

Board of Education of the
City of Chicago

In Re: The Matter of
The Proposed Reconstitution of
Chicago Vocational Career Academy High School

Before
Margaret C. Fitzpatrick
Independent Hearing Officer

INTRODUCTION

On or about January 9, 2012, the undersigned was retained by the Chief Executive Officer (“CEO”) of the Chicago Public Schools to serve as an Independent Hearing Officer in this matter. On Friday, February 3, 2012, a hearing was convened at the Board of Education of the City of Chicago, 125 South Clark Street, Chicago, Illinois. The purpose of the hearing was to enable the Hearing Officer to receive public comments from concerned persons, specifically including representatives of the CEO, members of the local school council, parents, students, members of the school’s staff, the Principal, representatives of the Chicago Teachers’ Union, and interested members of the public, concerning the CEO’s proposal to Turnaround Chicago Vocational Career Academy High School (CVCA) via Reconstitution. Notice of the hearing was served on the parents, staff members, principals, and members of the local school councils via U.S. Mail, and/or personal service through CPS Mail.

Pursuant to the directives provided in the document entitled “PROCEDURES FOR HEARINGS ON PROPOSED SCHOOL CLOSURE, CONSOLIDATION, CO-LOCATION, PHASE-OUT, RECONSTITUTION, OR REASSIGNMENT BOUNDARY CHANGE,” the undersigned summarizes below the input received at the Public Hearing.

Relevant Statutory Provisions and Board Policies/Procedures

The relevant statutory provisions include, but are not necessarily limited to the following, which state in pertinent part:

Sec. 34 – 8.3. Remediation and probation of attendance centers

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(d) Schools placed on probation that, after a maximum of one year, fail to make adequate progress in correcting deficiencies are subject to the following action by the general superintendent with the approval of the board, after opportunity for a hearing: ...

(4) Reconstitution of the attendance center and replacement and reassignment by the general superintendent of all employees of the attendance center.

The Board’s School Performance, Remediation and Probation Policy provides in part:

That the Chicago Board of Education adopt a School Performance, Remediation and Probation Policy for the 2011-2012 School Year.

I. Purpose and Goals

This policy shall establish the standards and criteria for placing a school on Remediation or Probation for the 2011-2012 school year

based on assessments administered in spring 2011 and other performance data from prior school years. A school's accountability status from the 2010-2011 school year shall remain in effect until such time as the school is notified of their new status issued in accordance with this policy.

This policy sets out a systematic means for identifying schools in need of remedial assistance and increased oversight due to insufficient levels of achievement. Section 5/34-8.3 of the Illinois School Code provides for the remediation and probation of attendance centers and for the Chief Executive Officer to monitor the performance of each school using the criteria and rating system established by the Board to identify those schools in which: (1) there is a failure to develop, implement, or comply with the school improvement plan; (2) there is a pervasive breakdown in the educational program as indicated by various factors such as the absence of improvement in reading and math achievement scores, an increased drop-out rate, a decreased graduation rate, or a decrease in the rate of student attendance, or (3) there is a failure or refusal to comply with the provisions of the School Code, other applicable laws, collective bargaining agreements, court orders, or with applicable Board rules and policies.

The Board recognizes that an effective and fair school remediation and probation system considers student test score performance, student growth and progress trends. Therefore, this policy establishes a comprehensive system to assess school performance in order to identify, monitor and assist schools with low student test scores as well as schools with stagnant or insufficient rates of student improvement.

II. Scope of the Policy

All Chicago Public Schools ("CPS") shall be subject to this policy, except charter schools under contract with the Board. A charter school shall receive an accountability designation using the criteria hereunder for purposes of comparison to other CPS schools and public reporting. A decision to renew or revoke a school's charter is governed by the terms of a school's applicable performance agreement and accountability plan with the Board. Schools newly established by the Board shall receive an accountability designation after the third year of operation or at such time as adequate measures of student achievement become available.

III. Definitions

Remediation: An accountability designation assigned to schools where the Chief Executive Officer (“CEO”) determines that a school’s budget or any amendment thereto may compromise the implementation of the school’s No Child Left Behind Act (NCLB) Corrective Action measures or Restructuring Plan.

Probation: An accountability designation assigned to non-performing schools where the CEO determines, utilizing the criteria set out in this policy, that a school requires remedial probation measures as described in this policy, including increased oversight, to address performance deficiencies.

Good Standing: An accountability designation assigned to schools where the CEO determines, based on the criteria set out in this policy, that student performance and improvement meets or exceeds district standards.

Adequate Yearly Progress: School rating issued by the Illinois State Board of Education that identifies if students are improving their performance based on the established annual targets.

Achievement Level 1: Shall mean the rating for:

- an elementary School with a total performance score of thirty (30) or above or with at least 71% of the available performance points; or
- a high school that obtains a total performance score of twenty-eight (28) or above or with at least 66.7% of the available performance points.

Achievement Level 2: Shall mean the rating for:

- an elementary School with a total performance score of twenty-one (21) to twenty-nine (29) or with 50%-70.9% of the available performance points; or
- a high school that obtains a total performance score of eighteen and two-thirds(18.67) to twenty-seven and two-thirds (27.67) or with 44%-66.6% of the available performance points.

Achievement Level 3: Shall mean the rating for:

- an elementary School that obtains a total performance score of twenty (20) or below or with less than 50% of the available performance points; or

- a high school that obtains a total performance score of eighteen and one-third (18.33) or below or with less than 44% of the available performance points.

Value-Added: Shall mean the metric that assesses school effects on students' academic growth, controlling for student characteristics, grade level, and prior performance through a regression methodology. Academic growth is measured by the change in scale score points on the ISAT from one year to the next.

ISAT: means the Illinois Standards Achievement Test.

ISAT Composite: means the composite score from ISAT Reading, Mathematics and Science test results.

PSAE: means the Prairie State Achievement Examination.

PSAE Composite: means the composite score from PSAE Reading, Mathematics and Science test results.

EPAS: means the series of three assessments (Explore, PLAN and ACT) that are administered to high school students in the following order: (1) Explore - administered to high school freshmen, (2) PLAN

- administered to high school sophomores, and (3) ACT - administered to high school juniors. Freshmen On Track: Shall mean the percentage of first-time freshmen students who earn five credits in their freshman year and fail no more than one semester core course (English, Mathematics, Science and Social Science).

One-Year Drop-out Rate: Shall mean the percentage of students who drop-out in a given year who have not previously dropped out.

Membership Days: Shall mean the number of days that the students on a school's enrollment register should be in attendance.

Membership days will end for 8th and 12th graders on the date of graduation authorized by the Board and shall be adjusted for students with medically fragile conditions.

Attendance Rate: Shall mean the total number of actual student attendance days divided by the number of total student membership days.

Advanced Placement (AP) Class: Shall mean a college-level course approved by the College Board to be designated as AP in accordance with established requirements.

AP Exam: Shall mean the end of course exam established by the College Board that is administered upon completion of an AP Class.

IV. PERFORMANCE EVALUATION SYSTEM

A. Calculation of Score

Every school shall receive a performance score based upon its level of current performance, trend over time and student growth as described in Section V below. A school will be evaluated on each of the accountability indicators identified in Section V using best available data and will receive a score for each indicator as well as a total performance score that accounts for the school's overall performance on all accountability indicators. The total performance score will be used to determine whether a school qualifies for an Achievement Level 1, 2 or 3 rating. A school shall receive an accountability status hereunder whereby the school shall be identified as either on Probation, in Good Standing or in Remediation, as further described herein.

