

**APPROVE THE CHICAGO PUBLIC SCHOOLS' NCLB DISTRICT IMPROVEMENT PLAN FOR THE
2009-2010 AND 2010-2011 SCHOOL YEARS**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board approve the Chicago Public Schools' NCLB district improvement plan (DIP) for the 2009-2010 and 2010-2011 school years.

DESCRIPTION: The Chief Executive Officer of the Chicago Public Schools (CPS) is requesting approval of the two-year District Improvement Plan summarized on the attached Exhibit A which is required under the federal No Child Left Behind Act (NCLB). NCLB requires that District Improvement Plans identify strategies the district is pursuing or plans to pursue in order to make AYP.

In Illinois, any district failing to make adequate yearly progress (AYP) in reading and mathematics scores for five consecutive years or more must submit a school board-approved NCLB District Improvement Plan to the Illinois State Board of Education (ISBE) for review.

In 2007, the Chicago Public Schools entered Corrective Action status and developed a two-year District Improvement Plan that covered the 2007-2008 and 2008-2009 school years. The attached DIP addresses how CPS intends to correct deficiencies that affect District AYP status during the 2009-2010 and 2010-2011 school years.

In developing the attached DIP, a range of strategies and measures were considered by the Chief Executive Officer and the Chief Education Officer. CPS data were analyzed to target specific interventions that are consistent with the District's identified needs.

The attached DIP addresses the following specific student groups: 1) "All" group for reading, mathematics and graduation rate; 2) African-American students in reading and mathematics; 3) Hispanic students in reading; 4) English Language Learners in reading and mathematics; 5) Students with disabilities in reading and mathematics; and 6) Economically disadvantaged students in reading and mathematics. A range of strategies addressing these areas and the achievement of every CPS student has been included in the District Improvement Plan.

The Chief Executive Officer is authorized to file the attached DIP with ISBE and address all related inquiries and modification requests that result from ISBE's review of the plan.

Approved for Consideration:



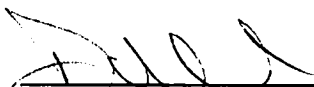
Barbara Eason Watkins
Chief Education Officer

Respectfully Submitted:



Ron Huberman
Chief Executive Officer

Noted:



Diana Ferguson
Chief Financial Officer

Approved as to Legal Form: *mm*



Patrick J. Rocks
General Counsel

District Improvement Plan Submission and ISBE Monitoring	
Local Board Approved	
District Plan Submitted	
District Plan Resubmitted	
ISBE District Improvement Plan Monitoring Completed	

Additional Compliance Submissions by District	
RtI Compliance Submission	
Special Education Compliance Submission	
Title III Compliance Submission	

District Information

RCDT Number:	150162990250000		
District Name:	City of Chicago SD 299	Superintendent:	Ron Huberman
District Address:	125 S Clark	Telephone:	7735531000
City/State/Zip:	Chicago, IL 60603 5200	Extn:	0
Email:			
Is this for a Title I district ?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
Is this for a Title III district that did not meet AMAO ?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	

Section I-A Data & Analysis - Report Card Data
 Item 1 - 2009 AYP Report

Is this District making Adequate Yearly Progress (AYP)?	Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?
Is this District making AYP in Reading?	2009-10 Federal Improvement Status 3
Is this District making AYP in Mathematics?	2009-10 State Improvement Status Academic Watch Status Year 3

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*				Other Indicators			
	Reading		Mathematics		Reading		Mathematics		Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0				70.0			78.0
All	99.4	Yes	99.4	Yes	61.6				67.8			69.8
White	99.6	Yes	99.6	Yes	81.7		Yes		85.6	Yes		
Black	99.1	Yes	99.1	Yes	55.8	58.7			58.7	59.5		67.9
Hispanic	99.6	Yes	99.6	Yes	61.5	63.8			71.8	Yes		68.5
Asian/Pacific Islander	99.7	Yes	99.7	Yes	81.7		Yes		89.5	Yes		

	100.0	Yes	100.0	Yes	77.5	Yes	77.5	Yes	77.5	Yes	77.5	Yes	77.5	Yes	77.5	Yes	77.5	Yes	77.5
Native American	100.0	Yes	100.0	Yes	77.5	Yes	77.5	Yes	77.5	Yes	77.5	Yes	77.5	Yes	77.5	Yes	77.5	Yes	77.5
Multiracial /Ethnic	99.5	Yes	99.5	Yes	75.0	Yes	75.0	Yes	78.9	Yes	78.9	Yes	78.9	Yes	78.9	Yes	78.9	Yes	78.9
LEP	99.7	Yes	99.7	Yes	47.5	Yes	50.3	Yes	66.0	Yes	66.6	Yes	95.8	Yes	95.8	Yes	95.8	Yes	43.5
Students with Disabilities	98.8	Yes	98.8	Yes	23.3	Yes	30.7	Yes	32.1	Yes	37.1	Yes	92.5	Yes	92.5	Yes	92.5	Yes	58.0
Low Income	99.4	Yes	99.4	Yes	58.7	Yes	61.4	Yes	65.6	Yes	66.7	Yes	93.9	Yes	93.9	Yes	93.9	Yes	69.6

Four Conditions Are Required For Making Adequate Yearly Progress

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2008.

** Safe Harbor Targets of 70% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
 Item 2 - 2009 AMAO Report

Is this district meeting Annual Measurable Achievement Objectives (AMAO) ?

English Proficiency Test Type : ACCESS for ELLs
 Minimum Target :

Attaining English Language Proficiency Target	Making Progress in English Target	Criterion 3: AYP-LEP Subgroup						Is this district meeting English Proficiency target?	Yes
		AYP-Participation Rate		AYP-Percent Meeting/Exceeding		AYP-Other Indicators percent			
		Reading	Mathematics	Reading	Mathematics	Attendance	Graduations		
10.0	85.0	95.0	95.0	70.0	70.0	90.0	78.0	Is this district meeting Progress in English Target?	Yes
								Is this district meeting AYP for LEP Subgroup target?	

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES(AMAO) PERFORMANCE					
Criterion 1: Attaining Proficiency			Criterion 2: Making Progress in English		
Total Number of Students Tested	Number Attaining Proficiency	Percent Attaining Proficiency	Total Number of Students Tested	Number Making Progress	Percent Making Progress
48674	11882	24.4	34628	32212	93.0

There are no AMAO Status determinations for AMAO-Attaining Proficiency (Criterion 1) and AMAO-Progress (Criterion 2) if there are less than 30 students tested. A 95% confidence interval was applied to calculations of Criteria 1 and 2.

Criterion 3: Adequate Yearly Progress (AYP for LEP Subgroup)											
Percent Tested on State Tests					Percent Meeting/Exceeding Standards					Other Indicators (When Safe Harbor is Applied)	
Reading		Mathematics			Reading			Mathematics		Attendance Rate	Graduation Rate
%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP		
99.7	Yes	99.7	Yes	47.5	50		66.0	67		95.8	43.5

Three Conditions Are Required For Making Adequate Yearly Progress (AYP) for LEP Subgroup

- At least 95.0% tested in Reading and Mathematics for the LEP Subgroup. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
- At least 62.5% Meeting/Exceeding Standards for Reading and Mathematics for the LEP subgroup. For LEP subgroup under the 62.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.
- At least 90.0% Attendance Rate for elementary school districts or at least 75.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

AYP for LEP subgroup includes only students enrolled as of 5/1/07.
 Safe Harbor Targets of 62.5% or above are not printed.
 LEP Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts an alternate method to meet subgroup minimum targets on achievement.

