

Board of Education of the
City of Chicago

In Re: The Matter of
The Proposed Reconstitution of
Melville W. Fuller Elementary School

Before
Margaret C. Fitzpatrick
Independent Hearing Officer

Background

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 Wednesday, February 1, 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 Fuller Elementary School 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

* * * *

(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. Elementary 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.

V. ACCOUNTABILITY INDICATORS, STANDARDS AND SCORING

A. Elementary School Indicators, Standards and Scoring

An elementary school may receive a total performance rating 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 an elementary school’s performance score shall be as follows:

1. ISAT Mathematics – 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students *meeting or exceeding* state standards as indicated by the school’s ISAT Mathematics results. Current status is determined by averaging the school’s ISAT Mathematics results from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding = 3 points

70%-79.9% meeting or exceeding = 2 points

50%-69.9% meeting or exceeding = 1 point

Under 50% meeting or exceeding = 0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students *meeting or exceeding* state standards on ISAT 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, the previous two years 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 ISAT Mathematics assessment, points are earned as follows:

No Improvement = 0 points

Improvement of at least 0.1 but under 3.0 percentage points = 1 point

Improvement of at least 3.0 but under 6.0 percentage points = 2 points

Improvement of at least 6.0 percentage points = 3 points

- Schools with 90% or more of students meeting or exceeding state standards on the 2011 ISAT

Mathematics assessments automatically earn 3 points regardless of improvement.

2. ISAT Reading - 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students *meeting or exceeding* state standards as indicated by the school's ISAT Reading results. Current status is determined by averaging the school's ISAT Reading results from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding = 3 points

70%-79.9% meeting or exceeding = 2 points

50%-69.9% meeting or exceeding = 1 point

Under 50% meeting or exceeding = 0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students *meeting or exceeding* state standards on ISAT 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, the previous two years 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 ISAT Reading assessment, points are earned as follows:

No Improvement = 0 points

Improvement of at least 0.1 but under 3.0 percentage points = 1 point

Improvement of at least 3.0 but under 6.0 percentage points = 2 points

Improvement of at least 6.0 percentage points = 3 points

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 ISAT Reading assessment automatically earn 3 points regardless of improvement.

3. ISAT Science - 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students *meeting or exceeding* state standards as indicated by the school's ISAT Science results. Current status is determined by averaging the school's ISAT Science results from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding = 3 points

70%-79.9% meeting or exceeding = 2 points

50%-69.9% meeting or exceeding = 1 point

Under 50% meeting or exceeding = 0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students *meeting or exceeding* state standards on ISAT 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, the previous two years 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 ISAT Science assessment, points are earned as follows:

No Improvement = 0 points

Improvement of at least 0.1 but under 3.0 percentage points = 1 point

Improvement of at least 3.0 but under 6.0 percentage points = 2 points

Improvement of at least 6.0 percentage points = 3 points

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 ISAT Science assessment automatically earn 3 points regardless of improvement.

4. ISAT Composite - All Grades - 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students in all grades who are *exceeding* state standards as indicated by the school's ISAT Composite. Current status is determined by averaging the school's ISAT Composite results from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used.

A school shall receive points towards its overall performance score as follows:

25% or more exceeding = 3 points

15%-24.9% exceeding = 2 points

5%-14.9% exceeding = 1 point

Under 5% exceeding = 0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students in all grades who are *exceeding* state standards on ISAT Composite. Improvement trend is determined by comparing the 2011 score for all students with the average score of the three previous years. If the school does not have three previous years of data, the previous two years will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students in all grades exceeding state standards on the 2011 ISAT Composite, points are earned as follows:

No Improvement = 0 points

Improvement of at least 0.1 but under 3.0 percentage points = 1 point

Improvement of at least 3.0 but under 6.0 percentage points = 2 points

Improvement of at least 6.0 percentage points = 3 points

- Schools with 90% or greater of students in all grades exceeding state standards on the 2011

ISAT Composite automatically earns 3 points regardless of improvement.