B. Determinations

1. Scoring Exceptions: Schools that do not qualify for all performance points hereunder due to the following circumstances shall have their Achievement level determinations based on the percentage of available points earned rather than the actual points earned: (a) if data for the two previous years is not available for a particular metric measuring change over time, the school will not get a score for that metric; (b) if data is available but not reliable due to no fault of the school, the Chief Executive Officer may remove the affected metric from consideration and the school will not get a score for that metric. ISAT and PSAE scores of students who are English Language Learners in program years 0-5 will not be factored into current status or trend scores hereunder.

2. Accountability Status Determination: A school with an Achievement Level 3 score hereunder shall receive Probation status. A school with an Achievement Level 1 score or an Achievement Level 2 score hereunder shall receive Good Standing status, except for the following which shall receive Probation status hereunder:

- a. A school that has not satisfied the following minimum ISAT or PSAE composite score requirement:
 - i. High School minimum 2011 ISAT Composite score - 50% meeting or exceeding state standards
 - ii. High school minimum 2011 PSAE Composite score - 10% meeting or exceeding state standards.
- b. A school that has not satisfied all applicable sustained academic improvement requirements set out in Section VII. as follows:

- i. A school with a prior Probation status must receive an Achievement Level 1 rating or Achievement Level 2 rating for 2 consecutive years to be removed from Probation; or
- ii. A school where the Board has taken an action under 105 ILCS 5/34-8.3(d)(2) or (4) must remain on Probation for a minimum of 5 years or until the school has made Adequate Yearly Progress for 2 consecutive years, whichever occurs later. Notwithstanding the foregoing, a school with Good Standing status may be placed in Remediation in accordance with Section IV.B.3.

3. NCLB School Improvement Status: For schools not on Probation but that have either “Corrective Action”, “Restructuring Planning” or “Restructuring Implementation” status under NCLB, the CEO reserves the right to place the school in Remediation status at any time if the CEO determines that the school’s budget or any amendment thereto may compromise the implementation of the school’s NCLB Corrective Action or Restructuring Plan.

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B. High School Indicators, Standards and Scoring

A high school may receive a total performance score ranging from zero (0) to forty-two (42). For the 2011-2012 school year, the current status, trend, and growth indicators and standards that determine a high school’s performance score shall be as follows:

1. One-Year Drop-Out Rate – 6 possible points

a. Current Status - A high school shall be evaluated on its one-year drop-out rate averaged from the two most recent school years. To determine current status, a school’s one-year drop-out rates from the 2009-2010 school year and from the 2010-2011 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

- 2% or less drop out in one year = 3 points
- 2.1% - 6% drop out in one year = 2 points
- 6.1% - 10% drop out in one year = 1 point
- More than 10% drop out in one year = 0 points

b. Trend – A high school shall be evaluated on improvement of its one-year drop-out rate. Improvement trend is determined by comparing the 2010-2011 rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2010-2011 one-year drop-out rate of more than 0.5%, points are earned as follows:

No reduction = 0 points

Reduction of at least 0.1 but under 1.0 percentage points = 1 point

Reduction of at least 1.0 but under 3.0 percentage points = 2 points

Reduction of at least 3.0 percentage points = 3 points

- Schools with a 2010-2011 one-year drop-out rate of 0.5% or less automatically earn 3 points regardless of improvement.

2. Freshmen On-Track – 6 possible points

a. Current Status – A high school shall be evaluated on its Freshmen On-Track rate averaged from the two most recent school years. To determine current status, a school's Freshmen On-Track rates for the 2009-2010 school year and the 2010-2011 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more on track = 3 points

60%-79.9% on track = 2 points

45%-59.9% on track = 1 point

Less than 45% on track = 0 points

b. Trend – A high school shall be evaluated on improvement of its Freshmen On-Track rate. Improvement trend is determined by comparing the 2010-2011 rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. The school shall receive points as follows:

- For schools with a 2010-2011 Freshman On-Track rate of 0%-89.9%, points are earned as follows:

No Improvement = 0 points

Improvement of at least 0.1 but under 2.5 percentage points = 1 point

Improvement of at least 2.5 but under 5.0 percentage points = 2 points

Improvement of at least 5.0 percentage points = 3 points

- Schools with a 2010-2011 Freshman On-Track rate of 90% or greater automatically earn 3 points regardless of improvement.

3. ACT Score – 6 possible points

a. Current Status – A high school shall be evaluated on its average ACT score. To determine current status, a school's average ACT scores for tests administered to students in Grade 11 during the Spring 2010 PS&A administration and during the Spring 2011 PS&A administration will be averaged. If two years of data are not available, one year of

data will be used. The school shall receive points towards its overall performance score as follows:

- Average ACT score is 20 or more = 3 points
- Average ACT score is at least 18, but less than 20 = 2 points
- Average ACT score is at least 16, but less than 18 = 1 point
- Average ACT score is less than 16 = 0 points

b. Trend – A high school shall be evaluated on improvement of its average ACT score. Improvement trend is determined by comparing the 2011 average ACT score with the average ACT score of the three previous years. If the school does not have three previous years of data, two years of data will be used. The school shall receive points as follows:

- For schools with a 2011 average ACT score of 0-22.9, points are earned as follows:

- No Improvement = 0 points
- Improvement of at least 0.1 but under 0.5 = 1 point
- Improvement of at least 0.5 but under 1.0 = 2 points
- Improvement of at least 1.0 = 3 points

- Schools with a 2011 average ACT of 23 or greater automatically earn 3 points regardless of improvement.

4. PSAE Reading Score– 2 possible points

a. Current Status - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE reading results averaged from the two most recent school years. To determine current status, the school's PSAE reading results from tests administered to students in Grade 11 in Spring 2010 and Spring 2011 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

- 70% or more meeting or exceeding = 1 point
- 50%-69.9% meeting or exceeding = 2/3 point
- 30%-49.9% meeting or exceeding = 1/3 point
- Less than 30% meeting or exceeding = 0 points

b. Trend - A high school shall be evaluated on improvement in the percentage of students **meeting or exceeding** state standards on PSAE reading. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 PSAE reading assessment, points are earned as follows:

No Improvement = 0 points

Improvement of at least 0.1 but under 2.5 percentage points = 1/3 point
Improvement of at least 2.5 but under 5.0 percentage points = 2/3 point
Improvement of at least 5.0 percentage points = 1 point

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 PSAE reading assessment automatically earn 1 point regardless of improvement.

5. PSAE Mathematics Score– 2 possible points

a. Current Status - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE mathematics results averaged from the two most recent school years. To determine current status, the school's PSAE mathematics results from tests administered to students in Grade 11 in Spring 2010 and Spring 2011 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

70% or more meeting or exceeding = 1 point
50%-69.9% meeting or exceeding = 2/3 point
30%-49.9% meeting or exceeding = 1/3 point
Less than 30% meeting or exceeding = 0 points

b. Trend - A high school shall be evaluated on improvement in the percentage of students **meeting or exceeding** state standards on PSAE mathematics. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 PSAE mathematics assessment, points are earned as follows:

No Improvement = 0 points
Improvement of at least 0.1 but under 2.5 percentage points = 1/3 point
Improvement of at least 2.5 but under 5.0 percentage points = 2/3 point
Improvement of at least 5.0 percentage points = 1 point

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 PSAE mathematics assessment automatically earn 1 point regardless of improvement.

6. PSAE Science Score– 2 possible points

a. Current Status - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE science results averaged from the two most recent school years. To determine current status, the school's PSAE science results from tests administered to students in Grade 11 in Spring 2010 and

Spring 2011 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

70% or more meeting or exceeding = 1 point
50%-69.9% meeting or exceeding = 2/3 point
30%-49.9% meeting or exceeding = 1/3 point
Less than 30% meeting or exceeding = 0 points

b. Trend - A high school shall be evaluated on improvement in the percentage of students *meeting or exceeding* state standards on PSAE science. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 PSAE science assessment, points are earned as follows:

No Improvement = 0 points
Improvement of at least 0.1 but under 2.5 percentage points = 1/3 point
Improvement of at least 2.5 but under 5.0 percentage points = 2/3 point
Improvement of at least 5.0 percentage points = 1 point
• Schools with 90% or greater of students meeting or exceeding state standards on the 2011 PSAE science assessment automatically earn 1 point regardless of improvement.