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
 Item 3 - District Information

District Information									
	2002	2003	2004	2005	2006	2007	2008	2009	
Attendance Rate (%)	92.1	92.2	92.3	92.0	92.2	91.3	89.9	90.5	
Truancy Rate (%)	3.2	3.2	3.6	3.9	3.4	4.1	4.2	11.3	
Mobility Rate (%)	24.8	24.5	24.4	24.0	23.8	22.4	23.3	18.8	
HS Graduation Rate, if applicable (%)	68.5	69.8	70.7	74.0	73.4	66.0	68.7	69.8	
HS Dropout Rate, if applicable (%)	14.4	13.9	11.9	10.4	8.2	8.3	12.5	9.7	
District Population (#)	426,273	426,040	420,322	410,874	401,699	390,743	380,787	409,055	
Low Income (%)	85.3	84.9	85.2	85.4	85.9	84.9	83.6	83.4	
Limited English Proficient (LEP) (%)	14.3	14.5	14.1	14.0	13.8	14.4	14.8	14.0	
Students with Disabilities (%)									
White, non-Hispanic (%)	9.6	9.3	9.1	8.8	8.2	8.3	8.3	8.8	
Black, non-Hispanic (%)	50.8	50.4	49.7	49.2	47.8	46.9	45.4	46.2	
Hispanic (%)	36.1	36.8	37.6	38.4	38.1	38.9	39.7	41.2	
Asian/Pacific Islander (%)	3.3	3.3	3.3	3.3	3.3	3.3	3.5	3.5	
Native American or Alaskan Native(%)	0.2	0.2	0.2	0.2	0.1	0.1	0.2	0.2	
Multiracial/Ethnic (%)	-	-	-	-	2.4	2.4	3.0	-	

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
 Item 4 - Student Race/Ethnicity

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	2000	9.9	52.3	34.4	3.2	0.2	-
	2001	9.7	51.6	35.2	3.3	0.2	-
	2002	9.6	50.8	36.1	3.3	0.2	-
	2003	9.3	50.4	36.8	3.3	0.2	-
	2004	9.1	49.7	37.6	3.3	0.2	-
	2005	8.8	49.2	38.4	3.3	0.2	-
	2006	8.2	47.8	38.1	3.3	0.1	2.4
	2007	8.3	46.9	38.9	3.3	0.1	2.4
	2008	8.3	45.4	39.7	3.5	0.2	3.0
S T A T E	2009	8.8	46.2	41.2	3.5	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
2008	54.0	19.2	19.9	3.9	0.2	2.7	
2009	53.3	19.1	20.8	4.1	0.2	2.5	

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 5 - Educational Environment

Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
2000	13.7	85.6	99.9	91.6	26.6	17,241	4.3	15.7	66.8
2001	13.5	85.4	92.2	91.5	25.2	15,616	3.9	16.3	67.5
2002	14.3	85.3	93.4	92.1	24.8	12,761	3.2	14.4	68.5
2003	14.5	84.9	93.3	92.2	24.5	12,666	3.2	13.9	69.8
2004	14.1	85.2	92.7	92.3	24.4	14,249	3.6	11.9	70.7
2005	14.0	85.4	87.6	92.0	24.0	15,101	3.9	10.4	74.0
2006	13.8	85.9	91.4	92.2	23.8	12,910	3.4	8.2	73.4
2007	14.4	84.9	88.6	91.3	22.4	14,815	4.1	8.3	66.0
2008	14.8	83.6	92.5	89.9	23.3	14,871	4.2	12.5	68.7
2009	14.0	83.4	89.6	90.5	18.8	42,411	11.3	9.7	69.8
2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
 Item 6 - Enrollment Trends

Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
2000	426,814	-	-	-	-	-	-
2001	424,820	40,302	36,527	35,388	28,306	29,605	18,290
2002	426,273	40,783	35,616	35,793	32,134	28,526	20,755
2003	426,040	41,671	34,131	34,678	30,982	30,780	21,523
2004	420,322	38,553	35,858	33,369	32,890	30,354	22,372
2005	410,874	35,493	34,088	34,693	32,344	31,861	22,726
2006	401,699	33,779	31,966	32,889	31,447	31,317	23,765
2007	390,243	32,750	30,660	30,912	32,723	29,662	23,871
2008	380,787	32,592	29,461	29,945	30,725	31,491	24,608
2009	409,055	32,770	29,722	29,296	29,824	30,357	24,937
2000	1,983,991	-	-	-	-	-	-
2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
2002	2,029,821	-	-	-	-	-	-
2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
 Item 7 - Educator Data

Year	Total Teacher FTE (N)	Avg. Teacher Experience (Years)	Avg. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emrgncy or Prvsnl. Creds (%)	CIs not taught by Hi Qual Tchrs (%)
2000	23,723	15	50,411	54	46	23	20	-	-
2001	24,249	14	51,647	55	44	22	19	-	-
2002	23,258	14	53,236	56	44	23	20	8	12
2003	24,552	14	57,123	58	42	19	19	8	8
2004	23,068	14	62,985	49	50	23	20	4	10
2005	25,501	13	61,178	49	50	20	17	4	11
2006	23,028	13	63,509	48	51	22	19	2	8
2007	22,173	13	66,043	45	55	21	20	2	24
2008	22,665	12	74,839	45	55	20	16	1	2
2009	23,229	13	67,589	40	59	24	20	1	6
2000	122,671	15	45,766	53	47	19	18	-	-
2001	125,735	14	47,929	54	46	19	18	-	-
2002	126,544	14	49,702	54	46	19	18	2	2
2003	129,068	14	51,672	54	46	18	18	2	2
2004	125,702	14	54,446	51	49	19	19	2	2
2005	128,079	14	55,558	50	49	19	18	2	2
2006	127,010	13	56,685	49	51	19	19	2	1
2007	127,010	13	58,275	48	52	19	19	2	3
2008	131,488	12	60,871	47	53	18	18	1	1
2009	133,017	12	61,402	44	56	18	18	1	1

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
 Item 8a - Assessment Data (Reading)

Groups	ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2004-2009																	
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
% Meets + Exceeds																		
All	41.3	42.1	50.9	53.2	54.6	56.4	-	-	57.6	56.7	57.8	58.8	42.7	43.4	49.9	52.5	55.5	57.6
White	71.1	70.9	78.9	79.6	79.0	82.1	-	-	80.7	81.2	80.7	81.2	67.9	70.0	77.4	76.9	79.0	80.3
Black	32.2	33.3	42.3	43.8	49.2	52.7	-	-	45.8	44.8	51.5	52.1	33.0	33.0	37.2	39.2	49.0	51.0
Hispanic	51.4	50.6	58.0	61.8	52.7	52.7	-	-	68.4	67.2	56.7	58.5	49.0	52.0	60.0	62.6	54.7	57.2
Asian/Pacific Islander	80.9	78.1	84.8	86.6	83.4	82.5	-	-	87.0	88.1	80.7	85.0	75.0	79.7	83.3	84.8	76.6	81.2
Native American	46.6	66.6	71.5	84.0	80.5	78.1	-	-	75.1	86.2	69.2	80.0	77.8	65.9	60.0	66.7	69.7	78.8
Multiracial/Ethnic	-	-	62.2	67.3	67.2	70.6	-	-	72.0	69.4	74.3	71.6	-	-	66.6	67.5	70.0	74.6
LEP	61.7	69.7	64.8	71.6	42.8	42.4	-	-	50.4	82.5	29.6	29.6	51.0	55.1	22.1	67.0	21.8	22.7
Students with Disabilities	15.7	15.5	17.5	19.0	20.4	20.3	-	-	17.7	18.1	18.6	18.6	9.8	11.3	12.0	14.6	15.4	15.8
Low Income	37.2	38.0	46.9	49.2	51.1	52.9	-	-	54.3	52.6	54.3	55.5	38.9	39.8	46.2	49.0	51.8	54.0