5. ISAT Composite - Highest Grade Students - 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students in the school's highest grade level who are *exceeding* state standards as indicated by the school's ISAT Composite. Current status is determined by averaging the school's ISAT Composite results for students in the highest grade from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

25% or more exceeding = 3 points

15%-24.9% exceeding = 2 points

5%-14.9% exceeding = 1 point

Under 5% exceeding = 0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students in the school's highest grade level who are *exceeding* state standards on ISAT Composite. Improvement trend is determined by comparing the 2011 score for students in the highest grade with the average score of the three previous years. If

the school does not have three previous years of data, the previous two years will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students in the highest grade exceeding state standards on the

2011 ISAT Composite, points are earned as follows:

No Improvement = 0 points

Improvement of at least 0.1 but under 3.0 percentage points = 1 point

Improvement of at least 3.0 but under 6.0 percentage points = 2 points

Improvement of at least 6.0 percentage points = 3 points

- Schools with 90% or greater of students in the highest grade exceeding state standards on the 2011 ISAT Composite automatically earn 3 points regardless of improvement.

6. Attendance - 6 possible points

a. Current Status - An elementary school shall be evaluated on its average attendance rate from the two most recent school years. To determine current status, a school's average attendance rates from the 2007-2010 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:

95% or more attendance rate = 3 points

93%-94.9% attendance rate = 2 points

90%-92.9% attendance rate = 1 point

Under 90% attendance rate = 0 points

b. Trend - An elementary 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, the previous two years 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.

7. Value-Added - ISAT Reading - 3 possible points

Current Status - An elementary school shall be evaluated on its Value-Added scale score gain for ISAT Reading and shall receive points towards its overall performance score as follows:
At least one standard deviation above the district average in 2011 = 3 points
Greater than or equal to the district average, but less than one standard deviation above the district average in 2011 = 2 points
Below the district average, but by no more than one standard deviation in 2011 = 1 point
More than one standard deviation below the district average in 2011 = 0 points

8. Value-Added - ISAT Mathematics - 3 possible points

Current Status - An elementary school shall be evaluated on its Value-Added scale score gain for ISAT Mathematics and shall receive points towards its overall performance score as follows:
At least one standard deviation above the district average in 2011 = 3 points
Greater than or equal to the district average, but less than one standard deviation above the district average in 2011 = 2 points
Below the district average, but by no more than one standard deviation in 2011 = 1 point
More than one standard deviation below the district average in 2011 = 0 points

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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.
 - i. Registration must be made in person by the individual who will be commenting on the proposal; and
 - ii. An individual may not complete a speaker registration on behalf of another person.
 - 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.
 - g. Courteous, respectful and civil behavior is expected from all speakers and all persons attending a hearing, and individuals who are disruptive may be removed from a hearing.
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

Name

Affiliation

Gabriela Brizuela

Assistant Attorney, CPS

Ms. Brizuela presented a binder containing documents prepared in support of the Proposal to Reconstitute Fuller School. She read into the record the Table of Contents and introduced speakers representing CPS.

Oliver Sicat

Chief Portfolio Officer, CPS

Mr. Sicat addressed the reconstitution of Fuller School. 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 Melville W. Fuller Elementary School, hereafter referred to as Fuller. Reconstitution is commonly referred to as a turnaround. In a turnaround, students are not displaced and remain enrolled at the same school, and the Board of Education authorizes a removal and replacement of the staff at the school.

Fuller is eligible for reconstitution under the Illinois School Code provision regarding remediation and probation of attendance centers (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, Fuller has been on probation for five consecutive years. You will hear testimony this evening from Peter Godard, Director of School Performance, detailing the academic performance of Fuller. You will also hear a statement from Shawn Smith, Chief of Schools for Burnham Park and Skyway Elementary 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 Fuller in an attempt to accelerate student achievement at the school.

If this proposal is approved, the CEO is also recommending that the Academy for Urban School Leadership, or AUSL, take over operation of Fuller. You will hear testimony tonight from Debra Moriarty, Director of Student Achievement, who will describe the proven success of AUSL turnaround schools.

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.

Peter Godard

**Director of Performance Data and
Accountability, CPS**

Director Godard testified concerning the academic progress of Fuller School. He testified as follows: "I am the Director of Performance Data and Accountability for the Chicago Public Schools. In this capacity I oversee the implementation of the District's Performance, Remediation and Probation Policy, or "Performance Policy", and compliance with state and federal school accountability policies. I have been in this position since December 2007.

I am appearing before you today to present specific data highlighting the low academic performance of Melville W. Fuller Elementary School. This data will be displayed on the Power Point 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 school receives an annual rating based on its performance on a variety of student outcome measures, including standardized test scores and student attendance. This rating is based on a point system. Points are received for the school's current level of performance and improvement over time on standardized tests and attendance, as well as the growth of individual students from year-to-year on the state test. There are 14 separate metrics on which schools are evaluated, each worth up to three points, for a total of 42 available points. Elementary schools that receive less than 50% of the total available points earn a rating of Level 3 and are placed on probation.