7. Attendance – 6 possible points

a. Current most recent school years. To determine current status, a school's attendance rates from the 2009-2010 school year and the 2010-2011 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

95% or more attendance rate = 3 points
90%-94.9% attendance rate = 2 points
85%-89.9% attendance rate = 1 point
Under 85% attendance rate = 0 points

b. Trend - A high school shall be evaluated on improvement of its average attendance rate. Improvement trend is determined by comparing the 2010-2011 attendance rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2010-2011 attendance rate of 0%-94.9%, points are earned as follows:

No Improvement = 0 points
Improvement of at least 0.1 but under 0.5 percentage points = 1 point

Improvement of at least 0.5 but under 1.0 percentage points = 2 points
Improvement of at least 1.0 percentage points = 3 points

- Schools with a 2010-2011 attendance rate of 95% or greater earn 3 points regardless of improvement.

8. Students Enrolled in AP or IB Classes – 3 Possible Points

Trend – A high school shall be evaluated on improvement in the percentage of its students enrolled in at least one AP or IB class. Improvement trend is determined by comparing the 2010-2011 enrollment percentage with the average percentage of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2010-2011 AP/IB enrollment rate of 0%-34.9%, points are earned as follows:

No Improvement = 0 points

Improvement of at least 0.1 but under 2.5 percentage points = 1 point

Improvement of at least 2.5 but under 5.0 percentage points = 2 points

Improvement of at least 5.0 percentage points = 3 points

- Schools with a 2010-2011 AP/IB enrollment rate of 35% or greater earn 3 points regardless of improvement.

9. Students Scoring 3+ on AP Exams or 4+ on IB Exams – 3 Possible Points

Trend – A high school shall be evaluated on improvement on the percentage of its students who are enrolled in AP classes that score 3+ on at least one AP exam, or are enrolled in IB classes that score 4+ on at least one IB exam. Improvement trend is determined by comparing the 2010-2011 AP/IB success percentage with the average percentage of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of AP/IB enrolled students scoring 3+ on AP exams or 4+ on IB exams in 2010-2011, points are earned as follows:

No Improvement = 0 points

Improvement of at least 0.1 but under 1.0 percentage points = 1 point

Improvement of at least 1.0 but under 3.0 percentage points = 2 points

Improvement of at least 3.0 percentage points = 3 points

- Schools with 90% or greater of AP/IB enrolled students scoring 3+ on AP exams or 4+ on IB exams in 2010-2011 earn 3 points regardless of improvement.

10. Students Making Expected EPAS Reading Gains – 3 possible points

Current Status - A high school shall be evaluated on the percentage of its students making expected gains in reading from one year to the next on the EPAS assessment series as follows:

Schools with an EPAS Reading Gains score at or above the 85th district-wide percentile = 3 points

Schools with an EPAS Reading Gains score at or above the 50th district-wide percentile, but below the 85th district-wide percentile = 2 points

Schools with an EPAS Reading Gains score at or above the 15th district-wide percentile, but below the 50th district-wide percentile = 1 point

Schools with an EPAS Reading Gains score below the 15th district-wide percentile = 0 points

11. Students Making Expected EPAS Mathematics Gains – 3 possible points

Current Status - A high school shall be evaluated on the percentage of its students making expected gains in mathematics from one year to the next on the EPAS assessment series as follows:

Schools with an EPAS Mathematics Gains score at or above the 85th district-wide percentile = 3 points

Schools with an EPAS Mathematics Gains score at or above the 50th district-wide percentile, but below the 85th district-wide percentile = 2 points

Schools with an EPAS Mathematics Gains score at or above the 15th district-wide percentile, but below the 50th district-wide percentile = 1 point

Schools with an EPAS Mathematics Gains score below the 15th district-wide percentile = 0 points

Finally, the role of the hearing officer, and manner in which he or she is to receive comments, are set forth in the **“PROCEDURES FOR PUBLIC HEARINGS ON PROPOSED SCHOOL CLOSURE, CONSOLIDATION, CO-LOCATION, PHASE-OUT, RECONSTITUTION OR REASSIGNMENT BOUNDARY CHANGE.”** Those Procedures state:

1. Upon considering to recommend to the Chicago Board of Education (“Board”) that a school be closed, consolidated with another school, co-located,

phased-out, reconstituted or subject to reassignment boundary change, an independent hearing officer shall be appointed consistent with 105 ILCS 5/34-230(f) to conduct a public hearing.

- a. The hearing will commence and conclude at the time designated in the notice of hearing;
- b. The hearing will be transcribed;
- c. The hearing officer will be solely responsible for conducting the hearing and will conduct the hearing in an efficient and impartial manner.

2. Chief Executive Officer's Presentation

- a. An attorney will present the Chief Executive Officer's proposal by making an opening statement and submitting evidence in support of the proposal to be considered by the hearing officer.
- b. The attorney may also introduce witnesses, who will present statements regarding the proposal. The hearing officer may ask the witnesses questions to clarify any statements they made.

3. Public Participation

- a. The hearing officer will receive relevant statements, comments, documents or written proposals from members of the public.
- b. All those wishing to comment on the matter being considered will be required to sign up to do so as provided in the notice of hearing.
 1. Registration must be made in person by the individual who will be commenting on the proposal; and
 2. An individual may not
- c. The hearing officer will determine the order of speakers.
- d. When called by the hearing officer to speak, the speaker shall proceed promptly to the microphone area where s/he will have two minutes to present his/her remarks and materials to the hearing officer.
- e. The total number of persons speaking at the hearing will be subject to the sole discretion of the hearing officer.
- f. The hearing officer may impose any other reasonable procedures or limitations necessary to ensure that the proceedings are orderly and efficient.

4. Hearing officer's Written Report

- a. Following the hearing the hearing officer will prepare and submit to the Chief Executive Officer a written report summarizing the public comments and the documents received at the hearing.

- b. The hearing officer’s report will also determine whether the Chief Executive Officer complied with the requirements of 105 ILCS 5/34-230 and the Chief Executive Officer’s Guidelines for School Actions.

SUMMARY OF THE EVIDENCE

Testimony Received at the Public Hearing

<u>Name</u>	<u>Affiliation</u>
Tara Grimm	Assistant Attorney, CPS

Ms. Grimm presented a binder containing documents prepared in support of the Proposal to Reconstitute CVCA School. She read into the record the Table of Contents and requested that the contents be admitted into the record. The request was granted. Ms. Grimm introduced speakers representing CPS.

Oliver Sicat	Chief Portfolio Officer, CPS
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Mr. Sicat addressed the reconstitution of CVCS. He testified as follows:
“I am the Chief Portfolio Officer for Chicago Public Schools. My primary responsibility is to develop and execute the strategic plan to meet our goal of ensuring all students, in every community, have access to high quality schools. I have been designated by the Chief Executive Officer, or “CEO,” to discuss his proposal to reconstitute Chicago Vocational Career Academy High School, hereafter referred to as “CVCA.” Reconstitution is commonly referred to as a turnaround. In a turnaround, students are not displaced. Rather, students remain enrolled at the same school, and the Board of Education authorizes a removal and replacement of the staff at the school.

