

Board of Education of the
City of Chicago

In Re: The Matter of
The Proposed Reconstitution of
Edward Tilden Career Community Academy High School

Before
Fredrick H. Bates
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 (“CPS”) to serve as an Independent Hearing Officer in this matter. On Friday, February 3, 2012, a hearing was convened at the Board of Education of the City of Chicago, 125 South Clark Street, Chicago, Illinois. The purpose of the hearing was to enable the Hearing Officer to receive public comments from concerned persons, specifically including representatives of the CEO, members of the local school council, parents, students, members of the school’s staff, the Principal, representatives of the Chicago Teachers’ Union, and interested members of the public, concerning the CEO’s proposal to Turnaround Tilden High School via Reconstitution. CPS served notice of the hearing on the parents, staff members, Principal, and members of the Local School Council via U.S. Mail, and/or personal service. 65 individuals signed the attendance sheet at the public hearing, and everyone who requested to speak was provided the opportunity to do so, including State Representative Esther Golar, who requested to speak last, and opposes the proposed Turnaround at Tilden. The record was

left open for the submission of written materials, however no additional documents were submitted after the hearing.

Pursuant to the directives provided in the document entitled “Procedures For Public Hearings On Proposed School Closures, 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 as follows:

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

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

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

Sec. 34-18. Powers of the board.

The board shall exercise general supervision and jurisdiction over the public education and the public school system of the city, and, except as otherwise provided by this Article, shall have power:

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- 7. To apportion the pupils to the several schools; provided that no pupil shall be excluded from or segregated in any such school on account of his or her color, race, sex, or nationality. The board shall take into consideration the prevention of segregation and the elimination of separation of children in public schools because of color, race, sex, or nationality.

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24. To develop a policy, based on the current state of existing school facilities, projected enrollment and efficient utilization of available resources, for capital improvement of schools and school buildings within the district, addressing in that policy both the relative priority for major repairs, renovations and additions to school facilities, and the advisability or necessity of building new school facilities or closing existing schools to meet current or projected demographic patterns within the district;

The Board's School Performance, Remediation and Probation Policy for the 2011-2012

School Year 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.

International Baccalaureate (IB) Class: Shall mean a college-level course approved by the International Baccalaureate Organization to be designated as an IB class 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.

IB Exam: Shall mean the end of course exam established by the International Baccalaureate Organization that is administered upon completion of an IB 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 CEO 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:

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- 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

B. High School Indicators, Standards and Scoring

A high school may receive a total performance score ranging from zero (0) to forty-two (42). For the 2011-2012 school year, the current status, trend,

and growth indicators and standards that determine a high school's performance score shall be as follows:

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

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

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

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

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

- No reduction = 0 points
- Reduction of at least 0.1 but under 1.0 percentage points = 1 point
- Reduction of at least 1.0 but under 3.0 percentage points = 2 points
- Reduction of at least 3.0 percentage points = 3 points

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

2. Freshmen On-Track – 6 possible points

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

- 80% or more on track = 3 points
- 60%-79.9% on track = 2 points
- 45%-59.9% on track = 1 point

Less than 45% on track = 0 points

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

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

No Improvement = 0 points

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

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

Improvement of at least 5.0 percentage points = 3 points

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

3. ACT Score – 6 possible points

a. Current Status – A high school shall be evaluated on its average ACT score. To determine current status, a school's average ACT scores for tests administered to students in Grade 11 during the Spring 2010 PSAE administration and during the Spring 2011 PSAE administration will be averaged. If two years of data are not available, one year of data will be used. The school shall receive points towards its overall performance score as follows:

Average ACT score is 20 or more = 3 points

Average ACT score is at least 18, but less than 20 = 2 points

Average ACT score is at least 16, but less than 18 = 1 point

Average ACT score is less than 16 = 0 points

b. Trend – A high school shall be evaluated on improvement of its average ACT score.

Improvement trend is determined by comparing the 2011 average ACT score with the average ACT score of the three previous years. If the school does not have three previous years of data, two years of data will be used. The school shall receive points as follows:

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

No Improvement = 0 points

Improvement of at least 0.1 but under 0.5 = 1 point

Improvement of at least 0.5 but under 1.0 = 2 points

Improvement of at least 1.0 = 3 points

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

4. PSAE Reading Score– 2 possible points

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

70% or more meeting or exceeding = 1 point

50%-69.9% meeting or exceeding = 2/3 point

30%-49.9% meeting or exceeding = 1/3 point

Less than 30% meeting or exceeding = 0 points

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

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

No Improvement = 0 points

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

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

Improvement of at least 5.0 percentage points = 1 point

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

5. PSAE Mathematics Score– 2 possible points

a. Current Status - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's

PSAE mathematics results averaged from the two most recent school years. To determine current status, the school's PSAE mathematics results from tests administered to students in Grade 11 in Spring 2010 and Spring 2011 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

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

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

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

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

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

6. PSAE Science Score— 2 possible points

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

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

Less than 30% meeting or exceeding = 0 points

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

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

No Improvement = 0 points

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

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

Improvement of at least 5.0 percentage points = 1 point

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

7. Attendance – 6 possible points

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

95% or more attendance rate = 3 points

90%-94.9% attendance rate = 2 points

85%-89.9% attendance rate = 1 point

Under 85% attendance rate = 0 points

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

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

No Improvement = 0 points

Improvement of at least 0.1 but under 0.5 percentage points = 1 point

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

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

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

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

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

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

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

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

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

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

No Improvement = 0 points
Improvement of at least 0.1 but under 1.0 percentage points = 1 point
Improvement of at least 1.0 but under 3.0 percentage points = 2 points
Improvement of at least 3.0 percentage points = 3 points

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

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

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

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

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

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

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

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

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

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

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

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

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

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VI. SCHOOLS IDENTIFIED AS NEEDING REMEDIAL ASSISTANCE

On a date to be determined by the CEO or his designee, after school performance data is available, schools will be notified as to their accountability designation hereunder.

A. Schools Placed on Remediation

Any school that receives a Remediation status as described in Section IV.B. hereunder shall participate in a remedial program in which a Remediation Plan is developed by the CEO. A Remediation Plan may include one or more of the following components:

1. Drafting a new school improvement plan;
2. Additional training for the local school council;
3. Directing the implementation of the school improvement plan; and
4. Mediating disputes or other obstacles to reform or improvement at the school.

In creating a Remediation Plan, the CEO or designee shall monitor and give assistance to these schools to ensure that all aspects of the plan, including the school budget, address the educational deficiencies at these schools and ensure the development and full implementation of a school's NCLB Corrective Action measures and/or Restructuring plan.

For all schools placed on Remediation, the CEO or designee shall approve the final Remediation Plan, including the school budget.

B. Schools Placed on Probation

1. School Improvement Plan and Budget: Each school placed on Probation shall have a school improvement plan and a school budget for correcting deficiencies identified by the Board. The CEO or designee shall develop a school improvement plan that shall contain specific steps that the local school council and the school staff must take to correct identified deficiencies. The school budget shall include specific expenditures directly calculated to correct educational and operational deficiencies identified at the school.