Groups	Grade 6					Grade 7					Grade 8							
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
% Meets + Exceeds																		
All	-	-	59.1	59.2	67.0	68.3	-	-	62.8	62.9	69.5	69.2	54.6	59.4	72.1	77.9	75.0	77.6
White	-	-	82.9	83.2	86.4	85.9	-	-	82.4	83.4	85.7	86.1	76.1	80.2	87.5	90.2	89.0	89.9
Black	-	-	52.7	51.5	60.7	62.5	-	-	54.9	55.3	64.5	64.3	49.6	52.9	65.4	72.8	70.1	72.9
Hispanic	-	-	60.7	61.5	67.9	69.4	-	-	66.7	66.2	69.5	69.2	53.8	61.5	75.8	80.2	76.3	79.0
Asian/Pacific Islander	-	-	86.3	89.3	88.2	85.0	-	-	88.2	89.4	88.5	85.5	79.4	84.7	91.4	93.7	90.1	90.0
Native American	-	-	63.9	68.5	82.4	80.8	-	-	81.5	84.4	82.8	82.8	81.4	70.7	88.9	89.8	81.9	81.8
Multiracial/Ethnic	-	-	74.9	74.2	81.1	77.4	-	-	74.9	77.2	82.8	80.5	-	-	83.1	84.8	86.3	87.0
LEP	-	-	14.9	37.0	28.1	30.5	-	-	19.2	41.9	27.0	25.6	28.8	35.4	23.9	51.6	33.8	39.1
Students with Disabilities	-	-	17.3	17.6	23.3	23.1	-	-	16.5	18.4	22.8	23.9	14.1	16.7	24.5	30.5	30.2	31.8
Low Income	-	-	56.1	56.2	64.5	65.6	-	-	60.1	60.3	66.9	66.7	51.4	56.5	69.8	76.2	73.0	75.6

[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Reading grade 11						
Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark	40.0	47.5	47.5	55.0	62.5	70.0
% Meets + Exceeds						
All	36.3	41.2	39.3	34.8	30.4	33.9
White	61.2	68.1	67.9	64.9	62.5	64.7
Black	31.1	34.4	31.4	27.6	21.9	24.1
Hispanic	32.5	39.1	37.0	30.9	28.4	34.4
Asian/Pacific Islander	58.3	64.6	67.9	63.8	53.5	58.7
Native American	51.8	71.0	60.0	60.0	44.4	51.8
Multiracial/Ethnic	-	-	56.3	55.7	49.9	56.2
LEP	12.0	14.4	11.6	8.2	3.0	5.3
Students with Disabilities	5.8	5.1	7.0	7.5	6.7	6.5
Low Income	30.3	35.6	32.9	28.2	24.3	28.6

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
 Item 8b - Assessment Data (Mathematics)

Groups	ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2004-2009																			
	Grade 3					Grade 4					Grade 5									
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009		
AYP Benchmark	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0		
% Meets + Exceeds	55.6	55.2	67.1	69.1	70.2	72.2	-	-	68.9	72.2	70.6	75.2	50.9	49.7	58.3	65.3	65.7	69.1		
All	84.1	82.4	89.3	90.7	88.9	91.6	-	-	88.7	90.0	88.0	89.7	76.8	77.8	84.0	86.0	84.6	87.7		
White	44.9	44.8	58.1	59.6	61.4	64.5	-	-	57.0	61.6	63.1	68.2	36.6	35.3	43.5	51.1	55.8	60.5		
Black	71.0	68.4	77.6	80.6	73.9	74.7	-	-	81.3	83.9	72.5	77.5	64.9	64.7	72.5	78.3	69.7	72.0		
Hispanic	91.5	92.6	94.5	95.3	93.4	94.8	-	-	96.4	95.9	88.9	92.8	87.1	89.0	92.1	95.7	88.2	88.4		
Asian/Pacific Islander	69.0	68.0	67.9	88.0	92.7	79.4	-	-	75.0	86.2	81.5	90.0	73.3	71.7	72.5	66.7	79.4	84.9		
Native American	-	-	77.2	82.4	81.5	81.3	-	-	80.4	81.5	83.9	83.1	-	-	74.3	77.6	76.7	82.5		
Multiracial/Ethnic	78.6	81.7	82.8	84.9	68.3	70.3	-	-	62.6	91.8	51.9	58.1	69.5	70.2	40.8	82.8	44.3	44.4		
LEP	30.4	28.2	35.8	40.5	41.9	41.6	-	-	29.1	34.7	35.3	39.9	14.5	14.3	21.4	26.7	27.0	29.4		
Students with Disabilities	52.3	51.7	63.9	66.2	67.7	69.9	-	-	66.4	69.5	68.1	73.0	47.6	46.4	55.1	62.7	63.1	66.5		
Low Income																				

Groups	Grade 6					Grade 7					Grade 8							
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
% Meets + Exceeds	-	-	62.3	66.8	69.0	71.1	-	-	62.0	65.9	68.2	72.4	33.3	32.3	64.6	71.1	69.3	72.8
All	-	-	85.9	87.7	88.0	87.9	-	-	83.9	86.3	87.0	88.2	61.1	63.8	85.0	88.5	88.2	88.5
White	-	-	50.3	55.6	58.2	62.4	-	-	50.0	54.8	57.3	62.5	22.8	20.8	53.4	61.0	60.0	64.9
Black	-	-	72.1	74.7	75.0	75.3	-	-	70.8	74.2	74.0	78.3	37.5	37.5	73.5	78.5	74.9	77.0
Hispanic	-	-	93.3	95.2	92.0	89.3	-	-	93.5	94.9	92.0	91.9	77.0	78.0	92.5	95.7	92.2	91.2
Asian/Pacific Islander	-	-	69.5	77.2	82.9	76.9	-	-	84.2	75.0	84.4	83.3	62.8	45.3	75.0	79.5	74.3	87.8
Native American	-	-	77.4	78.7	81.6	80.0	-	-	74.5	78.6	81.5	81.7	-	-	77.2	81.3	81.3	82.4
Multiracial/Ethnic	-	-	25.6	61.3	46.4	45.8	-	-	29.5	57.8	41.7	46.5	23.5	25.3	27.8	57.8	44.5	46.7
LEP	-	-	21.8	26.5	29.0	29.1	-	-	18.8	22.8	25.4	29.0	5.0	5.4	19.6	25.9	27.2	29.4
Students with Disabilities	-	-	59.7	64.5	66.9	68.8	-	-	59.4	63.6	65.8	70.4	29.8	28.5	62.1	69.2	67.5	70.7
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

[Note: for High Schools, High School Districts, or Unit Districts Only]

PSAE - % Meets & Exceeds Mathematics grade 11						
Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark	40.0	47.5	47.5	55.0	62.5	70.0
% Meets + Exceeds						
All	27.8	27.5	30.5	29.2	28.3	26.6
White	56.4	59.5	63.3	63.7	61.2	59.9
Black	17.9	15.9	18.4	17.2	15.7	13.9
Hispanic	27.0	28.1	31.5	29.9	29.2	28.5
Asian/Pacific Islander	68.7	68.6	72.1	70.2	71.4	68.4
Native American	25.9	61.3	46.7	53.4	40.7	29.6
Multiracial/Ethnic	-	-	47.7	47.5	45.6	47.2
LEP	18.7	19.8	20.2	14.9	11.7	12.5
Students with Disabilities	3.0	3.0	5.0	4.3	4.2	3.9
Low Income	21.8	21.9	24.3	22.9	22.8	21.7

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data

Data - What do your District Report Card data tell you about student performance in your district? What areas of weakness are indicated by these data? What areas of strength are indicated?
 State Assessments

- 62.1% of CPS students met or exceeded state standards on state tests in 2009. This is below the statewide average of 75.5%, but is an increase of 1.7 percentage points over 2008, and an increase of 4.1 percentage points since 2006.
- 67.5% of CPS elementary students met or exceeded state standards on the ISAT in 2009. This is below the statewide average of 79.8%, but is an increase of 2.3 percentage points over 2008, and an increase of 5.9 percentage points since 2006.
- 27.9% of CPS 11th grade students met or exceeded state standards on the PSAE in 2009. This is below the statewide average of 53%. This represents an increase of 0.2 percentage points over 2008, and a decrease of 3.6 percentage points since 2006.
- 49.9% of CPS students met or exceeded state standards on the IAA in 2009. This is below the statewide average of 66.5%. This represents an increase of 0.3 percentage points over

2008, and an increase of 6.2 percentage points since 2006.

