

Board of Education of the
City of Chicago

In Re: The Matter of
The Proposed Reconstitution of
Marquette Elementary 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 Thursday, February 2, 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 Marquette 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

Jennifer Chan

Assistant Attorney, CPS

Ms. Chan, Assistant Attorney for CBOE, presented and offered for submission into the record, a binder containing documents prepared in support of the Proposal to Reconstitute Marquette 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 Marquette School. He testified as follows: “I am the Director of Portfolio Strategy and Planning 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 Marquette Elementary School, hereafter referred to as Marquette. 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.

Marquette is eligible for reconstitution under the Illinois School Code, 105 ILCS Section 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, Marquette has been on probation for five consecutive years. You will hear testimony this evening from Ryan Crosby, School Performance Manager, detailing the academic performance of Marquette. You will also hear a statement from Carlos Azcoitia, Interim Chief of Schools for the 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 Marquette 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 the operation of Marquette. You will hear testimony tonight from Debra Moriarty, Director of Student Achievement for AUSL, 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.

Ryan Crosby

Manager of School Performance, CPS

Mr. Crosby testified concerning the data highlighting the academic performance of Marquette School. He testified as follows: I am the Manager of School Performance 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 June 2008.

I am appearing before you today to present specific data highlighting the low academic performance of Marquette Elementary School. 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 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. As you can see, in all four years, Marquette has been a Level 3 school. In the 2007-2008

school year, Marquette received 35.7% of available points. In the 2008-2009 school year, it received 23.8% of available points. In the 2009-2010 school year it received 11.9% of available points. In the 2010-2011 school year, it received 19% of available points. Prior to four years ago, CPS still had a policy determining a school's accountability status. Marquette has been on probation for the past five consecutive school years. The notices of Marquette's Performance Policy status for the past four school years, which were sent to the Marquette 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 Marquette, the geographic network in which Marquette is located, and the District. Marquette is located in the Midway Elementary Network. The term "geographic network" refers to the schools that are currently in the Midway 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 Marquette is performing compared to all other schools within its community.

As you can see, Marquette's 2010-2011 ISAT Composite Meets or Exceeds score, which is the combined result of the ISAT reading, mathematics, and science assessments, was 55.6%, compared to a geographic network average of 77% and a District average of 75.6%. In reading, the percent of Marquette students meeting or exceeding state standards was 57%, compared to a geographic network average of 74.5% and a District average of 72.7%. In mathematics Marquette's performance was 55.6%, compared to a geographic network average of 80.2% and a District average of 79.4%. In science Marquette's performance was 50.7%, compared to a geographic network average of 74.6% and a District average of 72.4%.

The next few slides show Marquette's performance over time on the metrics used in the Performance Policy. These slides demonstrate that the performance gap between Marquette and other schools in the geographic network and across the District has been persistent over time, and in recent years has been widening. Marquette's Composite Meets or Exceeds score was 15.4 percentage points below the geographic network average in 2005-2006 and 21.4 percentage points below the geographic network average in 2010-2011. Marquette's Composite score was 11.5 percentage points below the District average in 2005-2006 and 20 percentage points below the District average in 2010-2011.

In addition to measuring the percentage of student meeting state standards, CPS also measures the percentage of students exceeding state standards. In 2010-2011, Marquette's ISAT Composite Exceeds score was 5.7%, compared to a

geographic network average of 14.8%, and a District average of 18.1%. Marquette's Exceeds score was 5.2 percentage points below the geographic network average in 2005-2006 and 9.1 percentage points below the geographic network average in 2010-2011. Marquette's Exceeds score was 6.6 percentage points below the District average in 2005-2006 and 12.4 percentage points below the District average in 2010-2011.

The performance gap between Marquette and the District is consistent across subjects. Marquette's ISAT Reading Meets or Exceeds score was 12.5 percentage points below the geographic network average in 2005-2006 and 17.5 percentage points below the geographic network average in 2010-2011. Marquette's Reading score was 8.8 percentage points below the District average in 2005-2006 and 15.7 percentage points below the District average in 2010-2011.

Marquette's ISAT Mathematics Meets or Exceeds score was 17.9 percentage points below the geographic network average in 2005-2006 and 24.6 percentage points below the geographic network average in 2010-2011. Marquette's Mathematics score was 13.8 percentage points below the District average in 2005-2006 and 23.9 percentage points below the District average in 2010-2011.