CVCA is eligible for reconstitution under the Illinois School Code provision 105 ILCS 5/34-8.3 because it has been on probation for at least one year and has failed to make adequate progress to correct its academic deficiencies. In fact, CVCA has been on probation for ten consecutive years. You will hear testimony this evening from Amanda Casarjian, Data Strategist, detailing the academic performance of Piccolo. You will also hear a statement from Sean Stalling, Chief of Schools for the South Side High School Network, who will provide you with more information regarding the basis for the CEO’s proposal and the previous supports that the District provided to CVCA in an attempt to accelerate student achievement at the school. And lastly, you will hear a statement from Don

Fraynd, Officer for the Office of School Improvement who will describe how the Office of School Improvement's turnaround process occurs.

We understand that staff and families are concerned any time this kind of change is proposed. We take these decisions very seriously. When we ask the important questions around equity for all students district-wide, and around our ability to provide a better education for our students immediately, we strongly believe this reconstitution is in the best interest of our students. "

Amanda Casarjian

Data Strategist, CPS

Ms. Casarjian testified concerning data highlighting low academic performance of the District's remediation and probation policy. She testified as follows: "I am the Data Strategist for the South Side High School Network for the Chicago Public Schools. In this capacity I serve as the Network's expert in the use and understanding of school performance data. I have served as a researcher with the Chicago Public Schools since 2006.

I am appearing before you today to present specific data highlighting the low academic performance of Chicago Vocational Career Academy High School, hereafter CVCA. This data will be displayed on the PowerPoint presentation currently being shown.

The Board of Education has adopted policies setting forth the criteria for determining when a school is subject to being placed on probation and when it can be removed from that status. Specifically, the Performance Policy is the District's school accountability policy. Under this policy, each high school receives an annual rating based on its performance on a variety of student outcome measures, including standardized test scores, dropout rate, freshmen on-track data, Advanced Placement course enrollment and success, and student attendance. This rating is based on a point system. Points are received for the school's current level of performance, its improvement over time, and the growth of individual students from year-to-year on standardized assessments. There are 18 separate metrics on which schools are evaluated, each worth between one and three points, for a total of 42 available points. High schools that receive less than 44% of the total available points receive a Level 3 rating and are placed on probation.

CPS began using this structure for the Performance Policy four years ago. In all four years of the current structure, CVCA has been a Level 3 school. In the 2007-2008 school year, CVCA received 16.7 % of available points. In the 2008-2009 school year, it received 16.7% of available points. In the 2009-2010 school year it received 23% of available points. In the 2010-2011 school year, it received 26.2%

of available points. Prior to four years ago, CPS still had a policy determining a school's accountability status. CVCA has been on probation for the past ten consecutive school years. The notices of CVCA's Performance Policy status for the last four school years, which were sent to the CVCA principal, are included in the binder of documents that you have received.

The next few slides show performance metrics used in the Performance Policy for CVCA, the geographic network in which CVCA is located and the District over time. CVCA is located in the South Side High School Network. The term "geographic network" refers to the schools that are currently in the South Side High School Network, as well as high schools located within the community, but managed independently, such as charter schools. The reason for using geographic network in this calculation was to show how CVCA is performing compared to all other schools within its community. These slides demonstrate that the performance gap between CVCA and other schools in the geographic network and across the District has been persistent over time.

This slide shows the percent of students at CVCA, in CVCA's geographic network, and across the District who met or exceeded state standards on the Prairie State Achievement Exam, or PSAE. Between the 2007-2008 and 2010-2011 school years, CVCA's PSAE Composite Meets or Exceeds score, which is the combined result of the PSAE reading, mathematics and science assessments, has remained below 11% and was 4.2% in 2010-2011, compared to a geographic network average of 25.8% and a District average of 28.2%.

PSAE scores prior to 2007-2008 cannot be compared to more recent scores due to a change in the way in which the PSAE was scored in the 2007-2008 school year. However, scores from the ACT college readiness exam, which is one component of the PSAE, are more easily comparable over time. Average ACT score is also a metric used in the Performance Policy. ACT scores are reported on a scale from 1 to 36.

ACT scores presented here are taken from the PSAE administration only, meaning the average scores presented here may differ from averages that include additional administrations of the test. As you can see, CVCA's average ACT composite scores have historically been below the geographic network and District averages. In the 2010-2011 school year, CVCA's average ACT composite score was 14.3, compared to a geographic network average of 17 and a District average of 17.2. Over the past six school years, CVCA's scores have been, on average, 2.1 points below the geographic network average and 2.6 points below the District average.

The low performance on standardized tests at CVCA is consistent across subjects. In the 2010-2011 school year, CVCA's average ACT Reading score was 14.4, while the geographic network average was 17 and the District average was 17.1. Over the past six school years, CVCA's scores have been, on average, 2.2 points below the geographic network average and 2.6 points below the District average.

CVCA's average ACT Mathematics score in 2010-2011 was 14.7, while the geographic network average was 17.2 and the District average was 17.7. Over the past six school years, CVCA's scores have been, on average, 1.7 points below the geographic network average and 2.5 points below the District average.

CVCA's average ACT Science score in 2010-2011 was 15.2, while the geographic network average was 17.5 and the District average was 17.7. Over the past six school years, CVCA's scores have been, on average, 1.6 points below the geographic network average and 2.1 points below the District average.

CVCA's average ACT English score in 2010-2011 was 12.9, while the District average was 16.5, and the geographic network average was 16.4. Over the past six school years, CVCA's scores have been, on average, 2.9 points below the geographic network average and 3.1 points below the District average.

Another student outcome measure that is included in the CPS Performance Policy is the percentage of students making expected gains from one year to the next on the EPAS assessment series. EPAS, which stands for the Educational Planning and Assessment System, includes the EXPLORE test for freshmen, the PLAN test for sophomores, and the ACT test for juniors. The expected gain for each individual student is based on a national average of students with the same pretest score. Because this calculation controls for pretest performance, we are able to identify schools with low average attainment where student growth is rapid, and schools with high average attainment where growth is slow.

The percentage of CVCA students making expected gains has been consistently below the District and geographic network averages and has declined over time. CVCA's 2010 EPAS Gains score was 36.5%, compared to a geographic network average of 47.6%, and a District average of 48.8%. This means that more than 60% of students at CVCA did not meet expected growth targets on the EPAS series.

In addition to standardized test scores, the Performance Policy evaluates schools on attendance rate. In 2010-2011, CVCA's attendance rate was 69.3%, compared to a geographic network average of 83.9% and a District high school average of 83.7%. It is important to note that beginning in the 2007-2008 school year, high schools began taking attendance each period, as opposed to once per

day as had been the case. As a result, attendance rates for most high schools declined that year. Since that time, the CPS average has increased steadily and is now near the level it was before the change was made, while CVCA's attendance still remains significantly lower than it had been previously. With an attendance rate of 69.3% in 2010-2011, more than 30% of all instructional time at CVCA was missed by students.

Another important measure of school performance is the Freshmen On-Track rate, which measures the percentage of freshmen that are on-track to graduate by the end of their freshman year. A student is considered on-track if, by the end of their 9th grade year, they have earned at least five credits and have failed no more than one semester core course. The percent of freshmen on-track at CVCA in 2010-2011 was 44.1% compared to a geographic network average of 68.3% and a District average of 72.6%. This means that by the end of the school year in 2011, over 55% of CVCA freshman were not on-track to graduate within five years.

The next slide shows the five-year cohort graduation rate for CVCA. The five-year cohort graduation rate tracks each cohort of first-time freshmen over five years and measures the percentage of those students who graduate. For example, the five-year cohort graduation rate reported for the 2010-2011 school year reflects the percentage of students that started as freshmen at CVCA in the 2006-2007 school year that graduated by the spring of 2011.