CPS began using this structure for the Performance Policy four years ago. In all four years, Fuller has been a Level 3 school. In the 2007-08 school year, Fuller

received 19% of available points. In the 2010-09 school year it received 11.9% of available points. In the 2010-11 school year, it received 16.7% of available points.

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

The next slide shows the results of the Illinois Standards Achievement Test, or ISAT, for the 2010, 2011 school year for Fuller, the geographic network in which Fuller is located, and the District. Fuller is located in the Fullerton Elementary Network. The term "geographic network" refers to the schools that are currently in the Fullerton Elementary Network, as well as elementary 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 Fuller is performing, compared to all other schools within its community.

As you can see Fuller's 2010-11 ISAT Composite Meets or Exceeds score, which is the combined result of the ISAT reading, mathematics, and science assessments, was 37.3% compared to a geographic network average of 69.9% and a District average of 75.6%. In reading, the percent of Fuller students meeting or exceeding state standards was 32/6%, compared to a geographic network average of 68% and a District average of 72.7%. In mathematics Fuller's performance was 40.6%, compared to a geographic network average of 73.9% and a District average of 79.4%. In science Fuller's performance was 41.2%, compared to a geographic network average of 62.6% and a District average of 72.4%.

The next few slides show Fuller's performance over time on the metrics used in the Performance Policy. These slides demonstrate that the performance gap between Fuller and other schools in the geographic network and across the District has been persistent over time, and in recent years has been widening. Fuller's Composite score was 6.2 percentage points below the geographic network average in 2010-11. Fuller's Composite score was 20.9 percentage points below the District average in 2005-06 and 38.3 percentage points below the district average in 2010-11.

In addition to measuring the percentage of student meeting state standards, CPS also measure the percentage of students exceeding state standards. In 2010-11, Fuller's ISAT Composite Exceeds score was 2.1% compared to a geographic network average of 14.2% and a District average of 18.1%. Fuller's Composite Exceeds score was 4/1 percentage points below the geographic network average in 2005-06 and 12.1 percentage points below the geographic network average in 2010-11. Fuller's Composite Exceed score was 6.5 percentage points below the

District average in 2005-06 and 16 percentage points below the District average in 2010-11.

The performance gap between Fuller and the District is consistent across subjects. Fuller's ISAT Reading Meets or Exceeds score was 15.4 percentage points below the geographic network average in 2005-06 and 35.8 percentage points below the geographic network average in 2010-11. Fuller's Reading score was 18.2 percentage points below the District average in 2005-06 and 40.1 percentage points below the District average in 2010-11.

Fuller's ISAT Mathematics Meets or Exceeds score was 18.4 percentage points below the geographic network average in 2005-06 and 33.3 percentage points below the geographic network average in 2010-11. Fuller's Mathematics score was 24.2 percentage points below the District average in 2005-06 and 38.8 percentage points below the District average in 2010-11.

Fuller's ISAT Science Meets and Exceeds score was 12.5 percentage points below the geographic network average in 2005-06 and 21.4 percentage points below the geographic network average in 2010-11. Fuller's Science score was 19.5 percentage points below the District average in 2005-06 and 31.2 percentage points below the District average in 2010-11.

The Value-Added metric, which is a component of the Performance Policy, compares student academic growth on the ISAT at a school with the growth of similar students across the District. This is done through a regression methodology that controls for nine student-level facts, including grade level, prior performance on the ISAT, free or reduced lunch eligibility, race or ethnicity, mobility, participation in Students in Temporary Living Situations program Individualized Education Program (or IEP status), English Language learner status, and gender. Controlling for these factors allows us to see how much impact the school had on its average student over the past year. Because we control for prior performance, this metric allows us to identify schools with low test scores where growth is rapid, and schools with high test scores where growth is slow.

The Value-Added metric is a standardized measure with a mean of zero. Standardization means that the score is reported in standard deviation units, which is a measure of how far away the school's score is from the District average. A positive number means that students at the school are growing at a faster pace than similar students in the District. For example, a positive 1 indicates that the school is one standard deviation above the mean, meaning that the school's students are growing at a faster pace than approximately 84% of schools in the District. A score near zero means that students at the school are

growing at about the same pace as similar students in the District. And a negative score means students at the school are growing at a slower pace than similar student in the District.

