollment data
11 Ravenswood Ridge elementary schools underutilized, 4 overcrowded
4 high schools underutilized, 1 overcrowded

Utilization level of Ravenswood Ridge elementary schools

<table>
<thead>
<tr>
<th># schools</th>
<th>Underutilized</th>
<th>Efficient</th>
<th>Overcrowded</th>
</tr>
</thead>
<tbody>
<tr>
<td># schools</td>
<td>11</td>
<td>27</td>
<td>5</td>
</tr>
</tbody>
</table>

% network schools

- Underutilized: 25%
- Efficient: 63%
- Overcrowded: 12%

CPS overall

- Underutilized: 50%
- Efficient: 37%
- Overcrowded: 13%

Source: CPS enrollment data

Utilization level of Ravenswood Ridge high schools

<table>
<thead>
<tr>
<th># schools</th>
<th>Underutilized</th>
<th>Efficient</th>
<th>Overcrowded</th>
</tr>
</thead>
<tbody>
<tr>
<td># schools</td>
<td>4</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

% network schools

- Underutilized: 36%
- Efficient: 55%
- Overcrowded: 9%

CPS overall

- Underutilized: 43%
- Efficient: 50%
- Overcrowded: 7%
Approximately $178M capital investment in Ravenswood Ridge schools since 2006-2007 school year

Capital investment since 2006-07 ($M)

Source: CPS facility / budget data
Ravenswood Ridge buildings require approximately $662M total cost to maintain and update

Approx. $662M total cost to maintain and update Ravenswood Ridge facilities

Costs include:

• All deferred maintenance (boiler replacement needs, roof repair needs, etc.)
• Add air conditioning to facilities that currently lack
• Improvement of one science, computer, or art lab
• Add playlots to elementary facilities where they do not exist
• ADA projects requirements in conjunction with all other capital projects

Source: CPS facility / budget data
Potential topics for facilitated conversations

What characteristics define a high quality school?

What is most important to you about your school?

What is your school missing that you wish it had?

If your school were to be combined with another, what are the biggest concerns you have?

If your school were to be combined with another, what would be the impact on the broader community?

If your school were to welcome students from a consolidated school, what additional supports or resources would be required to support all students, teachers, and staff affected?
Transition to breakout rooms
### Breakout assignments for facilitated conversation

<table>
<thead>
<tr>
<th>Room 1106</th>
<th>Room 1104</th>
<th>Main Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armstrong, G</td>
<td>Amundsen HS</td>
<td>Agassiz</td>
</tr>
<tr>
<td>Boone</td>
<td>Budlong</td>
<td>Alcott HS</td>
</tr>
<tr>
<td>Chicago Math/Science HS</td>
<td>Brennemann</td>
<td>Audubon</td>
</tr>
<tr>
<td>Clinton</td>
<td>Chappell</td>
<td>Bell</td>
</tr>
<tr>
<td>Decatur</td>
<td>Goudy</td>
<td>Blaine</td>
</tr>
<tr>
<td>Field</td>
<td>Inter-American</td>
<td>Burley</td>
</tr>
<tr>
<td>Gale</td>
<td>McCutcheon</td>
<td>Coonley</td>
</tr>
<tr>
<td>Hayt</td>
<td>McPherson</td>
<td>Courtenay</td>
</tr>
<tr>
<td>Jamieson</td>
<td>Passages Charter</td>
<td>Devry HS</td>
</tr>
<tr>
<td>Jordan</td>
<td>Peirce</td>
<td>Disney</td>
</tr>
<tr>
<td>Kilmer</td>
<td></td>
<td>Greeley</td>
</tr>
<tr>
<td>Mather HS</td>
<td></td>
<td>Hamilton</td>
</tr>
<tr>
<td>New Field</td>
<td>Rickover HS</td>
<td>Hawthorne</td>
</tr>
<tr>
<td>Rogers</td>
<td>Senn HS</td>
<td>Jahn</td>
</tr>
<tr>
<td>Stone</td>
<td>Stewart</td>
<td>Lake View HS</td>
</tr>
<tr>
<td>Sullivan HS</td>
<td>Swift</td>
<td>Lane Tech HS</td>
</tr>
<tr>
<td>West Ridge</td>
<td>Trumbull</td>
<td>Nettelhorst</td>
</tr>
<tr>
<td>UNO-Rogers Park</td>
<td>Uplift HS</td>
<td>Ravenswood</td>
</tr>
<tr>
<td></td>
<td>Waters</td>
<td>Stockton</td>
</tr>
</tbody>
</table>
Appendix
CPS enrollment decline slower than overall population but still decreasing and in-line with population declines