In creating or updating the required plan, the CEO or designee shall give assistance to Probation schools to ensure that all aspects of the plan, including the school budget, reflect and are tailored to the individual needs of the school and that the plan addresses the educational deficiencies at

these schools. For schools with a federal school improvement status for failure to make adequate yearly progress (AYP), the school improvement plan shall also include strategies and activities to achieve AYP and ensure the development and full implementation of the school's NCLB Corrective Action measures and/or Restructuring plan, as applicable.

The Board shall approve school improvement plans and budget for all schools, including schools placed on Probation, as part of the annual school fiscal year budget resolution. Any updates to such school improvement plan or school budget to address new data on the deficiencies at Probation schools and schools with a federal school improvement status shall be approved by the Board in accordance with the state's timeline for Board approval of federal school improvement plans. Thereafter, any amendments to the school improvement plan or budget shall be approved by the CEO or designee.

Except when otherwise specified by the CEO, the Chief Area Officer (CAO) and CAO designees shall serve as the probation team that will identify the educational and operational deficiencies at Probation schools in their Area to be addressed in the school improvement plan and budget presented to the Board for approval.

2. Monitoring: The CEO or designee shall monitor each Probation school's implementation of the final plan and the progress the school makes toward implementation of the plan and the correction of its educational deficiencies.

3. Additional Corrective Measures: **Schools placed on Probation that, after at least one year, fail to make adequate progress in correcting deficiencies are subject to the following actions by the approval of the Board, after an opportunity for a hearing:**

- a. Ordering new local school council elections;
- b. Removing and replacing the principal;
- c. Replacement of faculty members, subject to the provisions of Section 24A-5 of the Illinois School Code;
- d. Reconstitution of the attendance center and replacement and reassignment by the CEO of all employees of the attendance center;**
- e. Intervention under Section 34-8.4 of the Illinois School Code;
- f. Operating an attendance center as a contract turnaround school;
- g. Closing of the school; or
- h. Any other action authorized under Section 34-8.3 of the Illinois School Code

The Law Department shall develop and disseminate hearing procedures for hearings required before taking any of the corrective actions specified above. (*Emphasis added*).

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 CLOSURES, 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 marking 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 the 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

<u>Name</u>	<u>Affiliation</u>
Oliver Sicat	Chief Portfolio Officer, CPS

Mr. Sicat 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 that 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 Tilden High School. 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 replacement of the staff at the school.

Tilden 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, Tilden has been on probation for eight consecutive years, and for a total of 15 out of the past 16 years. You will hear testimony this evening from Janette Morales - Network Data Strategist for the Southwest Side Network, detailing the academic performance of Tilden. You will also hear a statement from Elizabeth Kirby - Chief of Schools for the Southwest Network, and from Dr. Donald Fraynd, Officer -

CPS began using this structure for the Performance Policy four years ago. In three out of the four years of the current structure, Tilden has been a Level 3 school. In the 2007-2008 school year, Tilden received 8.3% of available points. In the 2008-2009 school year, it received 22.2% of available points. In the 2009-2010 school year it received 25.4% of available points. In the 2010-2011 school year, it received 46.8% of available points and received a Level 2 rating.

Despite the Level 2 rating, Tilden is not eligible to be removed from probation at this time. As mentioned, schools on probation must achieve a Level 2 rating for two consecutive years to be removed from probation, and last year was Tilden's first year receiving this rating. Furthermore, Tilden's performance on the PSAE is less than 10%. Finally, Tilden's principal was removed in 2010 under Section 8.3 of the Illinois School Code. Under the Performance Policy, schools that have undergone a principal removal under Section 8.3 are not eligible to be removed from probation until at least five years have elapsed or until the school has made AYP for two consecutive years, whichever is later. This means that Tilden is not eligible to be removed from probation until the 2015-2016 school year – at the earliest.

CPS has had a policy determining a school's probation status for the past 16 school years. Tilden has been on probation for the past eight consecutive school years, and 15 of the last 16 years. The notices of Tilden's Performance Policy status for the last four school years, which were sent to the Tilden principal, are included in the binder of documents that you have received.

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

As you can see, this slide shows the percentage of students at Tilden, in Tilden's geographic network, and across the District who met or exceeded state standards on the PSAE. Between the 2007-2008 and 2010-2011 school years, Tilden's PSAE Composite Meets or Exceeds score, which is the combined result of the PSAE reading, mathematics and science assessments, has remained below 7% and was 6.3% in 2010-2011. Over that same time period, the average for schools in the Southwest Side High School geographic network remained above 20% and was, on average, 16.8 percentage points higher than Tilden. The District average scores during that time period remained, on average, 24.2 percentage points higher than Tilden.

PSAE scores prior to 2007-2008 cannot be compared to more recent scores due to a change in the way in which the PSAE was scored in the 2007-2008 school year.

However, scores from the ACT college readiness exam, which is one component of the PSAE, are more easily comparable over time. Average ACT score is also a metric used in the Performance Policy. ACT scores are reported on a scale from 1 to 36.

ACT scores presented here are taken from the PSAE administration only, meaning the average scores presented here may differ from averages that include additional administrations of the test. As you can see, Tilden's average ACT composite scores have historically been below the geographic network and District averages. In the 2010-2011 school year Tilden's average ACT composite score was 13.5, compared to a district average of 17.2 and a geographic network average of 16.3. Over the past six school years, Tilden's scores have been, on average, 3.3 points below the District average and 2.3 points below the geographic network average.

The low performance on standardized tests at Tilden is consistent across subjects. In the 2010-2011 school year, Tilden's average ACT reading score was 13, while the District average was 17.1, and the geographic network average was 15.9. Over the past six school years, Tilden's reading scores have been, on average, 3.4 points below the District average and 2.2 points below the geographic network average.

Tilden's average ACT mathematics score in 2010-2011 was 15, while the District average was 17.7, and the geographic network average was 16.8. Over the past six school years, Tilden's math scores have been, on average, 2.7 points below the District average and 1.8 points below the geographic network average.

Tilden's average ACT science score in 2010-2011 was 14.5, while the District average was 17.7, and the geographic network average was 16.8. Over the past six school years, Tilden's science scores have been, on average, 2.7 points below the District average and 1.8 points below the geographic network average.

Tilden's average ACT English score in 2010-2011 was 11.4, while the District average was 16.5, and the geographic network average was 15.4. Over the past six school years, Tilden's English scores have declined from an average of 12.9 to an average of 11.4 and have been, on average, 5.1 points below the District average and 4 points below the geographic network average.

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

The percentage of Tilden students making expected gains has been consistently below the District average and has declined over time. Tilden's 2010 EPAS Gains score was 36.8%, compared to a geographic network average of 45.1%, and a District average of 48.8%. This means that over 60%¹ of students at Tilden did not meet expected growth targets on the EPAS series.