Fuller's reading value-added score was -0.7 in 2010 and -1.3 in 2011. Its mathematics value-added score was -0.8 in 2010 and -1.3 in 2011. This means that, on average, students at Fuller grew at a below-average pace in reading and mathematics in both of the last two years. As a point of reference, Fuller's 2011 value-added scores for both reading and mathematics were in the bottom 10% of scores in the District.

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

Shawn Smith

**Chief of Schools, Burnham Park and
Skyway Elementary School Network, CPS**

Mr. Smith provided information regarding the CEO's proposal and the previous supports that the District provided to Fuller School to accelerate student achievement. He testified as follows: " I am employed by the Board of Education of the City of Chicago as Chief of Schools or Chief for the Chicago Public Schools, Burnham Park and Skyway Elementary School Networks. Chicago Public Schools are divided up 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 or CEO. Fuller is within the Burnham Park Elementary School Network and I am responsible for the support and oversight of Fuller on behalf of the CEO. I have been the Chief of Fuller since August 2011.

By way of background, over the past 14 years, I have worked in a number of capacities within public education, including : elementary and middle school teacher, assistant principal, principal, and deputy in the autonomous school's office, before becoming a Chief in August of 2011. I hold a bachelor's degree in elementary school education, a master's degree in middle school education, and a doctorate from the University of Southern California in Urban Education Policy and Leadership.

The CEO has asked me to appear at this hearing to convey to you, and to the parents, staff members and local school council members of Fuller School, as well

as interested members of the public in attendance, information relevant to the proposal to reconstitute Fuller.

Fuller is located at 4214 S. Saint Lawrence Avenue, and currently serves over 200 students in pre-kindergarten through eighth grade.

Fuller has been on probation for five consecutive years for failing to meet the Chicago Public Schools' required standards for minimum student performance on standardized tests. AS my colleague, Peter Godard, testified, the school has demonstrated low academic performance across subject areas, students are not growing at a rate consistent with the geographic network or the District, and the gap between Fuller and other schools has been widening in recent years. Based on the Chicago Public School's Performance Policy and my observations, I have concluded that Fuller has made insufficient progress in improving student academic achievement.

Through my review of the Fuller School Improvement Plans, information I have gained through my Network staff, my own knowledge of the District's initiatives, and my work with Fuller, since 2011, I am aware of how the District has supported Fuller in an attempt to correct its deficiencies. Over the past few years, the district has offered Fuller multiple resources and supports to remediate the school's performance deficiencies. These programmatic, professional development and mentoring supports include, but are not limited to, the following:

- Since Fuller has been on probation, the district has provided oversight of its discretionary budget to ensure funds are allocated in line with eth 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 tabs 12a and 12b. 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 the SIPAAAs for Fuller are located in your evidence binder at tabs 12a and 12b.
- The Network and its data analyst provided training on the evaluation of student data and the use of data to improve instruction. The Network held multiple sessions of professional development with the administration of Fuller, developing assessment metrics and assisting with the analysis of these metrics to determine the instructional factors that contributed to the data results. Once contributing factors were

determined, Network staff helped identify instructional solutions and concrete action plans.

- The Network offered professional development in literacy, math, and science to school based personnel in an effort to improve instruction. Three full days of mandatory professional development was offered to Fuller's teachers to enrich math instruction. Support was also given to 4th grade science teachers, including the guidance of a mentor teacher from another school.
- The Network provided instructional materials and supplies to support curriculum and improve student outcomes. Math software was provided for students to use during their computer time. Training was also given to teachers on the use of this software. New technology was also provided to the 4th grade science teacher.
- The Network conducted school visits to support school based personnel on analyzing student work to assess rigor. Network personnel also conducted multiple visits to assess student needs and improvements for instruction. Instructional coaches provided teaching strategies to improve student achievement.
- In June of 2011, the former principal of Fuller was removed pursuant to section 34-8.3 of the Illinois School Code due to the School's failure to make adequate progress in correcting its academic deficiencies. New leadership was instituted at Fuller in an effort to improve student achievement.

Despite these supports, student academic growth at the school has not kept pace with District averages. For individual students and for the community, there is an urgent need for the performance of Fuller to improve and to improve quickly. Accordingly, the CEO is recommending that Fuller be turned around.

In a turnaround, students will not be displaced from the school. Instead, a new team of administrators, faculty and support personnel will be staffed at the school. If the Board approves the proposed turnaround of Fuller, the CEO will recommend that the Academy for Urban School Leadership, or AUSL, manage the school, and hire and train the new administration and staff. My colleague, Debra Moriarty, will testify next and provide you with more information about AUSL's strategies and successes. In my opinion, this comprehensive approach, if rigorously implemented, will result in accelerated student achievement at Fuller.