2002-2012 % change total CPS enrollment
(~35k decrease, ~9% decline system wide)

2000-2010 % change in age 0-19 population
(~145k decrease, ~17% decline citywide)

Source: 2000 and 2010 US Census, CPS enrollment data

>25% decrease in population

0-24% decrease in population

Increase in population
Can isolate impact of CPS student population changes and choice on the enrollment of a neighborhood school

Total enrollment at a school with a neighborhood boundary

Can be impacted by increases or decreases in:

**CPS population**
- CPS students living in neighborhood boundary
- CPS students living outside of boundary that may attend school through open enrollment

**Choice**
- % of students from outside the boundary that choose to attend school through open enrollment
- % of students from inside the boundary that choose to attend a different CPS operated school
- % of students from inside the boundary that choose to attend a charter school
In underutilized areas, approximately 2/3 of neighborhood elementary school enrollment decline due to decrease in CPS population

Total enrollment of ES with neighborhood boundaries in geographic areas with <80% utilization

- ~150k
- ~34k
- ~52% of total decline
- ~8k
- ~13% of total decline
- ~150k
- ~34k
- ~52% of total decline
- ~8k
- ~13% of total decline

Approximately ~150k of the enrollment decline is due to a decrease in CPS population, ~34k is due to CPS students living outside area, ~8k is due to CPS students living in area, ~6k is due to students from outside area choosing area schools, ~5k is due to increase in area students choosing other CPS operated schools, ~12k is due to increase in area students choosing charter schools, and ~13% of total decline is due to CPS population impact.

Note: includes middle schools
Source: CPS enrollment data
### Glossary of terms – schools, programs, and supports

<table>
<thead>
<tr>
<th>Program/School</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted / selective school and programs</td>
<td>Schools that support an advanced curriculum for academically advanced students.</td>
</tr>
<tr>
<td>IB schools/programs</td>
<td>School with International Baccalaureate programs may have a combination of Primary Years Programmes (PYP), Middle Years Programmes (MYP) or Diplomma Programmes (DP). The curriculum is internationally normed and focuses on cultural awareness, inquiry and cross-disciplinary learning</td>
</tr>
<tr>
<td>Magnet Schools/programs</td>
<td>Magnet schools offer a theme-based approach to learning, across several different areas of focus: arts, technology, world language…etc. These schools accept applicants through a city-wide lottery</td>
</tr>
<tr>
<td>Early childhood programs</td>
<td>There are several different early childhood options across Chicago, including school-based classrooms, community programs and child-parent centers. All schools and programs had to apply for a program for next school year through the Ready to Learn RFP process</td>
</tr>
<tr>
<td>Career and Technical Education (CTE) Programs</td>
<td>CTE programs offer students access to training and professionals in a variety of industries, culminating in significant college credit and industry certification. These include Health Sciences, Information Technology, and Manufacturing among others.</td>
</tr>
<tr>
<td>Community Schools</td>
<td>Community Schools serve as hubs of a community, through offering a variety of programs and services to students, families and members of the community. This may include longer hours, medical services, job training for adults, art programs…etc.</td>
</tr>
<tr>
<td>School Based Health Centers</td>
<td>School based health centers offer comprehensive health services to students at no cost to low-income families</td>
</tr>
<tr>
<td>Supplemental Education Services (SES) tutoring, Evening School/Credit Recovery</td>
<td>SES Tutoring is offered at certain schools based on No Child Left Behind AYP status. Evening school/credit recovery is offered in high school. Both programs provide opportunities to target skill gaps for off-track students.</td>
</tr>
</tbody>
</table>
Current conditions in Ravenswood Ridge schools

% schools (HS and ES)

- ADA compliance
  - None: 6%
  - Partial: 45%
  - Full: 49%

- Air Conditioning
  - Non-CPS owned: 6%
  - Partial: 28%
  - Full: 60%

% schools (ES only)

- Playlot: 100%
- Science Lab: 85%
- Computer Lab: 90%
- Library space with librarian resource: 80%

Source: CPS facility / budget data