As you can see, CVCA's 2010-2011 graduation rate was 49.5%, compared to a geographic network average of 59.6% and a District average of 58.3%. With a graduation rate of 49.5%, fewer than half of the students who entered CVCA as freshman in the 2006-2007 school year graduated by 2011.

To conclude, CVCA is on probation in accordance with state law and the Performance Policy. The school has low academic performance, this performance is consistently low across subject areas, and the school is not making significant progress in catching up to the District. "

Sean Stalling

**Chief of Schools, South Side High School
Network, CPS**

Mr. Stalling addressed the support provided to CVCA school. He testified as follows: " I am the Chief of Schools for South Side High School Network for the Chicago Public Schools. Chicago Public Schools are divided into Networks, previously known as Areas. Network offices are run by a Chief, previously known as the Chief Area Officer, and provide support and oversight for the schools assigned to them on behalf of the Chief Executive Officer. Chicago Vocational Career Academy High School or "CVCA" is within the South Side

High School Network and I am responsible for the support and oversight of CVCA on behalf of the Chief Executive Officer. I have been in this position since August 2011. Prior to becoming Chief Area Officer for Area 21, I was the Principal for Manley Career Academy. My responsibilities in that position included academic achievement and oversight of all functions of the school. I have a master's degree in educational leadership from National Louis University.

CVCA is located at 2100 E. 87th Street, Chicago, Illinois 60617 and currently serves 827 students in ninth through twelfth grade.

CVCA has demonstrated low academic performance across subject areas for the past ten years. In recent years, the gap between CVCA and other schools in the district and geographic network has been widening and the school is not making significant progress. Specifically, as Amanda Casarjian testified, CVCA has been on probation for the past ten consecutive school years.

Between the 2007-2008 and 2010-2011 school years, CVCA's Prairie State Achievement Exam ("PSAE") composite Meets or Exceeds score, which is the combined result of the PSAE reading, mathematics and science assessments, has remained at or below 10 percent and was 4.2 percent in 2010-2011, compared to a geographic network average of 25.8 and a District average of 28.2 percent.

Moreover CVCA's average ACT composite scores have historically been below the geographic network and District averages. In the 2010-2011 school year, CVCA's average ACT composite score was 14.3, compared to a district average of 17.2 and a geographic network average of 17. Accordingly, the Chief Executive Officer is recommending the closure of CVCA.

Through my review of the CVCA School Improvement Plans, located at tab 12(a) and 12(b) in the evidence binder, information I have gained from Network staff, my own knowledge of the District's initiatives, and my work with CVCA since 2011, I am aware of how the District has supported CVCA during the last several years with the following programmatic, professional development and mentoring supports:

- First, since CVCA has been on probation, the district has provided oversight of its discretionary budget to ensure funds are allocated in line with the goals for improved student outcomes. This is done through the School Improvement Plan for Advancing Academic Achievement otherwise known as SIPAAA. Copies of the SIPAAA for the last two school years are located in your binder at tab 12(a) and 12(b). The SIPAAA is created with input from data and several stakeholders to identify the key areas where the school needs improvement, plan

interventions to support the school, and allocate funds accordingly. The Chief not only provides input in the creation of the SIPAAA, but also approves the SIPAAA upon completion. The Board of Education also approves the SIPAAA. Copies of the Board Reports adopting the last two years of SIPAAAs for CVCA is located in your evidence binder at 12(a) and 12(b).

- Second, for the 2010 - 2012 school years, the District provided the school with support to the students with the lowest achievement by providing time and resources for these students to work on a one-to-one basis with teachers and tutors. Additionally, the district invested in high interest reading and math materials as well as on-line computer instruction for lowest achievers. "High interest" reading and materials refers socially and culturally relevant materials that are designed to capture, connect and engage students in the curriculum. For example, "high interest" topics may incorporate a favorite singer, actress or basketball player that students can identify with. Additionally, the District invested increasing student achievement of College Readiness Skills through after/before school tutoring; online ACT Prep; on-going Professional Development for teachers; curriculum revision sessions; the hiring of a literacy consultant to train teachers and literacy team to implement reading/writing strategies across the curriculum; and training in data driven instruction. Despite these supports, CVCA's PSAE composite meets/exceeds score remained more than 17 percentage points below the district average.
- Third, CVCA received the district's Smaller Learning Communities or "SLC" programming and grant funding through the U.S. Department of Education. SLC is a whole school model that programmatically and physically redesigns a high school into small aligned groups of students and teachers creating a supportive and academically enriching environment and empowering teachers with skills to provide effective personalized instruction to increase academic success for students. SLC is a five-year grant. The program began at CVCA with a freshman SLC program and a grade 10 thorough 12 SLC program during the 2006-2007 school year. CVCA received grant funds to implement the SLCs and received assistance with implementation in the form of SLC coaches and professional development.
- Fourth, the Network provided CVCA staff with coaching to develop Instructional Leadership Teams or ITLs and facilitate instructional leadership. ITLs are important mechanisms for systematic school-wide instructional improvement demonstrated by research that has linked strong instructional leadership to improvements in student achievement.

ILTs reviewed feedback from Literacy/Learning Walks conduct bi-weekly in all core classes and made recommendations for improvement to departments.

- Fifth, the Network instructional coach provided support and assistance to a subset of CVCA teachers most in need of additional support in an effort to improve instruction. The instructional coach was guided by an instructional framework created by the Network.
- Sixth, over the last two years, the District provided CVCA with funds to institute a school-based Culture of Calm Program. This is a program which works toward reducing violence and on improving attendance of students. Despite these interventions, attendance has remained low.
- Finally, in 2010 the Board conducted a Principal Removal Hearing and removed the then-principal of CVCA in the hopes that a new leader would increase the academic achievement of students. Currently, CVCA's new leader has made progress in improving the school culture and academic performance. However, the CEO feels that a turnaround is necessary in order to give CVCA a fresh start and the necessary resources and support to ensure the future academic success of its students.

Despite these supports, CVCA has not adequately improved student outcomes. In fact, in recent years the gap between CVCA and other schools in the district has been widening and the school is not making significant progress. Furthermore, based on my observations of the school since August, in my opinion as an educator, CVCA is failing to improve the achievement of its students at a sufficient rate and immediate action is needed to provide students with better educational opportunities. Accordingly, the Chief Executive Officer is recommending that CVCA be turned around. My colleague, Donald Fraynd, will testify next to provide more information about the strategies and successes of the Office of School Improvement's Turnaround Model. The Chief Executive Officer believes that turning around CVCA will accelerate student achievement.

In conclusion, CVCA has demonstrated consistently low academic performance and the CEO believes that this proposed turnaround will provide CVCA students with better educational opportunities.

Don Fraynd

Officer of the Office of School Improvement

Mr. Fraynd addressed strategies used in turnaround schools. He testified as follows: "I am the Officer for the Office of School Improvement within the

Chicago Public Schools. I have been working on school turnaround with CPS since 2008 and I have a doctorate in educational leadership and policy analysis from the University of Wisconsin at Madison, 11 years experience as a high school teacher and principal and have spent 3 full years doing research in school reform and best practices for struggling schools. In the last three and a half years, I have worked extensively on the turnarounds of Harper High School, Fenger High School, Fenger Achievement Academy, and Marshall High School.

Today, I am here to provide you and the public with information on the turnaround strategies we will implement at Chicago Vocational Career Academy (“CVCA”) if the proposed turnaround by reconstitution of the school is approved by the Board of Education.

Schools like CVCA that have been placed on academic probation for a number of years due to persistently poor academic performance create a situation that leaves thousands of our students without a bright future. The CEO’s goal, in these situations, is to “turnaround” those schools so that its students will achieve academic success that will prepare them to lead productive and fulfilling lives in post-secondary education and ultimately, in the workplace and their communities.