In conclusion, there is an urgent need to improve student achievement at Fuller Elementary School. The community and the students deserve better. Prior supports and interventions at Fuller have not produced satisfactory results. The

CEO believes that a reconstitution by turnaround will provide students with better educational opportunities.”

Debra Moriarty

Director of Student Achievement, AUSL

Ms. Moriarty provided information on AUSL. She testified as follows: “I am employed by the Board of Education of the City of Chicago as the Director for Student Achievement for the Academy for Urban School Leadership, otherwise known as AUSL.

The Chief Executive Officer has asked me to appear at this hearing today to convey to you, and the Fuller community, as well as interested members of the public in attendance, information on AUSL.

By way of background, over the past 20 years, I have worked in a number of capacities within education. I was the assistant principal at Dodge Renaissance Academy, the first AUSL turnaround school before becoming the co-principal in 2007. I also served as an academic advisor and admissions counselor at Saint Xavier University. I have been in my current position at AUSL since 2010. In this role, my responsibilities include managing five turnaround schools within CPS. I have a Bachelors degree in Psychology and Masters degree in Administration and Curriculum and Instruction.

AUSL is a non-profit agency that partners with CPS to manage schools. AUSL is a proven turnaround provider that has a great deal of experience improving student achievement at chronically underperforming Chicago Public Schools, both on the elementary level and, more recently, at the high school level. AUSL manages 19 schools and seven are “dual mission” CPS schools, which include training academies that equip teachers to work specifically in turnaround settings. The remaining 12 schools are turnarounds; 10 elementary schools and 2 high schools.

While the turnaround process is a multi-year journey, experience has shown CPS that AUSL turnaround strategies create better schools with accelerated student academic growth and other indicators of student achievement. AUSL has transformed schools with unsafe environments and persistently low student achievement into schools with school climates that are inviting and conducive to increasing student achievement and accelerating student academic growth.

The PowerPoint presentation currently being shown illustrates AUSL’s multi-year success in implementing turnaround strategies. The first slide compares the

percentage of students meeting or exceeding state standards before AUSL managed the school to the same schools' performance in the 2010-2011 year. As you can see, AUSL turnarounds have produced the following results:

- At Howe School of Excellence, only 42.8 percent of students were meeting or exceeding state standards on the ISAT before the turnaround. In year 3, 72.0 percent of students are meeting or exceeding state standards.
- At Morton School, only 41 percent of students were meeting or exceeding state standards on the ISAT prior to the turnaround. At year three of the turnaround, 74.0 percent of the students are meeting or exceeding state standards.
- At Harvard School of Excellence, only 31.8 percent of students were meeting or exceeding state standards on the ISAT before the turnaround. Today, in year 4, 65.5 percent of students are meeting or exceeding state standards.

The second slide compares the schools' performance growth from the 2011-2010 school year to the 2010-2011 school year. As you can see, every school demonstrated increased student achievement, and Bradwell, Curtis, and Deneen saw increased scores even in their first year. This slide also shows that AUSL schools make even further gains by year three, and one school is continuing to demonstrate growth five years after being turned around.

AUSL has developed a data driven framework that is the basis for its plan to improve academic performance outcomes at Fuller including:

1. First, the development of rigorous, transparent goals for schools, teams, and individuals, including a high expectations and no excuses climate and culture;
2. Second, the use of performance management systems with cycles of inquiry and data driven intervention;
3. Third, the inclusion of high-quality instruction through implementation of Common Core State Standards to ensure a rigorous instructional program that gives students knowledge and skills needed to be college and career ready;
4. Fourth, efforts to recruit, retain, and motivate high-quality staff to meet the needs of the school community, including educators with the appropriate bilingual language skills;

5. Fifth, intervention and tutoring services for students who need extra support in reading and math;
6. Sixth, advanced data systems and aligned assessments that allow staff to identify students who need additional assistance early and give them the help they need to stay on track;
7. Seventh, after school programs to give students access to additional instruction time to further accelerate student achievement;
8. Eighth, professional development and coaching that give teachers strategies and tools needed to address diverse needs of students in challenged urban environments; and
9. Finally, extensive curricular enhancements, including fine and performing arts and athletics, to round out the curriculum and extend the students' time at school learning.