ISAT Performance

- On the ISAT, CPS showed improvement in most subjects and grade levels as compared to 2006 and 2008 performance levels. The areas with the most improvement were:
 - In mathematics, Grade 4 students improved by 4.5 percentage points from 2008 to 2009 and 6.2 percentage points from 2006 to 2009.
 - In mathematics, Grade 7 students improved by 4.3 percentage points from 2008 to 2009 and 10.5 percentage points from 2006 to 2009.
 - In mathematics, Grade 5 students improved 3.2 percentage points from 2008 to 2009 and 10.7 percentage points from 2006 to 2009.
- The only areas where performance between 2008 and 2009 declined were:
 - In reading, Grade 7 students decreased by 0.3 percentage points from 2008 to 2009, but improved by 6.4 percentage points from 2006 to 2009.
 - In science, Grade 7 students decreased by 3.5 percentage points from 2006 to 2009, but improved by 1.6 percentage points from 2008 to 2009.
- The percentage of African-American students meeting/exceeding on ISAT reading increased from 50.3% in 2006 to 59.4% in 2009, and from 52.7% to 63.9% in math.
 - African-American males have increased from 44.4% to 53.2% in reading between 2006 and 2009, and from 49.7% to 60.5% in math.
 - African-American females have increased from 56.3% to 65.7% reading between 2006 and 2009, and from 55.8% to 67.3% in math.
- The percentage of ELL students meeting/exceeding on ISAT decreased from 53.9% to 33.7% between 2006 and 2009 in reading and from 68.1% to 56.4% in mathematics. However, in 2006, many ELL students took the IMAGE test, while in 2008 and 2009, all ELL students took the ISAT due to a change in State testing policy. ELL test scores dropped considerably in 2008 as a result of this change in policy. Since 2008, the percentage of ELL students meeting/exceeding has increased by 1.1% in reading and 2.7% in math.
- Despite the decrease in ISAT scores for ELL students, ISAT data for transitioned ELLs in their first and second year of transition (T1 and T2) show that in both reading and math for the past three years, these students are meeting or exceeding state standards at a higher rate in comparison to all students. In 2009, the percent of T1 and T2 students meeting/exceeding standards was 73.6% in reading and 85.6% in math, compared to a district average of 64.6% in reading and 72.1% in math.
- CPS students are also making State progress and proficiency targets on the ACCESS. In 2009, 93% made progress targets and 24.4% made proficiency targets.
- The percentage of Hispanic students meeting/exceeding on ISAT reading decreased from 65.3% to 64.1% from 2006 to 2009 in reading, and increased from 74.2% to 75.8% in math. This may be largely due to the change in State policy regarding ELL students taking the ISAT in 2008. Since 2008, the percent of Hispanic students meeting/exceeding has increased by 1.1% in reading and by 2.4% in math.
 - Hispanic males increased from 59.5% to 60.4% in reading between 2008 and 2009 and from 72.4% to 74.4% in math.
 - Hispanic females increased from 66.6% to 67.9% in reading between 2008 and 2009 and from 74.4% to 76.9% in math.
- The percentage of White students meeting/exceeding on ISAT reading increased from 81.7% in 2006 to 84.2% in 2009, and from 86% to 89% in math.
 - White males increased from 77.8% to 80.8% in reading between 2006 and 2009 and from 84.8% to 88% in math.
 - White females increased from 85.5% to 87.9% in reading between 2006 and 2009 and from 87.2% to 90% in math.
- The percentage of students with disabilities meeting/exceeding standards on ISAT has increased from 18% to 22.5% between 2006 and 2009 in reading and from 23.3% to 32.8% in math.
- The percent of economically disadvantaged students meeting/exceeding standards on ISAT increased from 56% to 61.6% between 2006 and 2009 in reading and from 61.2% to 69.9% in math.

- Performance among CPS students on ISAT is higher at upper grade levels, both in terms of absolute performance and performance relative to the State.
- Only 56.4% of CPS 3rd graders met or exceeded standards in reading in 2009, and over 8% of students were in the Warning category in reading and math.
- In 8th grade, 77.6% of CPS students met or exceeded state standards in reading in 2009 and 72.8% met or exceeded state standards in math. Fewer than 1% of CPS 8th graders were in the Warning category in reading and fewer than 2% were in the Warning category in math.
- The achievement gap between African-American and White students remains, although the gap is narrower at higher grade levels and has narrowed over time.
- In reading, 52.7% of African-American students met or exceeded standards in 3rd grade, compared to 82.1% of White students. This is a gap of 30.6 percentage points. Among 8th graders, 72.9% of African-American students met or exceeded standards, compared to 89.9% of White students. This is a gap of 17 percentage points.
- In math, 64.5% of African-American students met or exceeded standards in 3rd grade, compared to 90.6% of White students. This is a gap of 26.1 percentage points. Among 8th graders, 64.9% of African-American students met or exceeded standards in reading, compared to 88.5% of White students. This is a gap of 23.6 percentage points.
- In 2006, 51.5% of African-American students met or exceeded state standards on ISAT composite, compared to 84.2% of White students. This is a gap of 32.7 percentage points. In 2009, 60.5% of African-American students met or exceed state standards, compared to 88.4% of White students. This is a gap of 27.9 percentage points.
- Over 10% of CPS African-American 3rd graders are in the Warning category in reading and math. In 8th grade, fewer than 1% of CPS African-American students are in Warning in reading and fewer than 2% are in Warning in math.
- In 8th grade, the percentage of CPS African-American students meeting or exceeding standards in reading and math is higher than the State average for African-American students.
- The achievement gap between Hispanic and White students remains, although the gap is narrower at higher grade levels and has narrowed over time.
- In reading, 52.7% of Hispanic students met or exceeded standards in 3rd grade, compared to 82.1% of White students. This is a gap of 30.6 percentage points. Among 8th graders, 79% of Hispanic students met or exceeded standards, compared to 89.9% of White students. This is a gap of 10.9 percentage points.
- In math, 74.7% of Hispanic students met or exceeded standards in 3rd grade, compared to 90.6% of White students. This is a gap of 15.9 percentage points. Among 8th graders, 77% of Hispanic students met or exceeded standards in reading, compared to 88.5% of White students. This is a gap of 11.5 percentage points.
- In 2006, 70.2% of Hispanic students met or exceeded state standards on ISAT composite, compared to 84.2% of White students. This is a gap of 14 percentage points. In 2009, 75.8% of Hispanic students met or exceed state standards, compared to 88.4% of White students. This is a gap of 12.6 percentage points.
- Almost 9% of CPS Hispanic 3rd graders are in the Warning category in reading and over 6% are in the Warning category in math. In 8th grade, fewer than 1% of CPS Hispanic students are in Warning in reading and math.
- In 7th and 8th grade, the percentage of CPS Hispanic students meeting or exceeding standards in reading and math is higher than the State average for Hispanic students.

PSAE Performance

- On the PSAE, CPS showed improvement in reading, but not mathematics from 2008 to 2009. Most subgroups had lower performance in 2009 than in 2006. These results are consistent with State results.
- The percentage of African-American students meeting or exceeding standards on PSAE increased from 21.9% in 2008 to 24.1% in 2009 in reading, decreased from 15.7% to 13.9% in math, and decreased from 13.9% to 12% in science.
- The percentage of Hispanic students meeting or exceeding standards on PSAE increased from 28.4% in 2008 to 34.4% in 2009 in reading, decreased from 29.2% to 28.5% in math, and increased from 23.1% to 23.8% in science.
- The percentage of White students meeting or exceeding standards on PSAE increased from 52.5% in 2008 to 64.7% in 2009 in reading, decreased from 61.2% to 59.9% in math, and decreased from 58.2% to 57.4% in science.

