

**For the Proposed Phase-Out of Richard T. Crane Technical
Preparatory High School****I. Introduction**

Chicago Public Schools (CPS) is committed to ensuring that every student, in every community, has access to high quality schools in order to graduate college and career ready. This means we must put our students' needs first, make difficult decisions, and act now to ensure that our communities have better educational opportunities. CPS is proposing school actions (including closures, consolidations, reassignment boundary changes, phase-outs, and co-locations), along with significant investments to improve our schools in the communities that need better opportunities the most.

In order to ensure a quality education for students in the Near West Side community, we are proposing a school action to phase-out Richard T. Crane Technical Preparatory High School (Crane). Current 9th, 10th, and 11th grade students will continue to attend Crane for the 2012-2013 school year. This action would reassign the boundary of Crane for incoming ninth grade students to Wells Community Academy High School (Wells), John Marshall Metropolitan High School (Marshall), Manley Career Academy High School (Manley), or David G. Farragut Career Academy High (Farragut). The transition plan outlined below summarizes the proposal, identifies the academic, social, emotional, and safety supports that will be provided to impacted students, and explains the process for commenting on the action and obtaining more information.

It is important to note that the below transition plan is subject to change based on input from parents, schools, and community members. CPS welcomes this input and hopes that the feedback provided will assist in preparing for a smooth transition should this proposal be approved by the Board.

II. Summary of Proposed Action

Crane is a neighborhood attendance area high school located at 2245 W. Jackson Boulevard within the Near West Side community and the West Side High School Network of CPS. Crane HS and Achievement Academy currently serve 638 students 9th through 12th grades.

CPS is proposing to phase-out Crane based on the school's chronic academic failure and the need for higher quality educational options for students in the Near West Side community. The proposed phase-out meets the academic criteria of the Chief Executive Officer's Guidelines for School Actions: Crane has received the lowest performance level (Level 3) on the CPS Performance Policy (Board Report 10-0728-PO4) for at least two consecutive years, had a 5-year cohort graduation rate below its geographic network average in 2010-11, and scored below the 25th percentile on the trend and growth component of the Performance Policy in 2010-11. More specifically, Crane has achieved the lowest performance rating, Level 3, every year since the Level 3 rating was introduced four years ago. The school's 5-year cohort graduation rate is 48.0%, and its trend and growth scores are in the 3rd percentile of all schools subject to the CPS Performance Policy.

If this proposal is approved, Crane's attendance area boundary will be changed to decrease its grade offerings by one grade per year until the end of the 2014-2015 school year. Current 9th, 10th, and 11th grade students will continue to be assigned to Crane for the 2012-2013 school year.

Incoming ninth grade students residing in the current Crane attendance area will be assigned to Wells Community Academy High School (Wells), located at 936 North Ashland Avenue, John Marshall Metropolitan

High School(Marshall), located at 3250 West Adams Street, Manley Career Academy High School (Manley), located at 2935 West Polk Street, or David G. Farragut Career Academy High (Farragut), located at 2345 South Christina Avenue. This means that either Wells, Marshall, Manley, or Farragut, depending on the student's home address, will be the new neighborhood school for incoming ninth grade students living in the Crane boundary for the 2012-2013 school year. Please see Appendix B for a map further explaining the proposed boundary reassignment.

The Crane Achievement Academy Program will be closed at the end of the 2011-2012 school year. Students currently enrolled in the Crane Achievement Academy who complete the two-year program at the end of the 2011-2012 school year will matriculate into Crane High School. Students who have completed one year of the two-year program will be given an alternative placement based on an individualized transition plan that will take into account skill level, home address, and other factors. Elementary students who qualify for an achievement academy placement who would normally attend Crane Achievement Academy for the Fall of 2012 may enroll at Clemente Achievement Academy High School, located at 1147 North Western Avenue.

III. Safety and Security

CPS has consulted with its Office of Safety and Security (OSS) regarding potential safety and security issues related to the proposed phase-out of Crane and is prepared to address any safety and security challenges that arise in this community. If this proposal is approved by the Board, OSS will work together in partnership with local community groups, elected officials, other sister agencies, and the Chicago Police Department, specifically with the Commander of the Twelfth Police District, to ease the transition of students to a changed school environment.

If the proposed action is approved by the Board, CPS will continue to provide safe passage supports to ensure the safety of all students and staff traveling to school. Safe passage workers wear green vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. OSS will also continue to follow Crane's current dismissal plan and foster Crane's partnership with the CTA to assist students as they travel to and from school. OSS will conduct a security audit of the Crane facility before the start of the 2012-2013 school year to ensure that the facility promotes a calm learning environment for all returning students. OSS is committed to maintaining a secure climate at Crane and supporting the current security team through this transition.

IV. Supports for Students and Schools

CPS is committed to ensuring that all students impacted by the proposed phase-out of Crane have additional supports that will improve their educational opportunities.

Academic Needs of Students

To ensure students are given access to high quality instruction throughout the phase-out, CPS will invest in an additional instructional leader to support Crane's school staff in meeting students' needs. The instructional leader will make certain academic programs are addressing the needs of Crane students, and teachers are prepared to effectively deliver quality instruction that is translating to student achievement. CPS will also invest in additional instructional supports, with an increased focus on continued alignment of coursework to the College Readiness Standards as well as Common Core State Standards to ensure a rigorous instructional program.

Beginning in December 2011, CPS will work with Crane leadership to conduct a comprehensive review of student performance data, student transcripts, and course sequence options to ensure that the educational program is providing the individualized support each student needs. CPS will invest in targeted ACT preparation programs, writing centers, and after school tutoring programs to promote students' development and accelerate academic growth. A thorough review of credit recovery options will be conducted to maximize students' opportunity to meet graduation requirements. CPS will also invest in a counselor to facilitate Crane students' successful completion of high school and provide thoughtful consideration of post-secondary opportunities.