Marquette's ISAT Science Meets or Exceeds score was 16.7 percentage points below the geographic network average in 2005-2006 and 23.9 percentage points below the geographic network average in 2010-2011. Marquette's Science score was 12.5 percentage points below the District average in 2005-2006 and 21.7 percentage points below the District average in 2010-2011.

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 factors, including grade level, prior performance on the ISAT, free or reduced lunch eligibility, race or ethnicity, mobility, participation in the 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 that students at the school are growing at a slower pace than similar students in the District.

As you can see, Marquette's reading value-added score was -1.3 in 2010 and -0.6 in 2011. Its mathematics value-added score was -1.6 in 2010 and -1.4 in 2011. This means that, on average, students at Marquette grew at a below-average pace in reading and mathematics in both of the last two years. As a point of reference, Marquette's 2011 value-added score for reading was in the bottom 30% of scores in the District, and its value-added score for mathematics was in the bottom 8%.

To conclude, Marquette 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.

Carlos Azcoitia

**Interim Chief of Schools, Midway
Elementary School Network, CPS**

Mr. Azcoitia provided information relevant to the CEO's proposal and outlined the support provided by the District to Marquette School to correct academic deficiencies. He testified as follows: "I am employed by the Board of Education of the City of Chicago as Interim Chief of Schools, Midway Network, which includes Marquette Elementary School, otherwise known as Marquette. 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 CEO. Since August 2011, I have been responsible for the support and oversight of Marquette on behalf of the CEO.

Before beginning, I would like to clarify that throughout my testimony, when I refer to the "Network," I will be collectively referring to staff members from both the former Area and current Network.

By way of background, I have over 33 years of experience as a teacher and administrator in the Chicago Public Schools. I have a Bachelor's Degree in Social Science, a Masters Degree in Elementary Education, and a Doctorate in

Administration and Supervision. Prior to my service as interim Chief of Schools, I was a middle school classroom teacher for 9 years and served as Principal of John Spry Community School for approximately 10 years. I also have 14 years of administrative experience at central office as a Director, Assistant Superintendent and Deputy Chief of Education.

The CEO has asked me to appear at this hearing today to convey to you, and to the parents, staff members and local school council members of Marquette, as well as interested members of the public in attendance, information relevant to the proposal to reconstitute Marquette.

Marquette is located at 6550 S. Richmond and currently serves 1385 students in grades pre-kindergarten through eighth. As noted by my colleague, Ryan Crosby, Marquette has been on probation for five consecutive school years for failing to meet the Chicago Public Schools' required standards for minimum student performance on standardized tests. He also testified that students at Marquette are not growing at a rate consistent with the other comparable schools in the district and are not making any progress in catching up with the district. Specifically, Marquette has received less than twenty percent of available points under the Board's Performance Policy for two consecutive school years. Thus, the CEO has concluded that Marquette has made insufficient progress in improving student academic achievement.

This is not to say that all teachers at Marquette are failing their students or ignore that some Marquette students have done well. It is also important to recognize that students, families and community members have benefitted from partnerships with the Polk Bros Foundation, Metropolitan Family Services that have supported community school initiatives including enrichment, mentoring, conflict resolution, team building, family nights and health services. However, collectively Marquette is failing as a school.

Since August 2011, I have visited the school, have gathered information from Network and other District staff on Marquette and reviewed the School Improvement Plans, located at Tab C12. Based on this, I am aware of how the District has supported Marquette in an attempt to correct its academic deficiencies during the last several years with programmatic, professional development and mentoring supports.

Marquette offers the International Baccalaureate (IB) Middle Years Program (MYP). As a participating school in the Middle Years Program for at least 7 years, Marquette receives additional funding and professional development to serve students in grades sixth through eighth. Specifically, Marquette has a district

funded full-time position for IB Coordinator and World Language Teacher. The IB program is designed to provide a challenging framework that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical, reflective thinkers.

Marquette also participated in the federal Reading First program which provided research based instructional and assessment tools to ensure that all children read well by the end of third grade. Marquette received funding through the Reading First program to reduce classroom size, to hire three reading intervention specialist and purchase materials.

Since Marquette 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 the SIPAAA. Copies of the SIPAAA for the last two school years are located in your binder at Tab C12 (a) and (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 Marquette are located in your evidence binder are at Tab C12 (a) and (b).