In addition to standardized test scores, the Performance Policy evaluates schools on attendance rate. In 2010-2011, Tilden's attendance rate was 78.5%, compared to a geographic network average of 84.2% and a District high school average of 83.7%. It is important to note that beginning in the 2007-2008 school year, high schools began taking attendance each period, as opposed to once per day as had been the case. As a result, attendance rates for most high schools declined that year.

Another important measure of school performance is the Freshmen On-Track rate, which measures the percentage of freshmen that are on-track to graduation by the end of their freshman year. A student is considered on-track if, by the end of their 9th grade year, they have earned at least five credits and have failed no more than one semester core course. The percent of freshmen on-track at Tilden in 2010-2011 was 86.5% compared to a geographic network average of 67.6% and a District average of 72.6%.

Increases in attendance and Freshmen On-Track rate last year contributed to Tilden's Level 2 rating. However, current year data in 2011-2012 in attendance and Freshman On-Track rate shows that both have declined, and that both are well below geographic and District averages. This is true for not only the time period prior to notices of today's public hearing being issued, but also the time period after the public hearing notices were issued.

For the 2011-2012 academic year, prior to the public hearing notices being issued in November 2011, attendance declined to 68.2%. Similarly, prior to notices of hearing being issued, the core passing rate for 9th grade students was only 46.8%. The core passing rate is a predictor of the likely year-end Freshmen On-Track rate. In addition, performance on standardized test scores remains low at Tilden. More than 90% of students are not meeting state standards on the PSAE, and more than 65% of students are not making expected gains on the EPAS assessment series.

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

¹ At the Public Hearing Ms. Morales mistakenly said 65% of students at Tilden did not meet expected growth targets on the EPAS series. After the Hearing she submitted a written request to amend her statement to include the correct statistic, and the Hearing Officer granted that request.

As you can see, Tilden's 2010-2011 graduation rate was 41.1%, compared to a geographic network average of 57.6% and a District average of 58.3%. With a graduation rate of 41.1%, only four out of ten students who entered Tilden as freshman in the 2006-2007 school year graduated by 2011.

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

Elizabeth A. Kirby

Chief, Southwest Side High School Network

Ms. Kirby testified as follows: “I am the Chief of Schools for the Southwest Side High School Network of the Chicago Public Schools. Tilden High School is one of 17 schools with the Southwest Side Network that I am responsible for overseeing on behalf of the Chief Executive Officer of the Board.

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.

I have been employed by Chicago Public Schools for approximately 16 years. Prior to becoming Chief of Schools, I served as principal at Kenwood Academy where I led multiple high school initiatives. Under my leadership, Kenwood Academy increased performance in many key indicators including ACT scores, PSAT scores, freshman on track, one year drop-out rate, attendance, and college enrollment.

Prior to becoming principal, I also served as an assistant principal and teacher for the Board. In addition to earning a teaching certificate in History, I have also earned a Master's degree in Social Science.

As you have already heard, Tilden has been on probation for the past 8 years. It has received less than half of total points under the Board's Performance and Remediation of Schools Policy for two consecutive school years.

Through my review of the Tilden School Improvement Plans, located at Tabs 12 (a) and 12 (c) in the evidence binder, information I have gained from current and previous CPS staff, my own knowledge of the District's initiatives, and my work with Tilden, I am aware of how the District has supported Tilden during the past few years, which includes, but is not limited to, the following:

- Since Tilden has been on probation, the district has provided oversight of its discretionary budget to ensure funds are allocated in line with the goals for improved student outcomes. This is done through the School Improvement Plan for Advancing Academic Achievement otherwise known as SIPAAA. The

SIPAAA is created based on data and input from several stakeholders, and it identifies the key areas where the school needs improvement, plans interventions to support the school, and allocates 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 that adopted the SIPAAAs for Tilden are located in your evidence binder at Tabs 12 (b) and 12 (d).

- For the 2007-2008, 2008-2009, and 2009-2010 school years, the District provided Tilden with a comprehensive instructional development system or IDS. Through IDS, the school's teachers in English, mathematics, and science received curriculum aligned with the Prairie State Achievement Examination or PSAE and the Illinois and College Readiness Standards. IDS provided for end of year assessments aligned to the curriculum in math, literacy and science and provided ongoing data to gauge student progress and identify learning gaps for remediation. Through IDS, Tilden's teachers also received targeted professional development in the form of workshops as well as site-based one-on-one coaching. However, despite this support, Tilden's PSAE composite meets/exceeds score from the 2007-2008 school year through the 2010-2011 school year remained more than twenty percentage points below the district average.
- A change in principalship occurred in 2010, through a principal removal hearing that was convened in July 2010 pursuant to Section 8.3 of Article 34 of the Illinois Code. At the time, Tilden had been on probation for approximately 6 consecutive years, and, similar to the present, had displayed consistently low student outcomes for academic achievement across different subject areas, including low ACT scores below the District average since the 2002-2003 year.
- The network held Weekly Performance Management sessions with the Principal to assess the implementation of strategic action items such as Attendance Improvement, Behavior Interventions, Academic Interventions and Overall School Climate.
- The network dispatched Area Leadership Team at strategic checkpoints to provide assistance on Policy and Procedure Evaluation; Data Analysis; and Instructional Leadership Team Advisement.
- The network implemented a technology based Learning through Sports after School Program to target entering freshmen lacking basic skills. The Learning through sports program delivered a web based assessment and review of basic skills in reading, math, and Language Arts. The system linked sports and video games with successful completion of test questions and activities to act as a motivator to students.

- The network conducted Area Lead Walk-Throughs to ensure sound Instructional Delivery and support for struggling teachers. Core subject area teachers were provided common planning time with their departments, and every department was afforded the opportunity to meet once a week to review assessment and attendance data, and discuss instructional best practices and how to improve student progress.
- The network provided monthly professional development to Instructional Leadership Teacher Teams based on assessed needs, including in the following: how to implement and effectively use data to inform and differentiate practice, modeling cohesive CTT models of instruction, classroom management, and de-escalation training.

Additionally, the Network implemented numerous strategies to address the five important focus areas for Tilden, which are: instruction, instructional leadership, professional capacity, learning climate and family & community involvement.

Despite the efforts of the currently constituted educational team at Tilden, our students have not demonstrated the educational gains that we believe they are capable of achieving. In fact, only 6.9 percent of students at Tilden met or exceeded standards in reading, and only 9.5 percent met or exceeded standards in math on the PSAE standardized test in 2011. Although there were some improvements in attendance and freshman on track last year, the principal and the staff that led the work to achieve those gains left Tilden in the summer. The current staff that is in place has not been able to sustain those improvements.

For all of these reasons, and for the benefit of individual students and for the community, there is an urgent need for the performance of Tilden High School to improve, and to improve quickly. It is important that a new day dawn at Tilden – one that is marked by significant improvements in education and results. Accordingly, the Chief Executive Officer is recommending that the Tilden High School 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, which will help them develop and execute a comprehensive plan for school improvement.