The Office of School Improvement’s turnaround model is based on the belief that well-organized and tightly managed schools, strong family and community involvement, highly-skilled and strongly committed educators, and engaged students can overcome poverty-driven deficits.

CVCA has a proud history in the City of Chicago. At one time, CVCA was a powerhouse for vocational training, built from its aviation program implemented during and after World War II. However, over the past decade, CVCA has academically declined. The school has been on probation for 10 consecutive years; CVCA trails other schools in their community; and CVCA scored 21.6 percentage points below the geographic network average on the Prairie State Achievement Examination. The students at CVCA are in a low-performing school and these students need access to a better school now.

Many people care deeply about the future success of CVCA. We stand ready to partner with students, parents, alums, civic leaders, and community members to make CVCA a model urban school. The Chief Executive Officer believes that reconstitution at CVCA is necessary to give CVCA the clean slate and the restart it needs for turnaround strategies to succeed.

To effectively turnaround a school with persistently poor academic achievement, we need to work closely and collaboratively with parents, students, and invested

community members to implement our comprehensive turnaround model. Our model contains strong evidence-based strategies that are built on local and national expertise. Turnaround efforts are multi-year efforts, in which some strategies are implemented incrementally to ensure that they are rigorous and adapted well to the school. In fact, Freshmen entering OSI turnarounds are now 68% more likely to stay on track to graduate. And, over the last couple of years, students who struggle with reading have advanced 2-3 years of growth in one year as a result of turnaround intensive reading interventions. The strategies of the OSI turnaround model include:

1. Permitting students to stay in place and return to the school the following school year, thereby increasing the chances of a higher quality educational experience for those currently in the school.
2. Conducting multiple meetings with community groups and parents to ensure that they are aware of the school's issues, and help to make decisions for the future of the school in a collaborative effort that pulls together the energies of multiple stakeholders.
3. Conducting a rigorous, inclusive and fair hiring process for new staff that includes extensive resume review; group interviews; a sample lesson; interviews by parents and students; and reference checks, which ensure that we make every effort to find the highest quality staff to help power the turnaround effort. With respect to the hiring process for CVCA, in addition to a national search for new talent, we invite current CVCA employees to apply for positions beginning in the Fall of 2012.
4. Investing resources in physical upgrades in the school so that students return to an environment that communicates that it is a new day and a new start.
5. Procuring new learning resources, new curriculum programs, new computers / software, and a wealth of new programs to help build a healthy climate and culture in the school. A special emphasis will be placed on meaningfully blending technology into the classroom.
6. Providing resources to address mental health issues such as an advisory program with social-emotional learning opportunities and supports such as anger control and trauma recovery counseling groups.
7. Restoring order to the school by training staff extensively in classroom management techniques; discipline programs; tracking data on the

- conditions of classrooms; and continuously coaching teachers in how to improve classroom management skills.
8. Training staff in a new and more effective curriculum including programs for off-pace readers, credit recovery, and a new emphasis on teaching the skills present in the ACT test.
 9. Ensuring that existing students who are under credited, are placed in appropriate educational environments to meet their needs. We find many students in a new turnaround school who unfortunately, only have enough credits to classify as a freshman or sophomore, but are in their fourth or fifth year at school. OSI will work with each student to develop a plan that best fits their needs. We also find many students who are deficient in a smaller number of credits and we give those students the opportunities they need to recover through online self-paced programs and flexible options.
 10. Revitalizing the career and technical education programs that have been so important to the CVCA community. A smaller number of highly promising programs will be improved to give students the opportunity to achieve job-based certifications upon completion.
 11. Ramping up and improving placement services to assist students in selecting a college or career program
 12. Focusing management on student achievement by using data to ensure that academic, social emotional and behavior goals are met.

The Office of School Improvement has used its turnaround model in 5 schools that are now at various phases in the process. We have learned a great deal and will continue our steadfast focus on improving our model moving forward.

On the high school side, we have already directed the turnaround efforts at 3 schools with challenges and demographics similar to CVCA. Two specific examples from these schools include:

- ✚ Marshall, our newest turnaround high school, had no students in the hallways during classes on day 1, no small feat when looking at the hallways in the past. Marshall saw a 22% increase in attendance rates in 2010-2011 from attendance rates in 2009-2010. Marshall also had the highest PLAN to ACT growth in the district for students starting at their level which is nearly identical to the starting level of CVCA students.

- ✚ Harper High School is in its fourth year of turnaround. We are very pleased with its results to date. In its first year of turnaround, Harper's attendance rate increased by 15%, incidents of serious student misconduct significantly decreased, and the freshman on track rate was one of the district's highest in year-to-year growth, posting an 18% increase. One year into the multi-year turnaround process, Harper's scores on the PSAE showed a 3 point jump in reading and nearly a 2 point jump overall. In the most recent year, Harper raised its percentage of students meeting/exceeding state standards on the PSAE by ten percent as compared to pre-turnaround, outpacing the district growth average substantially.

Students at CVCA will benefit greatly from turnaround. We will work hard to ensure the same concrete student outcomes that we have in our other schools.

Alderman Michelle Harris 8th Ward

Alderman Harris stated that she is a former graduate of CVCA. Under Principal Miles, the school made great gains, but the next principal did not experience success. The staff is hard working and gave their best. She asks that the staff be given great consideration through this process. The staff understands the community and its social needs. The staff works twelve hour days, and spends personal money for supplies, soap and food for students. Alderman Harris will support the turnaround, and hopes that the community can keep the best of the best educators.

Cathy Cunningham Teacher

The turnaround does not benefit students. Ms. Cunningham works with special education students and the school has a large special ed population. The school is a community and the students need stability. Attendance this year is 83%. If CVCA were given more resources, they could produce better results.

Tovis Ingram Teacher

Teachers are dedicated at CVCA. Test scores have fluctuated, but there have been some successes. CVCA is not a selective enrollment school. If CVCA had the same resources and support that selective schools have over the past ten years, it would not be on probation. The school used to have 20 vocational classes and now there are only 5 left. Attendance has improved. The school has already turned around without firing everyone. (submitted newsletter)

Shapira Hicks

Student

Teachers and staff are helpful in many ways and teachers push students to improve. CVCA has inspired her to wake up in the morning ready to learn.

Pastor Roy Franklin

Compassion Baptist Church

Pastor Franklin is a youth pastor near CVCA. Important factors in working with youth are their confidence in leadership, if they feel safe, and can they take pride in their school. Principal Maclin has helped improve attitudes of the student body and discipline is better.

Tawanda Perkins

President, CVCA Alumni Assoc.

Alumni are vested and committed to CVCA and have actively partnered with the administration and staff to support and assist at CVCA. Significant progress has been made, and overall attendance averages of 3%. Freshmen-on-track rate is at 86%. ACT prep is offered to all students.

Beatrice Jasper

President of CVCA class of 1976

Ms. Jasper read a statement from the alumni, supporting the teachers, staff and administrators for their continued efforts to provide academic studies to students. They request that CVCA be removed and exempt from any processes pertaining to turnaround, closing, charter, or privatization. They ask that an assertive effort be made to equip the school with the necessities to teach.

Tracy Johnson

Parent

Ms. Johnson is on the PAC and is the LSC chairperson. CVS has a rich history. There has been a positive change since September 2011. The principal and staff are meeting the academic needs of students. She asks that CPS give CVCA the tools to continue to improve.

Otha Miller

LSC, and Former staff

If the past ten years are compared to the past six months, it will be evident that CVCA has already turned around under the current administration. Attendance, behavior and performance have all improved. Freshmen-on-track is currently 75%. Sophomores on pace is 82% from last year's 50.6%. Juniors on pace is 90% from last years' 50%. The award winning culinary came in first place in a recent

competition with 19 high schools in Chicago. There has been a reduction in discipline problems.