AUSL's full school turnaround plan also includes improvements emphasizing students' social-emotional behavior, with:

- Effective recruitment, attendance and discipline policies;
- Safe and orderly school and classroom environments;
- Focus on skills related to self-management, responsible decision making, empathy toward others, establishing positive interpersonal relationships, and determining positive goals; and
- Partnerships with outside agencies that provide additional supports to students and their families.

As you can see, AUSL's full school turnaround plan is designed to be a comprehensive approach to teaching and learning. If the Board approves this proposal, AUSL would welcome the opportunity to serve the Fuller community.

Richard Flesher

President of Charity Schools Corp

Mr. Flesher's organization has poured thousands of dollars into CPS for two years and helped 28 schools. Mr. Flesher has seen a remarkable turnaround at Fuller in the last two years and is convinced if the staff is left in place with Ms.

Young, scores will be improved. Under Ms. Young's direction, teachers and students attend to their studies in a marked improved manner.

Adourthus McDowell

**Parent Volunteer/Kenwood Oakland
Community Organization**

Mr. McDowell says "no" to Mr. Smith's statement. CPS has violated their own policy on remediation. No one met the LSC or prescribed corrective action. The Illinois Code states that schools on probation should have a plan and budget for correcting deficiencies, and that was not done in this case at Fuller.

Carmilla Young

Principal of Fuller Elementary

Ms. Young has been the principal for less than ten months. She makes no excuses for the historical performance and acknowledged that students deserve access to a quality education. The data presented at this hearing does not reflect her leadership. Ms. Young submitted a binder with current data of Fuller's progress. The data supports statements that will be made by staff. There is a strategic plan in place to address deficiencies and she asks for an opportunity to finish what has been started.

Ashina Shakari

Teacher

The current principal has made positive changes and enrollment has increased from 216 to 248. The school has implemented a 90 minute language arts block and has drastically reduced discipline problems. There are now many after school clubs and community partnerships. There is parent participation and job training. There is development and implementation of school-wide expectations, PBIS training and a partnership with Achievement Network. If Fuller is turned around, it will have an adverse effect on all these efforts.

Leilani Howell

Teacher

Ms. Howell stated that Fuller has already turned around the learning environment. They worked on 3 areas: common area expectations, entering and exiting the building, and establishing a safe and calm environment. Staff members were trained and the school launched an anti-bullying campaign. 29% of overall infractions decreased by January of 2012 and the school has referred some students with ongoing problems for social emotional services and mental health services. Students can now focus on instruction.

Libra Duncan-Smith

Teacher

The school has improved literacy and it is due in part to the school-wide reading block. Students are provided with a focused routine each morning. The school also partnered with Achievement Network which provides reading assessments and support. The results are very promising and students have made continuous improvements. There is an 8% increase in math, which is the highest in 10 years, and a 9% increase in reading.

Steven Guy

Parent, Member of Coco and Concerned Christian Men

Mr. Guy's grandson is doing well at Fuller. Children at Fuller are polite and obedient and teachers are very competent. Fuller received an influx of students in 2006 and was given no resources. Fuller needs resources to succeed.

Carlette Watson

Aunt of Fuller students

Ms. Watson asked that the right decision be made for the school.

Kevin Gage

Parent

Mr. Gage supports better development of CPS. If everyone works together, it will be a win-win situation.

Kitesha Reggs

Parent

Ms. Reggs observed that the CPS speakers did not address what they do to get kids on track and how they fund the programs. The community has a plan and has asked the CEO to come to the different schools. The parents agreed to the Bronzeville Global Achievement Village Plan and it is less expensive than AUSL. Underfunded schools should not be compared to funded schools. CPS does not stand for Closed Public Schools.

Nona Burney

Teacher and Bronzeville Community Action Council

Ms. Burney reviewed Dulles, which is run by AUSL and also walked through Fuller. She believes Fuller has clearly articulated high expectations of academic performance and behavior. Progress is monitored through frequent internal assessments. Fuller's teachers use methods consistent with high expectations and the children demonstrate respect for their environment. Changes at Fuller occurred in less than one

year under the new leadership and committed faculty. Fuller's transformation is already accomplished without the expensive use of AUSL.

Jitu Brown

Kenwood Oakland Community Council

Mr. Brown is also on the LSC at Dyett and has been associated with Fuller since 1991. He submitted 3 articles addressing the affects of school closings and relocation of students to other schools. Fuller was a receiving school and was not provided with sufficient resources. He stated that research proves that the CPS approach to these problems has not worked. Also, CPS bears some of the burden for any failures on the part of Fuller. The school and community support the Bronzeville Global Achievers Village plan.

