Skyway Network Meeting

February 7, 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
### Skyway network overview

#### Schools and programs
- 43 elementary, 8 high schools
- 23,324 total enrollment
- 7 gifted / selective programs
- 2 IB programs, 10 other magnet programs
- 6 schools with CTE programs
- 4 military programs

#### Performance

<table>
<thead>
<tr>
<th>Elementary schools</th>
<th>High schools</th>
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<tbody>
<tr>
<td>• 19% Level 1</td>
<td>• 13% Level 1</td>
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<tr>
<td>• 32% Level 2</td>
<td>• 0% Level 2</td>
</tr>
<tr>
<td>• 47% Level 3</td>
<td>• 75% Level 3</td>
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<tr>
<td>• 2% not enough data</td>
<td>• 12% not enough data</td>
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All CPS = 28% Level 1
All CPS = 16% Level 1

#### Utilization and facilities
- **67% elementary school utilization (80% all CPS)**
  - 3 overcrowded schools
  - 31 underutilized schools
- **47% high school utilization (77% all CPS)**
  - 0 overcrowded schools
  - 6 underutilized schools

- $203M invested in last 5 years
- $572M total cost to maintain and update current buildings
<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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<tr>
<td>Need for retooled computer labs and school libraries</td>
<td>Parents, school administration/staff, LSC</td>
<td>Provide schools with ongoing site visits to collect information about deficit areas. Begin connecting schools with innovative community partners.</td>
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<td>Parents request support in understanding the new CCSS homework, Sp.Ed rights/protocols, and adult education.</td>
<td>Parents, administration, community stakeholders</td>
<td>Create opportunities within the school building for community/parent workshops which provide regular and up to date training/presentations on content requested from our parents.</td>
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<td>School consolidations increase the risk of violence to our children. We oppose our children crossing major intersections, gang-territories, and Chicago Parks just to get to school.</td>
<td>Parents, Advisory council, LSC, PAC</td>
<td>Parents and community receive briefings on the latest trends that threaten the safety of students within the network, allow for input from parent and community stakeholders, provide recommendations to school administration on ways to safeguard campuses, and determine the safest routes during school transitions.</td>
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<td>Despite the launch of multiple district initiatives, successfully Implemented FSD programming.</td>
<td>Teachers, school administration</td>
<td>Establishing partnerships through community investment. Developed sustainable partnerships to fill programmatic needs (i.e. academic enrichment, F/D Head Start, tech classes via Parent University, male mentoring, tutoring, and university partnerships.</td>
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<td>Our school is deemed ‘underutilized’ but we have overcrowded classrooms.</td>
<td>School administration, teachers, neighborhood assc.</td>
<td>Enrollment trends come in waves where we may see an influx in enrollment for select grades only.</td>
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<td>The school utilization formula does not account for class size.</td>
<td>CAC, neighborhood assc., teachers, parents</td>
<td>Revisit/Revise utilization formula to account for smaller class size and space necessary for specific populations, (i.e. cluster special needs programs, head start)</td>
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<td>CPS is over-emphasizing test scores. We need to address the social-emotional needs of our children.</td>
<td>Parents, stakeholders, PAC</td>
<td>Cultivate partnerships with local mult-service agencies that specialize in the care and treatment of school age children. We have begun connecting schools with Comprehensive Community Based Youth Services providers who specialize in providing crisis relief services to at-risk youth. Also, we are developing a resource manual for our schools to ensure that students are paired with the right services.</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.
- Provide affected students with options to enroll in higher performing schools.
- 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.

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

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<th>Higher Performing Options for Students and Families</th>
<th>Student Support Transition Plan</th>
<th>Building Reutilization</th>
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<td>• Families receive a designated, higher-performing welcoming school and understand how to access other options</td>
<td>• Safety &amp; Security is first priority</td>
<td>• Partner with other city agencies, and community organizations to create a community planning process</td>
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<td>• Multiple avenues to access transition resources: Transition plans, web portal, counselors, and hotline</td>
<td>• Establish an individual student plan that considers: Instruction, social emotional learning, and other student needs</td>
<td>• Collaborate with CACs, LSCs, and other community representatives to identify highest and best use of facilities</td>
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<td>• Follow student progress to adjust supports provided</td>
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