Estellvenia Sanders CVCA Interpreter, Teacher

The school has come a long way since Mr. Maclin has become principal. Freshmen and sophomores are now on track as are juniors and 96% are graduating. She asks that CPS not turn CVCA around, but let them go forward.

Joyce Ingram

Use the transformation model but keep teachers in place. CVCA has already started the transformation process. African-American and Hispanic children are targeted for turnaround. Other schools that have been turned around are no better off. Scores at Fenger have dropped. Harper has not improved, Marshall has not improved, Phillips has not improved, Orr has not improved. Seniors at CVCA have received over a million dollars in college scholarships as of January. CVCA has already shown more improvement than any school that has been turned around. The community staff, students, and administration will work together and are committed to improvement.

John Kugler Teacher

Mr. Kugler was a teacher at Hyde Park Career Academy. Mr. Kugler stated that he is an expert and knows what happens when a school is turned around. People in suits are trying to make decisions for people in the schools. Representative Soto has sponsored a bill that deems these hearings as false. There has been no security assessment.

Joni Ann Jones-Chaney Teacher

The data presented did not reflect the achievement academy. In 2006, CPS mandated that CVCA enroll over 200 students who were deemed undesirable with stanines of zero, one, two and three. The scores presented from 2006 to 2011 included scores from students that came in failing and no resources were provided.

Matthew Luskin Parent

Alderman Harris rightly recognized the chaos created by three principals in three years. People with a connection with the history of this community and school will be gone. The dedicated parents on the LSC will be removed. The data presented showed an improvement in the last two years of 57%. For seven

of the eight years shown on the presentation , CVCA's graduation rate was significantly higher than the District's graduation rate. Turnaround results in declines in enrollment. Fashion, machine shop, graphic art, computer system network, computer repair, copier repair, aviation repair, performing arts, sheet metal, HVAC, welding, electronics were all cut from the school.

Annette Robinson Teacher

Ms. Robinson believes children are our future and anything is possible.

Leandres White Teacher

Ms. White has spent three decades at CVCA. She asks for data showing progress made by previously turned-around schools. The swimming pool has not been cleaned in ten years. The school has lost coaches and shop teachers. CVCA has cosmetology, culinary, nursing, radio and T.V. Mr. Maclin has helped the school progress in a very short time.

Andre Morgan Teacher, V.P. of Alumni Assoc., LSC

Mr. Morgan is from the class of 1975. In the last six months, test scores, attendance, and morale have increased as well as school spirit. The staff has remained the same. CVCA has surpassed other turnaround schools. The tradition is vocational education and the school needs their shops back.

Patricia Breckenridge CTU, Reading Clinician

School Choice and High Stakes Testing has not been proven successful. CVS is a victim of unfounded reform. CREDO at Stanford shows that charter public schools perform worse than traditional public schools, 30% of the time. AUSL schools are not outperforming all schools slated for closing. Schools are underfunded. Parents have to bus children 40 to 50 blocks away. High poverty is the highest correlation to underperforming students. Readiness is an important concept in education and students are not on reading level. Staff should not be punished. Nationwide standards should be implemented in all school systems. At-risk minority schools don't have the resources to compete, and staff should not be blamed.

Walter Ingram Former student, CVCA

CVCA used to require a test for enrollment. Currently students are not up to grade level and there are no resources to address this problem. There are no truant officers to address attendance problems. CVS need the resources.

Drunita Steward

Former Teacher

Other schools have been turned around and have not been successful. CVS has started its own turnaround and has improved in attendance and on freshmen-on-track. She asks that current administration be given a chance.

Zena Gillett

Senior, CVCA

Ms. Gillett has encountered three different principals, but the current one has turned the school around. Teachers have provided love and support. She asks that CPS staff come to see the school and the changes made.

Alvin Jones

Senior, CVCA

There is a connection from janitors to the principal with students. New staff will not know anything about students. Teachers stay until 5:00 or come on Saturday to help. The shirt Mr. Jones is wearing was given to him by a teacher.

Matthew Covington

Junior, CVCA

This student is president of Horticulture and president of FFA. He has had to make adjustments over the past few years because of changes in the school. Over the past six months, the school has transformed, concentrating on attendance, performance and behavior. There are monthly town hall meetings with students and there are awards for perfect attendance and good grades. It looked like the Board cared when they sent Mr. Maclin, but now CPS is proposing to take him away. The school has already turned around.

Maurice Jones

Former Student

Mr. Jones supports the turnaround, but it is not fair to the new principal. Ms. Steward was a teacher that kept him from dropping out and Ms. Harvel helped him graduate. But some of the teachers may need to be changed.

Reverend Dr. Phillip Cusic

For 14 years, he has been a pastor in the South Shore Community and has noticed a remarkable change at CVCA. Last year, there were policemen on horses and volunteering was not encouraged, but it is different today. Mr. Maclin has made significant changes in just six months.

Carol Caref

Former Teacher

Ms. Caref heard CEO Brizard on WBEZ and he said that the hearings were not changing his mind. She hopes it will be different tomorrow. CVCA will teach students who are under achieving, but they need resources. CVCA is punished because students were sent there that other schools would not take. CVCA lost many programs, some in the middle of the school year. The teachers there love the students and should stay. CPS should take some responsibility for failures.

LaMarr Johnson

Former student

Mr. Johnson is a labor market specialist for Illinois Department of Employment Security. He asks CPS if they have talked to the students.

Rosita Chatonda

**Subcommittee Chair, Education Committee,
NAACP**

Ms. Chatonda is founding president of Chicago Alliance of Urban School Educators and on the South Shore CAC and lives down the street from CVCA. Communities are losing historical memory and being gentrified. Ten percent loss of African-American teachers is a result of the closings.

Byron Sigtor

Teachers for Structural Justice

Mr. Sigtor is here for solidarity for the community, teachers, and students of CVCA. The data shows failure and incompetence of CPS to bring quality education to brown and black communities. He encourages CPS to spend less time making PowerPoint presentations and more time knowing their communities and students and supporting children, teachers and good principals.

Frances Rivera

Parent

Ms. Rivera stated that turning around a school is a tough decision. She supports a full day of school. CPS should get rid of teachers and staff that are not performing. Parents should get more involved.

Anthony Flores

Community Resident

Mr. Flores is a student at UIC. CVCA needs more than what it currently has. The school has been on probation for ten years and 30% of freshmen are on track

to graduate. Students will not be relocated. They will have access to a fresh curriculum and proven methods that have improved schools across the city.

Summary of Documents Received

Documents Submitted By CPS

The CEO, through the Law Department, submitted several documents to the hearing officer that were received and made a part of the record in this case.

Those documents included:

- 1) Copies of the notice letters advising of the hearing sent to the school communities including the Principals, LSCs, parents, and teachers and staffs, and an affidavit regarding the same;
- 2) Internal communications Electronic mail to CPS School-based staff;
- 3) The Board's Policies on Performance;
- 4) The Procedures for the Hearing;
- 5) A copy of the relevant statutory provisions;
- 6) The CPS witnesses' written testimony and related Power Point presentation.