James Nelson

LSC, Fuller

The school has made significant changes over the last 8 months. He recalls an unruly environment over a year ago, but since the new principal has started at Fuller, there has been a drastic change inside and outside the school. The principal is a member of the community. He asks that CPS wait after the ISATs come out this spring and evaluate her progress then.

Evelyn McGuire

Teacher, Special Education

Ms. McGuire has been at Fuller since fall of 2010. When the teachers received a system of how to help the children, it worked. To improve the academic outcomes, we need to address character development and this is being done. Fuller has developed partnerships with programs and organization to provide mentoring, fellowship and enrichment and students with discipline issues have been referred for social, emotional services.

Peter Grogan

Researcher, Economic and Urban Development, UIC

Mr. Grogan wants to take a deeper approach on how data is analyzed and rethink what data counts. He believes that schools that have been turned around do not show significant improvement over schools that have not been turned around. Staff is a reliable source of information and they recognize the problems. The process should be guided by parents, teachers, and administration.

John Simmons

President of Strategic Learning

Strategic Learning uses a research-based systemic model for supporting turnaround of elementary schools. Fuller chose his company because of rapid and low-cost results. Strategic Learning designed a second-generation model which retains teachers and principals and empowers them to improve learning. SL has experienced success with 6 of 8 schools over a two year period. The cost of one-fifth of the first generation model which requires removal of staff. He believes that the existing staff at Fuller could quickly transform their scores and school culture.

Pauline Lipman

Professor of Educational Policy, U of I

Ms. Lipman has written books and articles on Chicago school reform. Her focus is on educational equity. CPS has contributed to the challenges facing people in communities by closing schools and school turnarounds by failing to support existing schools with resources that are necessary. Fuller is being set up for failure. CPS and the mayor have disregarded the voices of parents, community members, students and teachers since 2004.

Rico Gutstein

Professor of Math , UIC

Mr. Gutstein has researched and published Chicago school policy and was a core member of the design team for Social Justice High School. Despite the massive resources, two-thirds of the AUSL schools have all been on probation for five years so he questions the data. It is difficult to evaluate when resources are so different. CPS does not get permission from the school community before it plans to give control to AUSL, which does not contribute to the partnership of school, parents and community. CPS proclaims that community involvement is a cornerstone of reform, but ignores such efforts.

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) copies of the notifications published by 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 presentations.

Documents Submitted In Opposition To the Turnaround of Fuller 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) A five page document from Strategic Learning Initiatives regarding the focused instruction process, 2) A nine page document from Bronzeville Global Achiever village regarding their structure of reform and sustainable school improvement, 3) A written statement of Rico Gutstein , 4) A three page statement of Fuller staff's efforts on improving performance, including statistics, 5) A two page comparison of Fuller's improvement, grades 3-8, and growth in reading and math, 6) a curriculum for preschool stressing the importance of teacher-student relationships with an added commentary of Fuller's strengths, 7) A printed statement of John Simmons, 8)Articles from the Tribune concerning Bronzeville's school closings and affects on students, 9) Summary of NCLB's restructuring alternatives by William Mathis, Associate Professor of University of Vermont, 10) A research report from the Consortium on Chicago School Research at U of C from October, 2009, 11)A study of school closings by Pauline Lipman, U of I with recommendations, 12) A printout of 105 ILCS 5/34-8.3, 13) A

handwritten commentary on “A New Educational Agenda to Avert the Eradication of Communities of Color with attached data, 14) A letter from Dr. Nona Burney, member of Bronzeville Community Action Council about Fuller’s recent progress, 15) Bronzeville Community Action Council Education statement of mission and beliefs and vision for the next 3 months, 9 months and 18 months, 16) A twenty-two page presentation by the current principal on Fuller’s past present and future performance and a plan to achieve success, including several graphs and statistics.

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 Fuller Elementary School via Reconstitution.

2. On Wednesday, February 1, 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. Fuller Elementary is located at 4214 South St. Lawrence Ave. Chicago, IL.

5. If approved by the Board of Education of the City of Chicago, the following would occur as a result of the reconstitution of Fuller Elementary School: All students currently enrolled in Fuller or eligible to enroll in Fuller this coming fall would continue as students at the school; All staff including the faculty would be removed and replaced; Fuller 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. For the past four years, Fuller has been a Level 3 school. Fuller received 19% of available points on the Performance Policy in 2007-2008, 16.7% in 2008-09, 11.9% in 2009-10 and 16.7% in the 2010-11 school year. Fuller has been on probation for the past five consecutive school years.