- The percentage of students with disabilities meeting or exceeding standards on PSAE decreased from 6.7% in 2008 to 6.5% in 2009 in reading, decreased from 4.2% to 3.9% in math, and increased from 3.6% to 3.9% in science.
- The percentage of English Language Learners meeting or exceeding standards on PSAE increased from 3% in 2008 to 5.3% in 2009 in reading, from 11.7% to 12.5% in math, and from 3.8% to 5% in science.
- The percentage of economically disadvantaged students meeting or exceeding standards on PSAE increased from 24.3% in 2008 to 28.6% in 2009 in reading, decreased from 22.8% to 21.7% in math, and decreased from 18.4% to 17.7% in science.
- Average ACT scores increased in reading but not other subjects from 2008 to 2009.
- The average ACT composite score for CPS students, based on ACT tests taken during the PSAE administration, was 17 in 2009 compared to 17.3 in 2008. The average ACT reading score increased from 17.1 to 17.2, CPS's highest score since the 2004-2005 school year in reading. The average ACT math score decreased from 17.4 to 17.2. The average ACT science score decreased from 17.8 to 17.3. The average ACT English score decreased from 16.7 to 16.3.
- The percentage of students scoring 20 or above on the ACT composite decreased from 22.9% in 2008 to 22.2% in 2009 but increased from 25% to 26.4% in reading.
- The average ACT score for CPS student based on all ACT tests taken, including non-PSAE administrations, was 17.6 for the class of 2009.

Graduation Rates

- Between 1999 and 2008, the 5 year cohort graduation rate for CPS students increased from 47% to 54.5%.
 - For African-American students, the rate increased from 43.2% to 50.6%.
 - For Hispanic students, the rate increased from 49.8% to 56.2%.
 - For White students, the rate increased from 52% to 62.8%.
 - For students with disabilities, the rate increased from 33.1% to 43.8%.
 - For economically disadvantaged students, the rate increased from 49.7% to 57%.
- CPS has a dropout rate of 9.7% compared with a 3.5% statewide average.
 - The one-year rate dropout rate has decreased from 13.8% of enrolled students in 2006 to 9.7% in 2009.
 - The one-year dropout rate for African-American students increased from 10.6% to 12.4% from 2006 to 2009, but it has decreased from a high of 16.4% in 1998.
 - The rate for African-American males increased from 12.2% to 14% between 2006 and 2009.
 - The rate for African-American females increased from 9.1% to 11% between 2006 and 2009.
 - The one-year dropout rate for Hispanic students decreased from 9.7% to 8.8% from 2006 to 2008 and from a high of 12.9% in 2000.
 - The rate for Hispanic males decreased from 10.8% to 10% from 2006 to 2009.
 - The rate for Hispanic females decreased from 8.6% to 7.7% from 2006 to 2009.
 - The one-year dropout rate for students with disabilities decreased from 12.5% to 10.9% from 2006 to 2009.

Attendance

- CPS average daily attendance increased from 89.9% in 2008 to 90.7% in 2009. In 2006, the average daily attendance rate for CPS was 92.2%. A part of this decline is due to a change in

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attendance collection procedures at CPS high schools. In moving from daily attendance collection to per-period collection, the attendance rate for CPS high schools dropped. This began during the 2007-2008 school year. In 2009, attendance rates for high schools showed improvement.

- Elementary school attendance was 94.5% in 2008-2009.
- High school attendance was 81.0% in 2008-2009, compared to 77.9% in 2007-2008.

Areas of Strength

- The percent of students meeting or exceeding on ISAT has increased substantially and consistently since 2002, from 39.5% to 67.5%. This growth spans grade levels and subgroups.
- CPS is making state AMAO targets for progress and proficiency.
- The proportion of students exceeding standards on ISAT increased from 5.4% in 2002 to 13.3 % in 2009.
- Elementary schools have shown an increase in attendance and a decrease in mobility. Elementary school attendance is on par with the State.
- First day student attendance was at an all time high in September 2009.
- University of Chicago Consortium on School Research shows that the big gaps between students in CPS and in the rest of the state disappear when we compare racial/ethnic groups in CPS to their counterparts in the rest of the state. In fact, some groups in CPS consistently outperform their counterparts in the rest of the state. There are still large differences in performance, however, between African-American and Latino students on the one hand and White and Asian students on the other.*

* Consortium on Chicago School Research at the University of Chicago, 2006 ISAT Reading and Math Scores In Chicago and the Rest of the State, June 2007 (John Q. Easton, et al)}

Areas of Weakness

- Only 13% of elementary students and 10% of eighth grade students exceed state standards. Exceeding state standards in the 8th grade is correlated with high school success.
- While the percentage of students meeting state standards is higher in the upper grades, the percentage of students exceeding state standards is lower.
- Despite increases on the PSAE between 2001 and 2006, the percentage of students meeting or exceeding state standards on PSAE has since fallen from 31.2% to 27.9%.
- While the graduation rate has increased for all subgroups between 1999 and 2007, the high school dropout rate remains high. This is especially true for some subgroups, such as African-American and Hispanic males.
- High school attendance is quite low compared to elementary school attendance, representing, on average, more than 2 weeks of school missed per student.

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the district.

Internal

- A significant number of district schools have adopted district- recommended high quality core curricula:
 - 307 schools, or 64%, are implementing a supported core reading curricula, which applies to grades K-5.
 - 313 schools, or 65%, are implementing a supported core math curricula in grades K-5
 - 286 schools, or 59%, are implementing a supported core math curricula in grades 6-8

- 101 schools, or 21%, are implementing a recommended 8th grade Algebra program.
- 231 schools, or 48%, are implementing a supported core science curricula in grades K-5
- 157 schools, or 32%, are implementing a supported core science curricula in grades 6-8
- 41 schools, or 34% of all high schools, are implementing the supported High School English/Language Arts, Math and/or Science curricula
- The district must address the needs of high numbers of IEP students citywide (more than 44,000), with especially large numbers in neighborhood high schools.
- As the third largest district in the country, CPS has a large number of schools with a significant variety of needs, challenges and resources. It is unlikely that each school has the right set of core instructional and intervention resources needed to address the needs of all students.
- CPS does not offer a complete array of evidence-based reading interventions citywide, although more than 100 schools have implemented some interventions at some grade levels.
- CPS does not offer a complete array of evidence-based math interventions citywide to support struggling students.

External

- A high percentage of the CPS population is economically disadvantaged. 83.4% of CPS students are eligible for free or reduced price lunch, compared to approximately 32.9% of non-CPS students statewide.
- CPS students had an annual mobility rate of 18.8% in 2009, meaning that approximately 77,000 students changed schools more than once in the 2008-2009 school year. While this is a substantial drop from previous years, mobility among CPS students has averaged 24% annually from 2000 to 2009, representing a huge challenge for schools losing and gaining students throughout the academic year.
- CPS students were chronically truant at three times the rate of the statewide average in 2009 (11.3% vs. 3.7%), meaning that more than 46,000 enrolled students did not attend regularly during the academic year. This was a large increase over previous years.
- CPS serves more than 57,000 students (14%) who have Limited English Proficiency, significantly more than the statewide average of 8%. High rates of non-English speaking households may result in parents who are less able to be involved in instructional support at home.
- Declines in LEP performance may be largely due to change in State testing requirements; a much higher percentage of students taking the IMAGE prior to 2007-2008 met state standards than do ELL students taking the ISAT or PSAE.
- According to the 2000 Census the City of Chicago is home to more than 100 ethnic minorities and over 350,000 non-English speaking households, representing one of the most diverse public school systems in the country.