As noted in the SIPAAAs, Marquette has received multiple resources and supports from the Network to remediate the school's performance deficiencies. These additional supports have included, but are not limited to, the following:

- Additional funding to support collaborative lesson planning with extended day professional development;
- Coaching support to the Instructional Leadership Team and teachers;
- Professional development on data analysis to support instruction;
- Principal coaching, meetings and school visits;
- Literacy support with resources for classroom libraries;
- Behavioral management training aimed at creating a positive learning climate, otherwise known as Positive Behavior Intervention Systems; and

- Weekly professional development and specific professional development for guided reading and for differentiated instruction

I stated earlier that Marquette has an IB program that provides additional supports and funding. However, even with this program, collectively, the Marquette ISAT composite scores for students meeting and exceeding state standards remained in the 50-59% range from 2006 to 2011. Contrast this with the district average of ISAT composite scores which grew from 65.7% to 77% in the same time period. Furthermore, despite the participation in the Reading First program and other supports, reading scores at Marquette remained 17.5 percentage points below the district average in the 2010-2011 school year.

I recognize that Marquette has had three principals in the last two years, and that this may have impacted the student performance. However, Marquette has been on academic probation for seven of the last eight years with the last five being consecutive. Marquette has received a tremendous amount of supports to raise academic achievement, but the school has not kept pace with District and Network averages. And, over the past few years that performance gap has widened to over twenty percent. Marquette is failing to improve the achievement of its students at a sufficient rate. For individual students and for the community, there is an urgent need for the performance of Marquette School to improve and to improve quickly. Accordingly, the CEO is recommending that Marquette be turned around through reconstitution.

In a reconstitution, students will not be displaced from the school. Instead, a new team of administrators, faculty and support personnel will be staffed at the school. They will undergo extensive professional development and planning before the start of the 2012-2013 school year to develop a comprehensive plan. This comprehensive approach, if rigorously implemented, will result in accelerated student achievement at Marquette.

If the Board approves the proposed turnaround of Marquette, 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. CPS has organized parent meetings and school visits so that Marquette parents can learn more about AUSL. On December 13, 2011, CPS held a parent meeting at Marquette with fifty to sixty parents in attendance to answer questions regarding the proposed turnaround. On January 11, 2012, approximately twenty to twenty five parents toured Tarkington school which is managed by AUSL. On January 31, 2012 approximately 19 parents attended Deneen School where AUSL is providing turnaround services. In addition to facilitating these meetings and visits, Debra Moriarty, a representative from AUSL is here tonight to make a statement regarding their organization.

In conclusion, there is an urgent need to accelerate student achievement at Marquette. The community and the students deserve better. Prior supports and interventions at Marquette have not produced satisfactory achievement results. The CEO believes that a turn-around by reconstitution will accelerate student achievement and we owe it to the Marquette students to implement this strategy.

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 Marquette school 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 public education. I was the assistant principal at Dodge Renaissance Academy, the first AUSL turnaround school, for three years 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 leadership 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 2009-2010 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 Marquette 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.

their hearts and soul into their job to make things better. He wonders after giving one hundred and ten percent, what they did wrong. They deal with children's social issues daily. Their greatest resource is their hearts.

Marisol Hernandez **Parent Mentor**

Since the announcement of the turnaround, there has been more violence. There is a lack of resources and support from the administration for the teachers. She invites everyone to come to the school.

Minerva Zura **Parent**

Ms. Zura's daughter, Amy Alonso, translated her statement. Before the announcement of the turnaround, the school may have had problems, but they are worse now. CPS is experimenting on the children with different educational techniques that result in failure. Two lives have been lost to violence and there are threats of shootings at dismissal time. CPS has not helped. CPS has the obligation to provide the necessary tools and safe environment for a quality education.

Sandra Duignan **Teacher, LSC**

In 2006, the area administration brought in a program called Understanding by Design. Hours were spent into the development by dedicated teachers only to find that in 2007, the program was replaced by SBC. This was to be a three-year endeavor and hours of professional development went into preparing this program. Less than two years later, a new CAO came in and dismantled it. In 2009, she started an instructional program from Texas. She took the principal to Texas for a weekend and came back with hundreds of pages of strategies. Over Christmas break, teachers gave up their time to implement this new program. The principal was then removed. She asks that the Board stop the turnaround and invest in a plan to allow the existing educational professionals to carry it out.