7. ISAT performance is used as a part of the elementary school scoring in the CPS Performance Policy. Fuller's 2010-2011 performance on the ISAT composite, which is the combined result of the ISAT reading, mathematics, and science assessments, was 37.3%, compared to a District average of 75.6%. In reading, the percentage of Fuller students meeting or exceeding state standards was 32.6%, compared to a district average of 72.7%. In mathematics Fuller's performance was 40.6%, compared to a District average of 79.4%. In science Fuller's performance was 41.2%, compared to a District average of 72.4%.

8. The gap between Fuller and the District has been persistent over time, and in recent years has been widening. After the 2005-2006 school year, when the District as a whole, showed improvements in the percentage of students meeting or exceeding state standards, the District has continued to improve, from 61.8% in 2005-2006 on the ISAT composite to 75.6% in 2010-2011, an increase of 13.8 percentage points. During 2005-06, Fuller's Composite

Exceeds score was 6.5 percentage points below the District average and 16 percentage points below the District average in 2010-11. The widening of the performance gap between Fuller and the District is consistent across subjects. Fuller's Reading score was 18.2 percentage points below the district average in 2005-06 and 40.1 percentage points below the district average in 2010-11. Fuller's ISAT Math Meets or Exceed score was 24.2 percentage points below the district average in 2005-06 and 38.3 percentage points below the District average in 2010-11. Fuller's science score was 19.5 percentage points below the District average in 2005-06 and 31.2 percentage points below the District average in 2010-11.

9. Starting in 2010, CPS began using a new metric to measure student growth from year to year on the ISAT. This metric, called the Value-Added metric, which is a component of the CPS Performance Policy, compares student academic growth at a school with the growth of similar students across the District. This is done through a regression methodology that controls for eight student-level factors, including grade level, prior performance on the ISAT, free or reduced lunch eligibility, mobility, participation in the Homeless Education Program, Individualized Education Plan (or IEP), English Language Learner status, and gender. The value-added metric is measured in ISAT scale score points. A positive number means that students at the school are growing at a faster pace than similar students in the District. A score near zero means that students at the school are growing at about the same pace as similar students in the District. A negative score means that students at the school are growing at a

lesser pace than similar students in the District. Fuller's 2010 reading Value-Added score was -0.7 and -1.3 in 2011. Its mathematics Value-Added score was -0.8 in 2010 and -1.3 in 2011. This means that on average, students at Fuller grew at a below-average pace in reading and math in the last two years. Fuller's 2011 value-added scores for both reading and math were in the bottom 10% of scores in the District.

10. The District has provided resources and supports to remediate the school's performance deficiencies. These programmatic, professional development and mentoring supports include:

- Oversight of discretionary budget through the SIPAAA to identify key areas where the school needs improvement, plan interventions to support the school and allocate funds accordingly;
- Provided training on evaluation of student data to improve instruction; provided multiple sessions of professional development including identifying instructional solutions and concrete action plans;
- Provided professional development in literacy, math and science, along with a mentor for 4th grade teachers in science;
- Provided instructional materials and supplies to support curriculum. Math software was provided for students to use during computer class. Training was provided to teacher on use of software and technology was provided to 4th grade science teacher;

- Analyzed student work to assess rigor and conducted visits to assess student needs and improvements for instruction;
- Removed principal and provided new leadership.

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

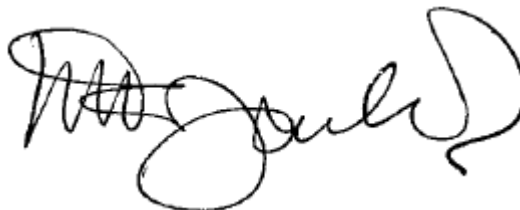
12. Illinois law, and all the Chicago Public School Policies and Guidelines applicable to the CEO's proposed action in this case have been complied with in their entirety, specifically including, but not limited to the School Performance Policy for the 2011-2012 school year.

Recommendation

The Hearing Officer hereby recommends that the Board approve the CEO's proposal to Reconstitute Fuller Elementary School.

FURTHER THE HEARING OFFICER SAYETH NOT.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Margaret C. Fitzpatrick', written in a cursive style.

Margaret C. Fitzpatrick
Hearing Officer

February 7, 2012