Conclusions - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

In order to ensure that more students meet or exceed state standards, CPS must:

- Ensure all students have access to high quality core instructional practices and materials, as well as coaching and professional development supports that allow teachers to deliver high quality core instruction.
- Utilize appropriate assessment practices to determine student response to core instruction, as well as assessment practices to determine areas of need for students not making adequate progress in core instruction.
- Ensure that schools have access to an array of evidence-based interventions to meet needs of students not making adequate progress in core instruction.
- Utilize appropriate assessment and progress monitoring practices to determine student response to intervention strategies.
- Provide robust professional development to area, district and school staff to support high quality implementation of core instructional, intervention and data driven decision making strategies required by the above.

CPS recently began implementing a performance management (PM) process that ensures that decisions are based on empirical evidence about what best supports schools and students. The process began in March 2009 with Central Office. Departments engaged with the PM team to develop outcome based performance metrics, data collection methods and internal management structures that support data driven decision making. This performance management process is further informed by comprehensive program evaluation and research provided by external partners. The PM team also extends beyond traditional performance management to provide internal consulting services, including organizational design, process mapping and project planning. Currently, processes and tools are being developed to facilitate school-based performance management.

Section I-B Data & Analysis - Local Assessment Data

Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness are indicated by these data? What areas of strength are apparent?

CPS currently administers the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-2 in most schools citywide, and grade 3 in several schools. The DIBELS are a set of measures that assess foundational literacy skills, and serve as a screening and progress monitoring tool that identifies students who are at risk of reading failure.

Adequate progress rates (adequate progress refers to upward movement through instructional recommendation categories between the beginning-of-year and end-of-year DIBELS administrations) as measured by DIBELS have increased steadily.

- Kindergarten: In 2007-2008, 58% of Kindergarten students were at benchmark (36%) or made adequate progress (22%). In 2008-2009, 74% of Kindergarten students were at benchmark (42%) or made adequate progress (32%).
- 1st grade: In 2007-2008, 56% of 1st grade students were at benchmark (41%) or made adequate progress (15%). In 2008-2009, 65% of 1st grade students were at benchmark

(49%) or made adequate progress (16%).

- 2nd grade: In 2007-2008, 62% of 2nd grade students were at benchmark (38%) or made adequate progress (24%). In 2008-2009, 56% of 2nd grade students were at benchmark (41%) or made adequate progress (15%).

Progress is also observed through the last 3 years.

- Kindergarten: By the the end-of-year administration, in 2006-2007, 53% of students met benchmarks; in 2007-2008, 66.5% of students met benchmarks; and in 2008-2009, 68.6% of students met benchmarks.
- 1st grade: By the the end-of-year administration, in 2006-2007, 50% of students met benchmarks; in 2007-2008, 54% of students met benchmarks; and in 2008-2009, 58% of students met benchmarks.
- 2nd grade: By the the end-of-year administration, in 2006-2007, 35% of students met benchmarks; in 2007-2008, 47% of students met benchmarks; and in 2008-2009, 50% of students met benchmarks.

At the beginning of the 2009-2010 school year, 48%, 61%, and 47% of Kindergarten, 1st grade, and 2nd grade students respectively were at benchmark.

CPS currently administers a reading and math benchmark assessment for grades 3-8 in the fall and winter. In the 2008-2009 school year, those benchmark assessments predicted the percentage of students that would meet or exceed standards within 2-5% for each grade level. As a result of that close predictive relationship, the results of the benchmark assessment are not repeated here.

As part of the district's Performance Management initiative, CPS has also begun administration of the Scantron Performance Series on-line adaptive assessment. This assessment provides snapshots of student growth in reading, mathematics and science three times per year. In SY 2009-10, more than 150 elementary schools are using the assessment. By fall of SY 2010-11, all elementary schools will use the test. Results are not yet available for the second administration of the assessment, but CPS plans to use them to identify schools, grade levels and classrooms that require additional attention or from which promising practices can be gleaned. CPS is also working to select an assessment to measure growth on an interim basis in high schools starting in SY 2009-2010.

CPS uses a predictive metric to determine which 9th grade students are on track to graduate based on characteristics of past graduates. The metric, called Freshmen On-Track, began in 2005.

- 64% of all freshmen were on track to graduate at the end of the 2008-2009 school year, up from 58% in 2005-2006.
- 60% of African-American freshmen were on track; the rate for African-American males was 53% and for African-American females was 67%.
- 64% of Hispanic freshmen were on track; the rate for Hispanic males was 57%, and for Hispanic females was 71%.
- 77% of White freshmen were on track to graduate; the rate for White males was 71% and for White females was 82%.
- 65% of general education freshmen were on track to graduate; 58% of freshmen with IEPs were on track.

Building on the utility of the Freshman On-Track metric, CPS in collaboration with the Consortium on Chicago School Research is currently building out a set of metrics that will define whether a students at each grade level are on-track for post-secondary success. We conceptualize this in terms of both academic success (i.e., the path to college-ready ACT scores) and

attainment (i.e., the path to graduation from high school). By SY 2010-11, CPS plans to complete definitions of these metrics and will make point-in-time and annual data available to schools to assist in tracking student progress on a regular basis against expected outcomes.

Over 3,000 students at 135 elementary schools took the algebra placement exam in 2009. Of those taking the test, 42% passed, but only 8% received a "high pass" score.

In the Spring of 2007, CPS began a survey of 6th-12th grade student opinions on the safety, academic rigor, student support and the social emotional skills of their peers. As a result of that effort, we know that in 2009:

- 75% of students felt their school was academically rigorous.
- 82% felt that there was an adequate or excellent level of safety and respect in the school's climate.
- 95% of elementary students and 79% of high school students felt that students were supported at the school.
- 81% of elementary students and 71% of high school students felt that their peers had adequate or excellent social and emotional skills.
- African American students felt least safe and thought peers possessed fewer SEL skills.
- High school students felt less supported at their schools than elementary students.

In the Spring of 2007 CPS also began an annual parent survey to assess parent perceptions of and experiences with their children's school(s). As a result, we know that in 2009:

- 89% of respondents were satisfied with their child or children's school(s) overall.
- 97% of respondents were satisfied with the opportunity for parent involvement at their child or children's school.

The number of students taking AP classes has almost tripled since 2000, increasing from 4.1% of high school students to 11.7%. Despite this increase, the percentage of students enrolled in AP classes who are successful on AP tests (scoring 3 or better) has stayed approximately even. In 2000, it was 31.8% and in 2009 it was 30%.

There has been a substantial increase in the number of graduates going to college and the amount of financial aid they receive—including a record \$157 million in competitive scholarships for 2008 graduates.

Strengths:

- CPS has implemented more opportunities for student to take rigorous courses, including AP courses at the high schools and algebra for 8th grade students.
- While the percentage of students taking AP courses has nearly tripled, the percentage of students succeeding on AP tests has not gone down/
- CPS has implemented an early literacy assessment citywide, providing teachers with ongoing access to progress monitoring data for instructional decision making.
- CPS has implemented reading and mathematics benchmark assessments to identify student learning needs earlier in the school year and provide necessary interventions.
- The percent of freshmen on-track to graduate by the end of their freshmen year is at an all-time high for the district.
- Most students perceive the vast majority of adults in the building are available and accessible to support their learning needs, and want to help them learn.
- The vast majority of parents feel welcomed in schools.