Shimaya Hudson **Parent, LSC**

The school has good teachers. She asks if the turnaround will stop the violence. If AUSL comes in, she asks that they talk to parents and that they don't take away resources from the mentoring program.

Venita McDonald **Teacher**

Ms. McDonald is concerned that the Board did not follow the Illinois School Code for placing schools on probation. The new principal was not given a

corrective action plan, probation manager or money in the SIPAAA. Teachers did not participate in a corrective action plan. The teachers should not be held accountable if CPS has not done their part.

Jacqueline Ward Teacher

Ms. Ward has a double masters degree and an administrative certificate and special education endorsement, as well as math and science. She has been at Marquette since 2004. The staff has been very supportive of the SBC program. Marquette is failing because it has been following the mandates of the district, AIO and CAO. Ms. Ward asks that Marquette be given a chance to work on the program.

Marcy Hardaloupas Teacher

Ms. Hardaloupas has been at Marquette for 20 years and has a master's degree plus 45, which two-thirds of Marquette teachers have. WBEZ wrote that out of 100 schools, 14 score at level 1. These schools have selective enrollment. Twenty-one schools are at Level 2 and twenty-one are at level 3, eight of which are AUSL. She asks if appointing David Vitale and Tim Cawley isn't a conflict of interest. She further stated that the Tribune reported that AUSL performed no better, and yet Marquette, struggling with similar issues, is penalized. AUSL and charter schools aren't held to the same accountability. Marquette lost social workers, reading specialists and tutors. She asks why African-American and Hispanic schools are targeted, and why 69% of teachers who have been fired are African-American.

Wendy Congemi Teacher

Ms. Congemi has been at Marquette since 2000. Many teachers are highly qualified. She is currently a school counselor. The teachers at Marquette are dedicated; they work long days and weekends. Scores improved in 2008 and 2009 and then a new CAO got rid of the SBC program. Avid was removed as well. Ms. Congemi stated that Marquette's scores are comparable to AUSL's scores. Other schools are lower than Marquette, why is Marquette targeted?

Randy Aguilar Teacher

Mr. Aguilar is the physical education teacher. The administration has given teachers Champs, and PBIS and it is working but takes time. The physical education program has experienced success and school spirit is up. The turnaround will have a negative effect.

Cristina Medrano Parent

Ms. Medrano is frustrated because she believes they are experimenting on her kids. The school needs a dedicated administration that wants to work with parents, teachers, students and the community.

Courtney Rogers Teacher

Five years ago, Marquette had three experienced assistant principals, one experienced principal, three reading coaches, one math specialist, three full-time resource teachers and three self-contained special ed classes. Now there is a new principal, two new assistant principals, one reading coach, no math specialist, one part-time social worker, five resource teachers, no dean and no self-contained special ed classes. Staff stays after school, attends games, and spends personal money for supplies because they are dedicated. In the past six weeks, two student have died. She asks that CPS give them a chance to turn the school around.

Helen George Teacher

Ms. George has been at Marquette for 18 years. She has participated in coaching cheerleading, after-school tutoring, black history coordinator, and has taught generations of families. Ms. George is an advocate for all children.

Rosalind Brewer

Ms. Brewer read a letter from a retired Marquette teacher, Jeanine Saflarski. She wrote that Marquette was a school where she always felt respected and is sad at the proposed turnaround. The faculty is dedicated, qualified, and hard-working. The school has been stripped of resources and is in need of services due to the high crime rate and gang activity. If the staff were given the resources that are afforded to AUSL , they would succeed.

Monica Pough Concerned Citizen

Ms. Pough stated that no one is looking at the kids. The parents need to be involved.

Monil Jones Concerned Citizen

Mr. Jones has family members at Marquette. Rather than bringing in new people, invest money to change the school and provide resources.

Antonia Hernandez Parent

Ms. Hernandez is also a graduate of Marquette and is grateful to teachers for her success in attaining her college degree. She asks why CPS wants to experiment with her children and why parents weren't asked for their opinion. Her daughter will miss her teacher who has helped her.

Aaron Hughes Relative of school staff, soldier

Mr. Hughes served in the National Guard from 2000 to 2006 and was deployed in Iraq. Top-down change that is politically connected does not work. Mr. Hughes' mother's school was turned around last year after 22 years of working at that school, and she was asked to stay at this school. He asks that CPS listen to the community and the teachers.