This turnaround approach, if rigorously implemented, will result in accelerated student achievement at Tilden High School

If the Board approves the proposed turnaround of Tilden High School, the Chief Executive Officer will recommend that the Board's Office of School Turnaround, under the leadership of Dr. Donald Fraynd manage Tilden High School. The Office of School Turnaround will hire and train the new administration and staff at Tilden High School.

Dr. Fraynd will speak about the plan that the Office of School Turnaround will implement at Tilden to ensure that it improves student achievement.

In conclusion, there is an urgent need to accelerate student achievement at Tilden High School. The community and our students deserve better. Prior supports and interventions at Tilden High School have not produced satisfactory results. The Chief Executive Officer believes that a turnaround by reconstitution will accelerate student achievement and that we owe it to the Tilden High School students to implement this strategy.”

Dr. Donald Fraynd

Officer - Office of School Improvement

Dr. Fraynd testified: “I am the Officer who heads the Chicago Public Schools Office of School Improvement within the Chief Education Office. I have been working on school turnaround with CPS since 2008. I have a doctorate in educational leadership and policy analysis from the University of Wisconsin at Madison, 11 years experience as a high school teacher and principal, and have spent 3 full years doing research in school reform and best practices for struggling schools. I have also spent more than three years working extensively on the turnarounds of Harper High School, Fenger High School, and Marshall High School.

Today, I am here to provide you and the public information on the turnaround strategies that the Chief Education Officer will implement at Tilden High School if the proposed turnaround by reconstitution of the school is approved by the Board of Education.

In Chicago, we have many schools that have been placed on academic probation for a number of years due to persistently poor academic performance, a situation that leaves thousands of our students without a bright future. The Chief Executive Officer’s goal is to “turnaround” those schools so that their students will achieve academic success that will prepare them to lead productive and fulfilling lives in post-secondary education and ultimately in the workplace and their communities.

Tilden has a proud history in the City of Chicago and many people care deeply about the future success of the school. Over the past decade, however, Tilden also has a documented history of low student performance, and a steady and significant decline in enrollment. In 2011, the Board was awarded a grant to help transform Tilden. Since the date of the grant, the principal left the school, as did many of the school’s highest performing staff members. In addition, as Ms. Morales has testified, school data from the current academic year shows a significant decline in attendance rates and core class passing rates.

In essence, the conditions under which the grant was written and awarded have changed significantly for the worse. The current reality is that Tilden needs more comprehensive change and support than the levels contemplated by its transformation plan. Tilden needs a comprehensive reconstitution to stem its continued educational decline, and to nurse itself back to health and future educational success.

We stand ready to partner with students, parents, alums, civic leaders, and community members to make Tilden a model urban school. The Chief Executive Officer believes that reconstitution at Tilden High School is necessary to give Tilden the clean slate and the restart it needs for turnaround strategies to succeed.

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

1. Permitting students to stay in place and return to the school in the following school year, thereby increasing the chances of a higher quality educational experience for the students currently in the school.
2. Conducting multiple meetings with community groups and parents to ensure that they are aware about the issues, and help to make decisions for the future of the school in a collaborative effort that pulls together the energies of multiple stakeholders to improve the school.
3. Conducting a rigorous, inclusive and fair hiring process for new staff that includes an extensive process of resume review, group interviews, a sample lesson, interviews by parents and students, and reference checks, which ensures that we make every effort to find the highest quality staff to help power the turnaround efforts. We go to a great deal of effort to educate current faculty/staff as well as a national audience about the opportunities available in new turnaround schools.
4. Procuring new textbooks, new curriculum programs, new computers / software, and a wealth of new programs to help build a healthy climate and culture in the school.

As to technology improvement and integration at Tilden, our plan is to blend technology into the curriculum to the greatest extent reasonably feasible and possibly integrate iPads into certain courses. We will also be working to improve students' senior year course offerings, including a course called "Senior Capstone" that will help students integrate everything learned in high school and help them develop and enhance their public speaking and writing skills.

Seniors will also be offered and required to take a course called “Postsecondary Action” which will guide them through the complicated process of applying for financial aid, scholarships, and applications to postsecondary institutions. The course will also prepare them for the practical realities of their post-secondary education, including time-management and study skills, and by better equipping them to meet the greater responsibilities that come hand-in-glove with greater freedoms as a college student.

5. Providing resources to address mental health issues, including employing additional staff, providing mentors and adding community-based mental health programs to the school.
6. Restoring order to the school by training staff extensively in classroom management techniques and discipline programs and tracking data on the conditions of classrooms and continuously coaching teachers on how to improve their classroom management skills.
7. Training staff in a new and more effective curriculum including programs for off-pace readers, credit recovery, reading and writing skills, and a new emphasis on teaching the skills present in the ACT test.
8. Ramping up and improving college placement services to assist students in selecting a college or career program
9. Focusing management on student achievement by using data to ensure that academic, social emotional and behavior goals are met.

The Office of School Improvement has used its turnaround model in 5 schools that are now at various phases in the process. This model is based on the belief that well-organized and tightly managed schools, strong family and community involvement, highly-skilled and strongly committed educators, and engaged students can overcome poverty-driven deficits. We have learned a great deal and will continue our steadfast focus on improving our model moving forward for the benefit of students.

On the high school side, we have already begun to turnaround 3 schools with challenges and demographics similar to Tilden. Two specific examples include:

- Marshall, our newest turnaround high school, had no students in the hallways during classes on day 1, no small feat when looking at its hallways in the past. Marshall saw a 22.28% increase in attendance rates in 2010-2011 as compared to 2009-2010. Marshall also had the highest PLAN to ACT growth in the district for students starting at their level which is nearly identical to the starting level of Tilden students.

- Harper High School is in its fourth year of turnaround. We are very pleased with its results to date. In its first year of turnaround, Harper’s attendance rate increased by 15%, serious student misconduct decreased, and the freshman on track rate was one of the district’s highest in year-to-year growth, posting an 18% increase. Harper’s scores on the PSAE, only 1 year into the multi-year turnaround process, showed a 3 point jump in reading and nearly a 2 point jump overall. In the most recent year, Harper raised its percentage of students meeting/exceeding state standards on the PSAE by ten percent as compared to pre-turnaround, outpacing the district growth average substantially.

These are not just numbers; these data show that hundreds of students’ lives are improving as a result of the turnaround efforts.

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

Thank you, Mr. Hearing Officer. This concludes my statement regarding the strategies that the Chief Education Office proposes to implement at Tilden High School.”

Ronald Jackson

LSC Chairperson

The LSC Chairperson testified in relevant part as follows: “When the former principal ... Phyllis Hammond, left in 2010, CPS did not acknowledge that all those programs that was in Tilden was taken out, automotive, computer technology, carpenter, workshop, business. CPS did not mention that they took those programs out. And we, as the LSC, when we brought it to the CPS's attention about these programs, they just sit there and just looked at us. And as to this date now, those programs are still not in this building.