2/23/2010 5:26:47 PM

Weaknesses:

- DIBELS and Benchmark data reflect the same achievement gap weaknesses that are reported in ISAT for minorities. The relative ranking seems to be continued, where high ranking schools have a different average score for each subgroup, but the same order if ranked.
- Different perceptions of safety among different subgroups may indicate that students in different schools or subgroups perceive less safe learning climates, which may impact access to instruction.
- Different perception of safety and support between high school and elementary school students may provide some insight into the different rates of meeting/exceeding on the ISAT compared to PSAE.
- In some schools a relatively high proportion of students are involved in disciplinary infractions and suspension rates (sometimes even in response to non-serious behavioral infractions) reduces access to instruction for students through reduced attendance in school or in class.
- CPS has ongoing data on only negative student behavioral events, and is unable to identify students' strengths or use reinforcements for positive behavior in all schools.
- Parents are not sure that schools are meeting their child's needs, but it is not clear from additional parent data whether this is their academic needs, social needs or both.

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the district.

Internal and external factors listed in the previous section also contribute to the results seen on internal assessment data. Improvements on some of the measures described above—especially freshmen on-track rates and AP course participation—are largely due to the District's emphasis on these areas, as well as District support and professional development, over the last few years.

Conclusions - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

Conclusions detailed in the previous section, including an emphasis on high quality core instruction, interventions for struggling students, and a robust performance management (PM) system, will positively impact results on internal assessments and measures.

Section I-C. Data & Analysis - Other Data
 Item 1 - Attributes and Challenges

Data - Briefly describe attributes and challenges of the district and community that have affected student performance. What do these data and/or information tell you?
 CPS serves a student population which is 83.4% low income, nearly double the state average of 42.9%.

- 16.8% of families in Chicago were living in poverty as of 2008.
- Seven neighborhoods had poverty rates higher 40%; more than 30,000 of our students reside in those neighborhoods.

CPS serves a student population that is 46.2% African-American, 41.2% Hispanic, 8.8% white and 3.5% Asian/Pacific Islander, and 0.2% Native American.

2/23/2010 5:26:47 PM

12%, or more than 44,000, students were students with disabilities and 14%, or approximately 57,000, were LEP/English Language Learners.

CPS serves a city with high rates of community violence: There were 12 violent crimes for every 1,000 residents in the City of Chicago during the 2007-2008 school year.

- In 7 neighborhoods there were more than 30 violent crimes per 1,000 residents; more than 50,000 of our student reside in those neighborhoods.
- Between September 2007 and October 2008, more than 400 active CPS students were shot away from school grounds in the City of Chicago.

According to the Illinois Dept. of Employment Security the City of Chicago had an unemployment rate of 11.4% as of November 2009, higher than the nation and the rest of Illinois. This is likely to disproportionately affect the lower income families CPS serves.

CPS' annual funding for the 2008-2009 school year was \$9,282 per student, compared with an average of \$8,817 statewide and \$10,399 in surrounding suburban districts. Per-pupil funding in suburban Cook county ranges greatly, however, from \$6,094 in the lowest funded district to \$17,547 in the highest.

Funding, poverty and violence provide significant challenges to our school communities. However, it is important to note that CPS leadership does not feel that either demographics or community factors provide an excuse for poor performance. It is our mission to provide the right supports to enable success for all students in all communities.

Factors - In what ways, if any, have these attributes and challenges contributed to student performance results?

Significant community violence in some parts of the city creates an environment of stress and instability among students and families with which schools must contend. Significant exposure to violence limits students' ability to access even high quality instruction. Exposure to violence in community leads to trauma symptoms in many students which, if unaddressed, effects school climate and student performance.

Significant concentrations of low SES households in some parts of the city affect students' readiness to learn.

A limited array of academic and behavioral evidence-based strategies currently curtails the district's capacity to respond with effective curricular and intervention resources given the volume and diversity of need.

Conclusions - What do these factors imply for next steps in improvement planning? Responses will be carried forward to Part D (Key Factors).

In response to extreme violence, misconduct, and poor outcomes among Chicago Public Schools students, CPS has undertaken an ambitious program with two ultimate goals: 1) Reduce the likelihood that a CPS student will be involved in violent incidents both on and away from school grounds; and 2) Create a safe, secure and supportive environment for CPS students to excel academically.

To achieve these goals, CPS is focused on three initiatives. One is early intervention for vulnerable high school students. CPS has identified high-risk high school students based on a range of factors, including attendance, behavior, and academic performance. To equip these students with the tools to succeed inside and outside the classroom, CPS would like to match each student with a dedicated mentor. The mentor will work with the student to address the underlying issues that directly impact academic performance, safety, and overall well-being. Such issues include substance abuse, gang involvement, troubled families, and poverty. CPS has retained a corps of advocates to focus on the 250 highest-risk students. Over time, CPS aims to connect 10,000 at-risk high school students with community-based mentors. Toward that goal, CPS released an RFP in early February, 2010 seeking community-based mentors for 2,000 at-risk students.

The second initiative is to create a safe school environment that allows students to excel academically. Despite the strong influence of non-controllable environmental factors on overall safety and academic performance, school-level practices can make a difference. Focusing on approximately 40 high schools (with a deep program on an initial subset of 6 pilot schools), CPS will fund, monitor, and measure programs promoting a "culture of calm" within schools. CPS will rigorously focus on data collection and monitoring to determine which programs work best and to scale best practices district-wide. These initiatives include social and emotional curriculum, classroom management training for staff, and additional staff to focus exclusively on improving school culture. To track performance, CPS will measure both student-level and school-level data, including misconduct rate, safe climate survey scores, shooting victim rate, attendance, and academic performance. As part of this initiative, schools will also be expected to provide direct support to students identified among the 10,000 high-risk individuals.

The third initiative is ensuring safe passage to and from school. Although few shootings occur during transit to and from school, about 40% of students feel "not safe" or only "somewhat safe" during transit. Data suggest that the issue impacts attendance, academic performance, and extra-curricular participation. To address the problem, CPS, the Chicago Police Department, and the Chicago Transit Authority are working with principals and community members in the most troubled areas to develop a safe passage plan for their schools. To ensure required resource allocation and program execution, CPS will coordinate with the key stakeholders, including community and faith-based organizations, CPD, CTA, CAPS, Local School Councils and local elected officials.

Section I-C. Data & Analysis - Other Data

Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?

- CPS employs more than 23,000 teachers.
- The average years of experience of a given CPS teacher decreased from 13.9 in 2002 to 12.7 in 2009.
- 93.6% of classes are taught by highly qualified teachers
- The proportion of teachers with a Master's degree or above increased from 43.8% to 59.4% between 2002 and 2009.
- Teacher vacancies were at 3% at the beginning of 2008-2009 school year.
- 302 CPS teachers achieved National Board Certification in 2009, which is the largest class of any school district.
- 1,494 CPS teachers have National Board Certification.

Factors - In what ways, if any, have educator qualifications, staff capacity, and professional development contributed to student performance results?

Pre-service preparation does not always prepare teachers to differentiate instruction adequately to meet student needs, as evidenced by differential rates of performance and growth of different subgroups.

Teacher turnover limits the sustained impact of coaching efforts and district supported PD in certain hard-to-staff schools.

Pre-service training does not necessarily prepare staff to work effectively in urban environments; for example, we know high quality math instruction requires experiential application of concepts, including the use of manipulatives. Staff do not always know how to prepare students to use manipulatives

Even for well-trained and prepared staff to be successful in facilitating the academic and behavioral development of CPS students, structures and resources must be developed for fidelity, monitoring and ongoing support.

Conclusions - What do these factors imply for next steps in improvement planning? Responses will be carried forward to Part D (Key Factors).

CPS has made a large investment in improving teacher and administrator quality through the Human Capital Initiative. In addition to recruiting higher quality teachers, CPS is implementing higher standards for teachers and providing better teacher support. This is being accomplished by increasing the number of Nationally Board Certified teachers and through locally designed or partnered solutions for new teacher induction and professional development for all teachers.