Jackson Potter Staff Coordinator, CTU

CPS has some responsibility for bad decision-making. Teachers admit there are problems and go to great lengths to address them. The SIPAAA has bilingual instructors listed and social workers, but shows an incomplete. Strategic Learning Initiative at Cather, Faraday, and Finkl show better results than AUSL schools for one-fifth the cost. If a child is not doing well, we do not throw them out; we assess and evaluate what needs to be done. Schools are ecosystems that are fragile. What happened at Fenger when teachers were removed is a lesson.

Michael Persoon Attorney

Mr. Persoon has talked with people who are in schools that are targeted for turn-around, phase out, and closing. He believes the decision has already been made. He referred to pages 13 and 16 of the SIPAAA. Section 5/34-8.3 has not been complied with as the Area Chief has not met with the LSC in developing the budget. Only \$537.00 was allocated for books for 1500 students. Not a single nonselective enrollment school meets the Level 1 performance guidelines.

Juan Hildago Teacher, alumni

Teachers wear many hats. After three turbulent years, teachers are still there despite obstacles. The school has gained five percent over the last year. He asked where the money was years ago when problems first arose.

Pilar Moreno

Teacher

Ms. Moreno invited decision makers to visit classrooms. They needed support five years ago. The school has been on probation for nine years and been under Area control. They have done everything they were asked to do. If they had listened to teachers, money would have been better spent.

John Donohue

Spouse of Teacher

Teachers are creative and putting controls on them doesn't work. His wife has taught for twenty years and is very dedicated. The teachers are wonderful and should stay at the school.

Robert Schuberth

Teacher

Mr. Schuberth has taught at Marquette for 14 years. It is not an easy school to teach at, but many teachers stuck around. Mr. Schuberth did not become a teacher to teach lawyers' children. It is difficult to get great scores out of ninety-eight percent poverty. Staff has been lost and this had a negative impact on the school.

John Simmons

President, Strategic Learning Initiatives

Mr. Simmons has had conversations with Marquette about implantation of their well-designed plan that uses a research-based systemic model for supporting the turnaround of elementary schools. Their plan does not remove teachers or principals. He asked that CPS visit schools where Strategic Learning is working. Their program has had successful results within two years, such as Cather. It was the most improved school in the city and five years later, it is still the most improved.

Andrew Martinez

Teacher, Gage Park

Marquette feeds into Gage Park. They have received some outstanding students. The existing violence impacts the school, and starts in underserved communities like Marquette. Teachers love their students and should be allowed to remain.

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) 2010 and 2011 Notice Letters to the school concerning its performance policy status;
- 7) The CPS witnesses' written testimony and related Power Point presentations.

Documents Submitted In Opposition To the Turnaround of Marquette 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) Letter from Jeanine Saflarski, former Marquette teacher;
- 2) Nine pages from Strategic Learning Initiatives;
- 3) Ten pages from Standards Based Change, including philosophy, and Benchmark statements from 2009-10;
- 4) Area 11 School Leadership Team Retreat, January 2007;
- 5) Article from Educational leadership, April 2004 by Janice and Jerry Patterson;
- 6) Schedule of Area 11 Leadership Meetings, 2006-07, goals listed for 4/7/06 and 5/3/06 and an Agenda for 6/27/06;
- 7) Twelve pages of educational materials entitled "Tools for Planning, Eight pages entitled "Principals of Learning Tools, and seven pages entitled "Sample Lesson Plan Templates;
- 8) Handwritten LSC notes for 1/17/12;

- 9) Petition in Spanish and English directed to CEO Brizard requesting withdrawal of the turnaround proposal with approximately two hundred fifty signatures;
- 10) Petition direct to CEO Brizard requesting withdrawal of the AUSL contract with approximately 28 signatures;
- 11) A fifteen page document from Schoolrise Illinois Leadership Seminar dated 2/9/08 and titled "Setting Benchmarks for Student Achievement, including classroom pictures;
- 12) A fourteen page document titled "Developing Schools that Have the Capacity to Improve Student Learning: Beginning with Literacy". Submitted by fax and received 2/8/12;
- 13) Statement of Marcy Hardaloupas;
- 14) Statement of Sandra Duignan;
- 15) CTU Article regarding school closings and turnarounds;
- 16) Letter from former Marquette teacher;
- 17) CTU article regarding school closings by Black population;
- 18) Community Media Workshop by Curtis Black;
- 19) CTU Article by Kenzo Shibata regarding Marquette
- 20) Marquette SIPAAA highlights;
- 21) CPS printout on student demographics;
- 22) Marquette budget items;
- 23) Sun Times article regarding charter schools and state tests;
- 24) WBEZ "Mapping Ten Years of School Closures;
- 25) CTU article "Enhanced Schedule v. Today's Closed Campus Schedule;
- 26) Tribune article dated 4/27/11 by Mary Schmich;
- 27) Neighborhood Agenda for Schools dated November 2011 including a list of community organization endorsing the agenda;
- 28) Bronzeville Community Act Council letter to CEO Brizard dated 1/17/12;
- 29) Mission/philosophy statement from Strategic learning Initiatives.