So for the Board to come here and say why are we on probation, this is the reason why CPS -- this is the reason why Tilden is on probation. We don't have no programs in the building to help the students achieve what they can. They're saying technology is the wave of the future, but, yet, how can CPS allow the CAO to take out these technology? And then when we respond to them, we get no response. And when we questioned them to put those programs back in, as to this date, no program is back in there except computer. They brought back technology. They brought back nursing, and they kept culinary art.

We're not going to say -- Tilden does have some issues, but they are working on those issues; but, yet, we don't have the resources for those issues that they're saying. We don't have the issue to deal with child behavior in the building because the funding is not there. They say we have the funds. As we look through the SIPAAA, right here, all this, it says incomplete. So how can you sit there and say that we want to help the children at Tilden when you give us a SIPAAA that's incomplete, not only for this year, but also for last year? So for some of the Board members to come up here and say that we want to do a

turn-around, I advise this hearing officer to deny the Board this chance for a turn-around and give the parents as well as the teachers and the community a chance.

We're saying, within two years, we can do better than they did over there at Harper. What they say is not true at Harper. They are still having more problems over there at Harper, and their data shows that. ...

And UIC ... did a [study] that stated that the Board data is not accurate. And what I'm saying is UIC have nothing to lose by coming out and saying that turn-around is not good for all schools. ...

[T]he other issue is the safety issue that we had cried about for a number of years and CPS has knowledge of it. I think it was in 2010-2011, when they removed the other principal, Ms. Marcy Sorenson, the CPS did not acknowledge that they took all security out of the building as well as most of the staff with them. So they left the building and -- they left the students in danger by removing all security and most of the staff out of building. And when school opened, CPS had knowledge that there were no security staff in the building, and there was basically -- oh, my fault -- basically no teachers in the building. ...

So how can we make any decision about how to help the students when you're denying LSC the right to know about positions that are being opened and closed and when you're not training the LSC?

And when we questioned -- when we questioned the Board, they're saying that they can do what they want and we don't have no say. We know that we don't have a right to approve the SIPAAA, but they're saying that they look for us to be engaged in the activity in the SIPAAA. And as the document will show, the SIPAAA from 2008 and 2010 is the same as 2010-2012, that the Board has did nothing but just put a few words in and bring it to the parent and the LSC saying, look at this SIPAAA. When their own chief area officer signed off on the SIPAAA that had \$300,000 allocated for computer technology and when I questioned the Board about where is that \$300,000 at, to this date, they have not even given me documents to state where is the money. ...”

Darryl Thomas

Parent

He urged CPS to fix the problems at Tilden.

Daniel Williams

“Taxpayer”

Mr. Williams spoke of both of his grandfathers who attended Tilden at a time when America invested in public education. He urged CPS to give the school the resources it needs. He opposes speakers being paid.

Ali Khatab

Community Resident

Mr. Khatab has a sibling at Tilden. He stated that the statistics are appalling and he wants whatever changes are necessary for the benefit of the children.

Elias Carvajal

Community Resident

He noted that Tilden has not been performing academically for several years, so he ³ I urges the Chicago Public School System to “do whatever it takes to make that school perform better whether it be a turn-around,” or some other means of improving the schools.

Michelle Porter

Teacher

She testified in pertinent part as follows: “I would like to address a couple of points from the PowerPoint that has been submitted earlier. It is stated that the reason that Tilden did not receive the grant is because the principal and key teachers left the building. That simply is not true. We did lose our principal. She was there for a year. We lost ... our assistant principal. She was there for one year. We lost four teachers and security. They, alone, did not move the school. It took the entire teaching staff. So for CPS to suggest that the teachers who were left in that building did not have the capacity to move the school is simply untrue.

I represent teachers who have been dedicated for years when we did not have resources, when we did not have a clear vision nor did we have anybody who invested in the betterment of our students. If we are here for our students, then it simply should be stated that August 8th when that school opened, we should have had all the resources that have been afforded to those schools that have already agreed to be transformed.

In the school year 2010-2011, Tilden began to implement instructional changes, a multi-layer approach that has been suggested that turn-around schools are already engaged in. You should know that those changes have improved our instruction, even though this year we received another principal who did not have the same vision, the same temperament, the same agenda as the principal we had received in the past year.

Our Culture of Calm climate was hampered at the beginning of the year because Chicago Public Schools refused to give us the necessary security to make it safe for our students to attend school. Our attendance goals were hampered by the omission of attendance census that worked during the 2010-2011 school year; and, again, that implementation was not done because we did not have the funds. ...

I have received information that the grant would be afforded to us in November. Two weeks later, we were told that it was proposed that we are being turned around. There's no transparency in this process. There's no credibility with Chicago Public School Systems. Our own principal is not here to support her staff.”

Matthew Johnson

LSC Vice-Chair

Mr. Johnson believes that CPS has violated the School Code in that The Tilden LSC was not consulted on the preparation of the required SIPAAA. He Stated in that regard: “Article 34/8.3 clearly states, when the school is on probation, once they get put on probation, the CEO or his designee is supposed to help prepare the school improvement plan with their deficiencies. ... The Illinois School Code clearly states when you change – you amend the SIPAAA, the Council is supposed to be given -- supposed to be a part of that. They supposed to have recommendation. The Council did not lose their authority. They lose the privilege to approve it, but they didn't lose their authority. There's no documentation in none of the packets that they gave you that showed that there was involvement with the Local School Council at Tilden.” He also complained that the \$5.5 million dollar SIG Grant was supposedly held back because of a leadership change in the school, when the first step in the transformation model is removing the administrators. Finally, he stated Tilden can reach the targeted goals if “you keep the same staff there, give them the resources that's needed.”

Liz Brown

Teacher Kelvyn Pk. H.S.

Ms. Brown read a letter opposing Turnarounds from the Kelvyn Pk H.S. LSC Chair who is concerned about the same type of school action at his school. She also commented that this is not the time to lose students which is what happens with turnarounds.

Alix Guevara

CTU

He testified in part: “I hope that we can really give the Tilden community and members of the staff and members of -- and parents the opportunity to really speak because, as was reiterated before, these resources need to be in the school now, and there's significant documentation that was provided by the LSC members to say these resources have been taken away. The vocational programs have been dismantled. Positions have been left vacant. There's no -- you know, currently I know that there's no librarian at the school and many of the positions have remained open. ... [If] we really are truly committed to doing everything we can to improve the academic achievement of the students at Tilden, then where were those resources previously? And why were those resources denied?”

Donna Perry

Teacher

She testified as follows: “In the 2008 through 2009 school year, our award-winning vocational education programs minus our award-winning culinary department was systematically dismantled, and this caused a loss of 500 plus students. This program represented many parents who have been through the program and possibly children of children who would have been in these programs. ...