Documents Submitted In Opposition To the Turnaround of CVCA School

Several documents were submitted to the hearing officer that were received and made a part of the record in this case. Those documents included:

- 1) Printouts from the CPS website reporting academic progress for Marshall High School, Orr High School, Fenger High School, and Phillips High School;
- 2.) Sun Times news article printed 1/25/12 regarding stipends;
- 3.) CVCS pamphlet;
- 4.) Southeast Chicago Observer for 1/26/12 featuring CVCS's culinary success;
- 5.) CVCS Newsletter dated 1/30/12;
- 6.) Handwritten note from Dr. James Collum, President of SE Calumet Heights Homeowners Association with mission statement;
- 7.) Letter to Mr. Brizard and Mr. Vitale dated 2/3/12 from Dr. Patricia Breckenridge;

- 8.) Response to Tribune Article 1/26/12 by Senator Iris Martinez and Representative Cynthia Soto;
- 9.) Chicago Educational Facilities Task Force record of Action from 1/12/12 meeting including findings that the process for the 2012-13 proposed school actions is not consistent with the intent and language of the law and included the findings in the report to the General Assembly, Governor, CPS Board and the mayor;
- 10.) LSC unofficial notes for 12/20/11 meeting;
- 11.) Article from True Star Magazine about CVCA's culinary success.

STATEMENT OF FINDINGS

1. Proper notice of the Public Hearing was given as required by Illinois law and the Procedures for Hearings on Proposed School Closure, Consolidation, Co-Location, Phase-Out, Reconstitution, or Reassignment Boundary Change. The purpose of the Public Hearing was to give representatives of the Chief Executive Officer ("CEO"), members of the local school council, parents, students, members of the school's staff, the principal, representatives of the Chicago Teachers' Union, and interested members of the public, an opportunity to comment on the CEO's proposal to Turnaround CVCA High School via Reconstitution.

2. On Friday, February 3, 2012, a public hearing was held at the Board of Education, 125 South Clark, Chicago, Illinois. The public hearing required to be conducted prior to reconstituting a school has taken place in this case, and all of the other aspects of the applicable Board's Policies have been fully complied with.

3. Under the statutory scheme contained in Section 5/34-8.3 (d) of the Illinois School Code, the CEO and the Chicago Board of Education are granted

the authority to take certain corrective measures with respect to schools with academic deficiencies. One of those measures is placing schools on probation, which allows the CEO and the Board to take additional corrective actions intended to correct the school's academic deficiencies. Any school placed on probation is subject to several courses of action by the CEO, with the approval of the Board, after an opportunity for hearing. Section 5/34-8.3 (d) (4) specifically includes "Reconstitution of the attendance center and replacement and reassignment by the general superintendent of all employees of the attendance center" as an action available to the CEO in said cases.

4. CVCA is located at 2100 East 87th Street, Chicago, IL. 60617 and currently serves 827 students, grades ninth through twelfth grade.

5. If approved by the Board of Education of the City of Chicago, the following would occur as a result of the reconstitution of CVCA School: All students currently enrolled in CVCA or eligible to enroll in CVCA this coming fall would continue as students at the school; All staff including the faculty would be removed and replaced; CVCA and its new administration and staff would be supported by the Academy for Urban School Leadership (AUSL).

6. In July of 2010, the CEO published criteria for identifying low performing schools as candidates to be placed on remediation or probation with additional corrective measures. Schools that were placed on Probation that failed, after one year to make adequate progress in correcting deficiencies may be subject to reconstitution of the attendance center and replacement and

reassignment by the CEO of all employees of the attendance center. In 2007-08 school year, CVCA received 16.7% of available points on the Performance Policy, 16.7% in 2008-09, 23% in 2009-10 and 26.2% in the 2010-11 school year. CVCA has been on probation for the past ten consecutive school years.

7. Prairie State Achievement Exam scores (PSAE) are used as a part of the High School scoring in the CPS Performance Policy. Between the 2007-2008 and 2010-2011 school years, CVCA's PSAE Composite Meets or Exceeds score, which is the combined result of the PSAE reading, math and science assessments, has remained below 11% and was 4.2 % in 2010-2011, compared to the District average of 28.2%.

8. Average ACT scores are also a metric used in the Performance Policy. ACT scores presented at the hearing were taken from the PSAE administration only. CVCA's average ACT composite scores in 2010-2011 were 14.3 compared to a District average of 17.2. Over the past six school years, CVCA scores have been an average of 2.6 points below the District average. CVCA's average ACT reading score was 14.4 while the District average was 17.1 and over the last six school years, has been 2.6 points below the District average. CVCA's average ACT math score in 2010-2011 was 14.7 while the District average was 17.7 and over the past six school years, has been 2.5 points below the District average. CVCA's average ACT science score in 2010-2011 was 15.2 while the District's average was 17.7 and over the past six years CVCA's scores have been 2.1 points below the District average. CVCA's average ACT English score in 2010-2011 was

12.9 while the District Average was 16.5 and over the past six school years, has been 3.1 points below the District average.

9. An additional student outcome measure included in the CPS Performance Policy is the Educational Planning and Assessment System (EPAS). The percentage of CVCA students making expected gains has been consistently below the District average and has declined over time. CVCA's 2010 EPAS Gains score was 36.5% compared to a District average of 48.8%. More than 60% of CVCA students did to meet expected growth targets.

10. CPS Performance Policy also evaluates attendance. In 2010-2011, CVCA's attendance rate was 69.3% and the District average was 83.7%. (Beginning 2007-09, high schools began taking attendance each period resulting in a decline for most high schools that year. Since that time, CPS average has increased and is now near where it was previous to the change, while CVCA still remains significantly lower, with more than 30% of all instructional time missed by students).

11. Another measure of school performance is Freshmen-on-Track rate, measuring percentage of freshmen-on-track to graduate at the end of their first year, meaning they have earned at least five credits and have failed no more than one semester core course. The percent of freshmen on track at CVCA in 2010-2011 was 44.1 % compared to a District average of 72.6%. 55% of CVCA freshmen were not on-track to graduate within five years in 2011.

12. CVCA's 2010-2011 graduation rate was 49.5% compared to a District average of 58.3%. Fewer than half of the students entering CVCA as freshmen in 2006 graduated by 2011.

13. The District has supported CVCA during the last several years with professional development and mentoring such as:

- Provided oversight of the discretionary budget to ensure funds were allocated in line with goals for improved student outcomes through the School Improvement Plan for Advancing Academic Achievement (SIPAAA)
- Provided a one-to-one basis with teachers and tutors for low achieving students; invested in high interest reading and math materials and on-line computer instruction.
- CVCA received the District's Smaller Learning Communities (SLC) programming and grant funding through the U.S. Department of Education beginning in 2006-2007 school year.
- The Network provided CVCA staff with coaching to develop Instructional Leadership teams and facilitate instructional leadership
- Provided support to a subset of CVCA teachers most in need of additional support.
- Provided CVCA with funds for a school-based Culture of Calm program to reduce violence and improve attendance
- Removed the principal in 2010 and provided a new leader.

14. In spite of the additional measures afforded to the staff at CVCA School, students have continued to perform below standards set by both the State of Illinois and the Chicago Public School system as a whole.

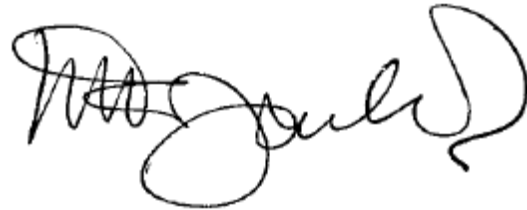
15. Illinois law, and all the Chicago Public School Policies and Guidelines applicable to the CEO's proposed action in this case have been complied with in their entirety, specifically including, but not limited to the School Performance Policy for the 2011-2012 school year.

Recommendation

The Hearing Officer hereby recommends that the Board approve the CEO's Proposal to Reconstitute CVCA High School.

FURTHER THE HEARING OFFICER SAYETH NOT.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Margaret C. Fitzpatrick". The signature is fluid and cursive, with a large initial "M" and a distinct "F" at the end.

Margaret C. Fitzpatrick
Hearing Officer

February 10, 2012