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 Marquette Elementary School via Reconstitution.

2. On Thursday, February 2, 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. Marquette Elementary is located at 6550 South Richmond in

Chicago, IL. Serving 1385 students, grades pre-kindergarten through eighth 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 Marquette Elementary School: All students currently enrolled in Marquette or eligible to enroll in Marquette this coming fall would continue as students at the school; All staff including the faculty would be removed and replaced; Marquette 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. Marquette received 35.7% of available points on the Performance Policy in 2007-2008, 23.8% in 2008-09, 11.9% in 2009-10 and 19% in the 2010-11 school year. Marquette 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. Marquette's 2010-2011 ISAT Composite Meets or Exceeds score, which is the combined result of the ISAT reading, mathematics, and science assessments, was 55.6%, compared to a District

average of 75.6%. In reading, the percentage of Marquette students meeting or exceeding state standards was 57%, compared to a district average of 72.7%. In mathematics Marquette's performance was 55.6%, compared to a District average of 79.4%. In science Marquette's performance was 50.7%, compared to a District average of 72.4%.

8. The widening of the performance gap between Marquette and the District is consistent across subjects. Marquette's ISAT Reading Meets or Exceeds score was 8.8 percentage points below the district average in 2005-06 and 15.7 percentage points below the district average in 2010-11. Marquette's ISAT Math Meets or Exceed score was 13.8 percentage points below the district average in 2005-06 and 23.9 percentage points below the District average in 2010-11. Marquette's science score was 12.5 percentage points below the District average in 2005-06 and 21.7 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 nine student-level factors, including grade level, prior performance on the ISAT, free or reduced lunch eligibility, mobility, participation in the Students in Temporary Living Situations 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. Marquette's 2010 reading Value-Added score was -1.3 in 2010, and -0.6 in 2011. Its mathematics Value-Added score was -1.6 in 2010 and -1.4 in 2011. This means that on average, students at Marquette grew at a below-average pace in reading and math in the last two years. Marquette's 2011 value-added scores for reading were in the bottom 30% of scores in the District, and for math were in the bottom 8% in the District.

10. The District has provided resources and supports to remediate the school's performance deficiencies. Marquette has a district funded position for an IB Coordinator and World Language Teacher. Marquette received funding through the Reading First program to reduce classroom size, hire three reading intervention specialists and purchase materials. Marquette received multiple resources and supports from the Network to remediate the school's performance deficiencies including:

- Additional funding to support collaborative lesson planning with extended day professional development;
- Coaching support to the Instructional Leadership Team and

teachers;

- Professional development on data analysis to support instruction;
- Principal coaching, meetings and school visits;
- Literacy support with resources for classroom libraries;
- Behavioral management training aimed at creating a positive learning climate, otherwise known as Positive Behavior Intervention Systems; and
- Weekly professional development and specific professional development for guided reading and for differentiated instruction.

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

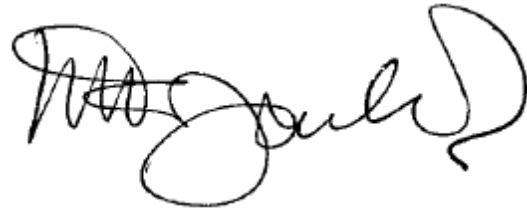
12. Illinois law, and all the Chicago Public School Policies and Guidelines applicable to the CEO's proposed action in this case have been complied with in their entirety, specifically including, but not limited to the School Performance Policy for the 2011-2012 school year.

Recommendation

The Hearing Officer hereby recommends that the Board approve the CEO's proposal to Reconstitute Marquette Elementary 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 8, 2012