During the 2009-2010, we had two APs removed from the school. Two new assistant principals arrived. We had financial concerns arise that was not -- had anything to do with the teachers. The old principal was removed, and in 2010, the new principal arrived,

and we found out that there was supplies that were hidden from the staff and students that we should have been using, but they decided to keep them from us, a whole building full of supplies to be exact. ...

And at present, we have a new principal who arrived to an understaffed, undermanned school and no discernible vision for Tilden at a school with noted below level students, 20 percent, at this time, special education, and students who have noted social emotional issues. ... [O]ur population comes to us basically at a grade level at the 4th to 5th grade level year after year. And we have a 30 to 40 percent Special Ed. This should be an exception with it only being down 20 percent.”

Darlene Shields

CPS Teacher

She urges CPS to provide the schools with the resources necessary to educate the children, and complained that far too many schools do not have those resources.

Jeremy Washington

Teacher

He graduated Tilden in 2001. When he arrived there he could not read. He went to college because of an opportunity to play in a college band, and provides that same opportunity to students at Tilden.

Trenton Perry

Alumni Association

He stated: “I’m here on behalf of the Alumni Association Initiatives as well as the current students here at Tilden Community Academy. I’m speaking against the proposed turn-around that is proposed by the Board of Education who has provided minimal assistance to the staff and administration at Tilden as well as absolutely no transparency or communication with the student body of children or the various alumni associations associated with Tilden and also other Chicago Public Schools.”

Jerry Skinner

Kelvyn Pk. H.S. Teacher

He stated in part: “Number one, by moving from Level 3 to Level 2, Tilden was an improving school which every other transformation school wants to be.

Number two, Dr. Donald Fraynd, the CAO for school turn-arounds, became the interim network CAO for Tilden's area at the time it was applying for and winning the SIG grant. Very quickly, CPS gave up on transformation at Tilden and handed it over to Dr. Fraynd for turn around. Please look into this obvious conflict of interest.

Number three, CPS claims that Tilden's transformation lead partner, America's Choice, voluntarily pulled out practically forcing them to axe the school's transformation. Kelvyn Park has much experience with America's Choice, and this experience makes us very skeptical that it would ever turn down working with a \$5.6 million grant. Please look into this also especially considering Dr. Fraynd's compromised CAO positions.

Fourth, and lastly, I would like to contest Dr. Fraynd's exaggerated claims of success at the high schools he has turned around.”

Gerald DeMar

Teacher

Mr. DeMar complained that the scheduling of the hearing was not conducive to the school community's participation. He conceded the test scores are low, but offered an number of socio-economic factors that contribute to the low performance at Tilden. He also noted that they have been moving in the right direction.

Rosita Chatonda

Community Organizer

She believes that turnaround schools are stripped of their resources before the school action is taken. Most of the schools that close are in minority communities. African-American teachers are being lost as a result. A new set of students will be in the Turnaround schools.

Byron Sigcho

UIC Instructor

He complained that CPS is not delivering quality education in minority communities, and that turnarounds do not have a positive track record.

John Kugler

Substance

“CPS, the New School Action guidelines is supposed to establish transparent criteria for determining when a school may be subject to an action. Instead, they are vague, one-size-fits-all and nonspecific and sweeping in their reach. CPS did not make a single revision even after public comments and Task Force recommendations were provided to clarify, quantify, and improve them to meet standards set by law.”

Hon. Esther Golar

Representative, 6th Legislative District

Representative Golar testified as follows: “Let's get some history of Tilden. I was a legislator, was appointed in 2005, was very active with Tilden in my prior job with the City of Chicago. I actually was a liaison as a civilian for the police department, and I'm still on the police department for the city.

It really -- I think everyone tonight -- I could go over many of the things that they have said, and I think many of the things that they have said is valid and true. This hearing is not set up for any type of parental involvement or community involvement or anyone because of the timing, of the places. I am also part of the Educational Task Force. We worked for three years because of this same type of thing that's happening this evening. And for some of the staff people that spoke tonight, I think some of those things were valid and many things are untrue.

First of all, there's a systemic problem in the public education of our children since 1995 and even before then. Many of our children go to schools, in feeder schools which are elementary schools. Tilden became a dumping ground for students that didn't do well on the stanine scores at elementary schools. They were actually all sent to Tilden.

We had many conversations. I met with Arne Duncan in 2008, had very many concerns in regards to things that were going on at Tilden. Alderman Balcer and I have had many meetings, many of your staff members before, actually with your prior CEO, and, of course, I have had one conversation with Mr. Brizard in regards to Tilden at one of our Educational Task Force meetings. We are in the process of putting a moratorium on these school actions. Our prior speaker is right. What is happening here is unjust. And not only will we be doing that, I also have a shell bill in to talk about some amendments to the present Senate Bill 630. Because things don't seem to be working with CPS.

There were conversations this evening saying that those turn-arounds which I'm familiar with which is Harper, not too familiar with Fenger, but just what the media has talked about, but I can tell you, Tilden, what has been going on there, CPS ignored it for years. We have had many, many conversations about Tilden, especially the issue with the violence at the school. You cannot teach when the -- you had 18 security guards. You left them with five, and you had a new principal put in.

I could go on and just talk about all of the systemic problems in the CPS. But let me tell you this, the Chicago education -- the Educational Task Force will continue to put pressure on CPS to do the right thing for our students in this city. We have 410,000 students in the public education, and I think that CPS now is on a trend to actually abolish public education.

So tonight, you can put it on record that we will continue to fight. We are against many of these -- all of the school actions that are taking place across the city in regards to what is happening this evening. Thank you for your time, and look forward, stay tuned because the fight is on.”

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 sent to the school community including the Principal, LSC, parents, and teachers and staff advising of the Public Hearing, an affidavit regarding the same, and an Internal Communications Electronic

Mail to CPS School-Based Staff dated Thursday, January 5, 2012, entitled “Reminder about Planned Public Hearings and How to Sign Up” sent to the CPS School-Based Staff;

2) The Chicago Board of Education’s School Performance, Remediation and Probation Policy for the 2011-2012 School Year (Policy Manual Section 302.6A, Board Report 10-0728-PO4); 3) The Chief Executive Officer’s Procedures for Public Hearings on Proposed School Closure, Consolidation, Phase-Out, Reconstitution, or Reassignment Boundary Change; 4) A copy of the relevant statutory provisions; 5) Performance Policy Report for Tilden High School for 2008 - 2011; 6) The School Improvement Planning for Advancing Academic Achievement (“SIPAAA”) for Tilden High School, 2010-2012, Year 1; 7) Board Report No. 10-1215-ED4, Approving the SIPAAA for Schools on Probation and Schools with School Improvement Status, dated December 15, 2010; 8) The SIPAAA for Tilden High School, 2010-2012, Year 2; 9) Board Report No. 11-0824-ED2, Approving the SIPAAA for Schools on Probation and Schools with School Improvement Status, dated August 24, 2011; and 10) The written testimony of the CPS witnesses, and their related Power-Point presentations.