Although these schools are not the subjects of a school action, CPS will also work with the schools (Manley, Marshall, Farragut, and Wells) that will receive students as a result of school boundary changes to ensure these schools have the necessary supports in place to give new incoming students access to a high-quality education. CPS will work with these schools to make certain they have the capacity to collect and thoughtfully review current data on student performance. CPS will identify staffing support for school administration and teachers, including an additional instructional as needed.

CPS will continue to solicit community feedback on the academic programming that will enhance this school between December 2011 and February 2012.

Social Emotional Needs of Students

CPS is committed to ensuring that all students impacted by the phase-out of Crane experience a positive learning climate for the remainder of their high school career. CPS' Department of Youth Development and Positive Behavior Supports case managers will work directly with school and network administration to determine what supports should be implemented and/or remain at Crane to address students' social, emotional and behavioral needs.

CPS will work with leadership and staff at Crane to address concerns regarding the phase-out of their school and emphasize the need to maintain a stable, positive and supportive learning environment for students. As needed, the Department of Youth Development and Positive Behavior Supports will consult with the leadership and staff at Crane to ensure school climate systems are in place that support learning for all students throughout the school.

Students with Disabilities

Students with disabilities at Crane will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs).

All instructional, clinical and related services will continue to be provided in accordance with their IEP. All specialized services, including nursing, speech, occupational therapy, physical therapy, social work, psychology, assistive technology support, and special education instruction will continue to be provided in the manner stated on each student's current IEP for the remainder of the school year and as each student transitions to the receiving schools. The additional academic supports outlined above will also be made available for all students including students with disabilities. IEPs will be revised as necessary to address any additional support needed throughout and beyond the transition.

The administration at Crane will work with the Office of Special Education and Supports to ensure that a full analysis of IEPs for all students is performed and that proper teaching, clinical and related service are allocated to meet the needs of all students. Furthermore, staff will be equipped to meet with parents to answer any questions or concerns regarding the transition.

The Crane facility is accessible to the public and compliant with the Americans with Disabilities Act. Schools designated as “accessible” all have a basic level of access, but the accessibility of individual floor levels, rooms and features may vary. For more information about a particular school, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

The CPS Office of Students in Temporary Living Situations (OSTLS) will continue the supports currently provided to students in temporary living situations (STLS), which include but are not limited to immediate enrollment, STLS transportation, and hardship transportation as appropriate, at Crane.

English Language Learners

According to the Office of Language and Cultural Education (OLCE), currently Crane does not have any English language learners (ELLs) enrolled. Future ELL students will receive state mandated transitional bilingual program services which include, depending on the number of ELL students enrolled, certified Bilingual and English as a Second Language (ESL) teachers and/or support from OLCE.

Transportation

No additional transportation will be offered as a result of this proposal. Provisions for specific student populations (i.e. student with disabilities, students in temporary living situations and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

City of Chicago Resources

Chicago Departments and sister agencies that work with CPS students and families will work together in partnership to support the transition if this proposal is approved by the Board.

V. Informational Briefings Regarding Choice of Schools

Current Crane students’ home school assignments will not be impacted by the proposed phase-out of Crane. Students and families will have the opportunity to pursue additional enrollment options. CPS will provide informational briefings regarding enrollment options on the dates below during the times specified. At these informational briefings, parents and guardians will be given relevant information to assist them in making informed choices on the enrollment of their children.

For current 9-11th grade students

January 18, 2012 from 5-7 p.m.
Malcolm X College
1900 W. Van Buren St.

January 21, 2012 from 12-2 p.m.
West Englewood Library
1745 West 63rd Street

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CPS staff will be available to provide detailed information to students and parents on the student reassignment and boundary changes associated with proposed school actions immediately prior to the first community meeting, from 5-6pm at Malcolm X College, 1900 W. Van Buren St.

VI. Public Comment

Community Meetings and Public Hearings:

There will be two community meetings and one formal public hearing regarding this proposal. Public comment will be accepted during each meeting or hearing. CPS will consider community feedback and may amend this draft transition plan accordingly.

Community Meeting 1

January 6, 2012 from 6-9 p.m.
Malcolm X College
1900 W. Van Buren St.

Community Meeting 2

January 20, 2012 from 6-9 p.m.
Malcolm X College
1900 W. Van Buren St.

Public Hearing

January 24, 2012 from 5:30-8:30 p.m.
Board Chambers
125 S. Clark St., 5th floor

Further Questions and Concerns:

Please call the Chicago Public Schools Quality Schools Hotline at (773) 553-5020 with any additional questions or concerns concerning the proposed phase-out of Crane.

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Appendix A: Performance Data

CPS has a policy to hold all schools accountable called the Performance, Remediation and Probation Policy. Its purpose is to effectively and fairly measure school performance. Based on the percentage of current statistics and growth points earned, schools are awarded one of three ratings:

- **Level 1** (Excellent Standing): High schools receiving at least 66.7% of available points.
- **Level 2** (Good Standing): High schools receiving between 44% and 66.6% of available points.
- **Level 3** (Probation): High schools receiving less than 44% of available points.

For more information please visit: http://cps.edu/SiteCollectionDocuments/PerformancePolicy_FAQ.pdf

FY11 Performance Data for Schools Subject to Action:	School: Crane HS
Performance Policy Level	Level 3
Percent of Policy Points	8.7%
% of Current Status Points	6.7%
% of Trend and Growth Points	9.9%
Trend and Growth Percentile Rank	3rd
Cohort Graduation %	48.0%
NETWORK Graduation %	61.3%