Documents Submitted In Opposition To The Turnaround

At the hearing four written submissions were made by speakers opposed to the Turnaround at Tilden: 1) The Illinois General Assembly’s Chicago Educational Facilities Task Force, “Record of Action from the January 12, 2012 Meeting” which concludes that the Chicago Public Schools are not complying with state laws concerning the proposed School Actions; 2) A letter from the Kelvyn Park H.S. LSC Chairperson in opposition to the proposed Turnaround at Tilden; and 3) A document entitled “Response to the Chicago Tribune Jan. 26, 2012 Editorial, ‘Don’t Protect Failing Schools’;” 3) An e-mail

dated January 31, 2012 from Jerry Skinner responding in detail to the proposed school action at Tilden; and 4) Drafts of the Schools 2010-2012 SIPAAA's showing many items noted as "Incomplete."

STATEMENT OF FINDINGS

1. Proper notice of the Public Hearing was given as required by Illinois law, the Chicago Board of Education's School Performance, Remediation and Probation Policy for the 2011-2012 School Year, and the Chief Executive Officer's Procedures for Public Hearings on Proposed School Closure, Consolidation, 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 Tilden High School via Reconstitution.

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

3. Under the statutory scheme contained in Section 5/34-8.3 (d) of the Illinois School Code, the CEO and the Chicago Board of Education are granted the authority to take certain corrective measures with respect to schools with academic deficiencies. One of those measures is placing schools on probation, which allows the CEO and the Board to take additional corrective actions intended to correct the school's academic deficiencies. Any school placed on probation that, after at least one year, fails

to make adequate progress in correcting deficiencies, 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. Tilden High School is located at 4747 South Union Avenue, Chicago, Illinois 60609.

5. If the Board of Education of the City of Chicago approves the proposed turnaround of Tilden, students will not be displaced from the school. Instead, the CPS Office of School Improvement (“OSI”) will operate the school under the leadership of Dr. Donald Fraynd.

6. The Chicago Board of Education’s School Performance, Remediation and Probation Policy for the 2011-2012 School Year (Policy Manual Section 302.6A, Board Report 10-0728-PO4), is the CPS School Accountability Policy. Under this policy, each high school receives an annual rating based on its performance on a variety of student outcome measures, including standardized test scores, dropout rate, freshmen on-track data, Advanced Placement course enrollment and success, and student attendance. This rating is based on a point system. Points are received for the school’s current level of performance, its improvement over time, and the growth of individual students from year-to-year on standardized assessments. There are 18 separate metrics on which schools are evaluated, each worth between one and three points, for a total of 42 available points. High schools that receive less than 44% of the total available points receive a rating of Level 3 and are placed on probation. Tilden has been on probation for the past 8

years. To be removed from probation, a school must receive a Level 1 or Level 2 rating for two consecutive years, and must have at least 10% of students meeting or exceeding state standards on the Prairie State Achievement Exam, or PSAE.

7. CPS began using this structure for the Performance Policy four years ago. In three out of the four years of the current structure, Tilden has been a Level 3 school. In the 2007-2008 school year, Tilden received 8.3% of available points. In the 2008-2009 school year, it received 22.2% of available points. In the 2009-2010 school year it received 25.4% of available points. In the 2010-2011 school year, it received 46.8% of available points and received a Level 2 rating. CPS has had a policy determining a school's probation status for the past 16 school years. Tilden has been on probation for the past eight consecutive school years, and 15 of the last 16 years.

8. Despite Tilden's current Level 2 rating, Tilden is not eligible to be removed from probation at this time because it has not achieved a Level 2 rating for two consecutive years. Furthermore, Tilden's performance on the PSAE is less than 10%. Finally, Tilden's principal was removed in 2010 under Section 8.3 of the Illinois School Code. Under the Performance Policy, schools that have undergone a principal removal under Section 8.3 are not eligible to be removed from probation until at least five years have elapsed or until the school has made AYP for two consecutive years, whichever is later. Tilden is therefore not eligible to be removed from probation until the 2015-2016 school year, at the earliest.

9. The performance gap between Tilden and other schools in the geographic network and across the District has been persistent over time.² Between the 2007-2008

² Tilden is located in the Southwest Side High School Network. The term "geographic network" refers to the schools that are currently in the Southwest Side High School Network, as well as high schools located within the community, but managed independently, such

and 2010-2011 school years, Tilden's PSAE Composite Meets or Exceeds score, which is the combined result of the PSAE reading, mathematics and science assessments, has remained below 7% and was 6.3% in 2010-2011. Over that same time period, the average for schools in the Southwest Side High School geographic network remained above 20% and was, on average, 16.8 percentage points higher than Tilden. The District average scores during that time period remained, on average, 24.2 percentage points higher than Tilden.³

10. Tilden's average ACT composite scores have historically been below the geographic network and District averages. In the 2010-2011 school year Tilden's average ACT composite score was 13.5, compared to a district average of 17.2 and a geographic network average of 16.3. Over the past six school years, Tilden's scores have been, on average, 3.3 points below the District average and 2.3 points below the geographic network average.

11. The low performance on standardized tests at Tilden is consistent across subjects. In the 2010-2011 school year, Tilden's average ACT reading score was 13, while the District average was 17.1, and the geographic network average was 15.9. Over the past six school years, Tilden's reading scores have been, on average, 3.4 points below the District average and 2.2 points below the geographic network average.

12. Tilden's average ACT mathematics score in 2010-2011 was 15, while the District average was 17.7, and the geographic network average was 16.8. Over the past

as charter schools. The reason for using geographic network is to show how Tilden is performing compared to all other schools within its community.

³ PSAE scores prior to 2007-2008 cannot be compared to more recent scores due to a change in the way in which the PSAE was scored in the 2007-2008 school year. However, scores from the ACT college readiness exam, which is one component of the PSAE, are more easily comparable over time. Average ACT score is also a metric used in the Performance Policy. ACT scores are reported on a scale from 1 to 36. ACT scores discussed herein, as presented by Ms. Morale, are taken from the PSAE administration only. The average scores described herein may differ from averages that include additional administrations of the test.

six school years, Tilden's math scores have been, on average, 2.7 points below the District average and 1.8 points below the geographic network average.

13. Tilden's average ACT science score in 2010-2011 was 14.5, while the District average was 17.7, and the geographic network average was 16.8. Over the past six school years, Tilden's science scores have been, on average, 2.7 points below the District average and 1.8 points below the geographic network average.

14. Tilden's average ACT English score in 2010-2011 was 11.4, while the District average was 16.5, and the geographic network average was 15.4. Over the past six school years, Tilden's English scores have declined from an average of 12.9 to an average of 11.4 and have been, on average, 5.1 points below the District average and 4 points below the geographic network average.

15. The percentage of Tilden students making expected gains has been consistently below the District average and has declined over time. Tilden's 2010 EPAS Gains score, which stands for Educational Planning and Assessment System, and includes the EXPLORE test for freshmen, the PLAN test for sophomores, and the ACT test for juniors, was 36.8%, compared to a geographic network average of 45.1%, and a District average of 48.8%. This means that over 65% of students at Tilden did not meet expected growth targets on the EPAS series.

16. In addition to standardized test scores, the Performance Policy evaluates schools on attendance rate. In 2010-2011, Tilden's attendance rate was 78.5%, compared to a geographic network average of 84.2% and a District high school average of 83.7%.⁴

17. Another important measure of school performance is the Freshmen On-

⁴ It is important to note that starting in the 2007-2008 school year, high schools began taking attendance each period, as opposed to once per day as had been the case. As a result, attendance rates for most high schools declined that year.

Track rate, which measures the percentage of freshmen that are on-track to graduation by the end of their freshman year. A student is considered on-track if, by the end of their 9th grade year, they have earned at least five credits and have failed no more than one semester core course. The percent of freshmen on-track at Tilden in 2010-2011 was 86.5% compared to a geographic network average of 67.6% and a District average of 72.6%. Increases in attendance and Freshmen On-Track rate last year contributed to Tilden's Level 2 rating. However, current year data in 2011-2012 in attendance and Freshman On-Track rate shows that both have declined, and that both are well below geographic and District averages. This is true for not only the time period prior to notice of the public hearing being issued, but also the time period after the public hearing notices were issued. For the 2011-2012 academic year, prior to the public hearing notices being issued in November 2011, attendance declined to 68.2%. Similarly, prior to notices of hearing being issued, the core passing rate for 9th grade students was only 46.8%. The core passing rate is a predictor of the likely year-end Freshmen On-Track rate.

18. Moreover, the five-year cohort graduation rate for Tilden is well behind that of the geographic network in which Tilden is located, and the District.⁵ Tilden's 2010-2011 graduation rate was 41.1%, compared to a geographic network average of 57.6% and a District average of 58.3%. With a graduation rate of 41.1%, only four out of ten students who entered Tilden as freshman in the 2006-2007 school year graduated by 2011.

19. This low performance has taken place at despite efforts by CPS to provide

⁵ The five-year cohort graduation rate tracks each cohort of first-time freshmen over five years and measures the percentage of those students who graduate. For example, the five-year cohort graduation rate reported for the 2010-2011 school year reflects the percentage of students that started as freshmen at Tilden in the 2006-2007 school year that graduated by the spring of 2011.

the school with assistance. The CPS District has supported the school in the past few years in the following ways:

- CPS has provided Tilden 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, (“SIPAAA”). The Network 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.
- For the 2007-2008, 2008-2009, and 2009-2010 school years, the District provided Tilden with a comprehensive instructional development system or IDS. Through IDS, the school’s teachers in English, mathematics, and science received curriculum aligned with the Prairie State Achievement Examination or PSAE and the Illinois and College Readiness Standards. IDS provided for end of year assessments aligned to the curriculum in math, literacy and science and provided ongoing data to gauge student progress and identify learning gaps for remediation. Through IDS, Tilden’s teachers also received targeted professional development in the form of workshops as well as site-based one-on-one coaching. However, despite this support, Tilden’s PSAE composite meets/exceeds score from the 2007-2008 school year through the 2010-2011 school year remained more than twenty percentage points below the district average.
- A change in the Principal occurred in 2010, through a principal removal hearing pursuant to Section 8.3 of the Illinois School Code. At the time, Tilden had been on probation for approximately 6 consecutive years, and, similar to the present, had displayed consistently low student outcomes for academic achievement across different subject areas, including low ACT scores below the District average since the 2002-2003 year.
- The network held Weekly Performance Management sessions with the Principal to assess the implementation of strategic action items such as Attendance Improvement, Behavior Interventions, Academic Interventions and Overall School Climate.
- The network dispatched Area Leadership Team at strategic checkpoints to provide assistance on Policy and Procedure Evaluation; Data Analysis; and Instructional Leadership Team Advisements.
- The network implemented a technology based Learning through Sports after School Program to target entering freshmen lacking basic skills. The Learning through sports program delivered a web based assessment and review of basic skills in reading, math, and Language Arts. The system linked sports and video games with successful completion of test questions and activities to act as a motivator to students.

- The network conducted Area Lead Walk-Throughs to ensure sound Instructional Delivery and support for struggling teachers. Core subject area teachers were provided common planning time with their departments, and every department was afforded the opportunity to meet once a week to review assessment and attendance data, and discuss instructional best practices and how to improve student progress. The network also provided monthly professional development to Instructional Leadership Teacher Teams based on assessed needs, including in the following: how to implement and effectively use data to inform and differentiate practice, modeling cohesive CTT models of instruction, classroom management, and de-escalation training. Additionally, the Network implemented numerous strategies to address the five important focus areas for Tilden, which are: instruction, instructional leadership, professional capacity, learning climate and family & community involvement.

Despite all of these supports, student academic growth at the school has not kept pace with CPS District averages. In fact, only 6.9 percent of students at Tilden met or exceeded standards in reading, and only 9.5 percent met or exceeded standards in math on the PSAE standardized test in 2011. Although there were some improvements in attendance and freshman on track last year, the Principal and the staff that led the work to achieve those gains left Tilden last summer, and the testimony was that the current Tilden staff has not been able to sustain those improvements.

20. Illinois law, and all the Chicago Public School Policies and Procedures applicable to the CEO's proposed action in this case have been complied with in their entirety, specifically including, but not limited to 105 ILCS Section 5/34-8.3(d)(4) of the Illinois School Code, the School Performance Policy for the 2011-2012 school year, and the CEO's Procedures governing the Public Hearing.⁶

⁶ The CEO's Guidelines for School Actions do not appear to be applicable to this case. The definitions pertaining to 105 ILCS 5/34-230, found in 105 ILCS 5/34-200, define school action as "any school closing; school consolidation; co-location; boundary change that requires the reassignment of students, unless the reassignment is to a new school with an attendance area boundary and is made to relieve overcrowding; or phase-out." The definition does not include reconstitutions under 105 ILCS Section 5/34-8.3(d)(4) of the Illinois School Code. The CEO's Guidelines for School Actions were drafted pursuant to 105 ILCS 5/34-230, and since the definition of "school action" does not include reconstitutions, the CEO's Guidelines are not applicable to reconstitution hearings.

Recommendation

For the reasons stated above, the Hearing Officer hereby recommends that the Board approve the CEO's proposal to Reconstitute Tilden High School. Tilden is eligible for reconstitution under the Illinois School Code, 105 ILCS Section 5/34-8.3(d)(4) 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 Tilden has been on probation for the past 8 consecutive school years for failing to meet the Chicago Public Schools' required standards for minimum student performance.

FURTHER THE HEARING OFFICER SAYETH NOT.

Respectfully submitted,
Fredrick H. Bates/s/
Fredrick H. Bates
Hearing Officer

February 7, 2012