For school year 2010, the Department of Human Capital implemented a new initiative to improve principal quality in our schools and piloted a parallel initiative for teachers. This initiative redesigned two candidate screening processes, one for principal applicants and one for new teacher applicants. The principal eligibility process screens candidates on the knowledge, skills and abilities required for success in the principal role. These criteria reflect available research about principal effectiveness, best practices and input from current and former CPS principals and leaders. The new teacher application process requires candidates to undergo an intensive two-part screening. An initial resume screen focused on teachers' certification, education, and experience. In addition, successful candidates underwent a phone screen to assess their level of critical thinking, teaching ability, and classroom management.

CPS is aggressively working to revamp policies related to principal selection and support. Through its partnership with the Chicago Principals and Administrators Association, CPS is providing leadership development to current and aspiring principals. Programs for aspiring principals include an assessment of skills and dispositions. First year principals are matched with a veteran, successful mentor. Ongoing training for veteran principals is provided through the Illinois Administrators' Academy (IAA).

Section I-C. Data & Analysis - Other Data
Item 3 - Parent Involvement

Data - Briefly describe data on parent involvement. What do these data tell you?

While most schools have Local School Councils (LSCs) that include parent representatives, fewer than 100 schools have active parent teacher or other voluntary parent organizations.

According to the State School Report Card, 89.6% of students had parents who had contact with teachers during the course of the 2008-2009 school year. This is below the statewide average of 96.7%. However, in a typical year over 90% of report cards are picked up at Report Card Pickup Day, suggesting that parent participation was underreported for the State School Report Card. In addition, CPS recognizes that quality participation includes more than a single interaction between parents and teachers.

In the Spring of 2007, CPS began a citywide survey of parents. The 2009 survey indicated that most parents report that they know of opportunities to participate in their child's school, but only about a quarter of them report participating. Specifically:

- 90% report opportunities to participate in parent groups.
- 93% report opportunities to volunteer in the school/classroom.
- 94% report that the school offers information and events in the language that they speak.

In addition, the survey indicated that:

- 86% of parents say that the school values their opinion.
- 74% feel welcome in the schools.
- 90% report that it is easy to contact their students' teachers if needed.

Factors - In what ways, if any, has parent involvement contributed to student performance results?

CPS is a largely de-centralized school district where schools have varying levels of parental involvement in school activities, curricular strategies, etc. Additionally, CPS works with parents who either do not speak English or for whom English is a second language, and this may limit their access to school staff and materials. Based on limited data and varying levels of parent involvement in schools, it is difficult to draw a direct conclusion on the impact that involvement might have on student performance. It is reasonable to conclude, however:

- CPS parents are available in some schools at high levels, but are not consistently engaged in delivering or supporting strategies that advance student's academic and behavioral development;
- Sufficient data is not be collected to determine academic impact on student achievement; and
- Where parents are engaged, CPS may not be fully focusing parent participation on supports aligned to core instruction, specific interventions matched to student needs.

Conclusions - What do these factors imply for next steps in improvement planning? Responses will be carried forward to Part D (Key Factors).

CPS is committed to involving parents and community members directly in the improvement process and the day-to-day learning process. CPS has a governance system that involves parents and community members directly in the improvement process. Local School Councils (LSC) are mandated by state law at every public school in the system. These LSCs have the power to hire principals and oversee the implementation of the school's improvement plan. Additionally, CPS supports a Parent Resource Center for Title I Parent Advisory Council training and support.

In order to advance parent involvement in ways that further academic achievement, CPS plans to develop a range of structures and routines for area supports and local school determination to:

- Communicate with parents about student performance and progress.
- Build parent understanding of student performance and progress data.
- Increase parent engagement in aligned high quality instructional strategies at home, at school and after school.

Section I-D Data & Analysis - Key Factors

Section I-D - Key Factors - From the preceding screens (I-A, I-B, I-C), identify key factors that are within the district's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

Conclusions include those presented above for each section of data analysis and factors reviewed.

Section II-Action Plan

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed	
		AYP	AMA0
1	Strengthen K-12 Reading and Language Arts through a Balanced Literacy Initiative in order to meet Safe Harbor in all subgroups in reading.	1,3,5,6,8,10,	1,2,
2	Strengthen mathematics teaching and learning through comprehensive programs and systems of supports for Pre-Kindergarten through 12th grade in	2,4,7,9,11,	1,3,

<p>order to make Safe Harbor in all subgroups in mathematics.</p> <p>Support Students with Disabilities in order to make Safe Harbor in reading and mathematics.</p> <p>Support for ELLs in the development of English language proficiency and academic language in order to continue to meet AMAO targets for proficiency and progress, and to meet Safe Harbor as a subgroup in reading and mathematics.</p>	<p>8,9,</p> <p>6,7,</p> <p>1,2,3,</p>
<p>The following deficiencies have been identified from the most recent AYP Report for your district.</p> <p>1 District is deficient in Reading Meets and Exceeds</p> <p>2 District is deficient in Mathematics Meets and Exceeds</p> <p>3 Black students are deficient in Reading Meets and Exceeds</p> <p>4 Black students are deficient in Mathematics Meets and Exceeds</p> <p>5 Hispanic students are deficient in Reading Meets and Exceeds</p> <p>6 LEP students are deficient in Reading Meets and Exceeds</p> <p>7 LEP students are deficient in Mathematics Meets and Exceeds</p> <p>8 Students with disabilities are deficient in Reading Meets and Exceeds</p> <p>9 Students with disabilities are deficient in Mathematics Meets and Exceeds</p> <p>10 Low Income students are deficient in Reading Meets and Exceeds</p> <p>11 Low Income students are deficient in Mathematics Meets and Exceeds</p>	
<p>The following deficiencies have been identified from the most recent AMAO Report for your district.</p> <p>1 District is not meeting AYP for LEP</p> <p>2 District is deficient in Reading Meets and Exceeds</p> <p>3 District is deficient in Mathematics Meets and Exceeds</p>	

Section II-A Action Plan - Objectives

Objective 1 Title :

Strengthen K-12 Reading and Language Arts through a Balanced Literacy Initiative in order to meet Safe Harbor in all subgroups in reading.

Objective 1 Description :

The Office of Reading and Language Arts supports a comprehensive approach to strengthen and raise expectations for Kindergarten-12th grade Chicago Public School students. A critical component of that effort is intense instructional improvement, high quality core materials, fidelity of implementation, coaching supports, and extensive curriculum and teacher professional development supported by the following initiatives:

- Promoting a balanced literacy approach to literacy instruction by offering related PD modules to schools and areas.
- Supported Core Reading Materials Adoption (SCRMA) for grades K-5, consisting of high quality literacy curricular materials in English and Spanish, coupled with coaching support and professional development. Currently in more than 300 elementary schools.
- Reading First, currently in 37 schools, benefiting students in grades K-3 with reading intervention support, resources in English and Spanish, and professional development.
- Striving Readers, benefiting middle grade students in 29 schools. Offers tiered support through a research-based model of prevention and intervention with added supports for ELL and special needs students.
- Improving Literacy through School Libraries DOE grant-funded program benefiting 1st and 2nd grade students in 15 elementary schools by improving school library resources and offering professional development for librarians and literacy coaches, out-of-hours literacy-related library programming, and collaborative library-classroom units
- Chicago Literacy Initiative Partnership (CLIP), a partnership with three area universities working intensively with 15 schools in four areas to improve literacy teaching and learning, increase the number of highly qualified reading teachers, and move more students into the "exceeds" category on the ISAT.
- Instructional Development System (IDS) provides high quality curricular resources for grades 9 through 11, coaching, and professional development in 40 high schools, coupled with an assessment suite
- Content Area Literacy (CAL), benefiting approximately 10,000 ninth grade students in 26 high schools. The focus of this course is providing students strategies for successful literacy achievement in various content areas. The course is supported by coaching and 60 hours of professional development with embedded ELL strategies, and diagnostic and summative assessment.
- Read 180, benefiting middle grade struggling readers in more than 80 elementary or middle schools and students in two high schools.
- District Wide Writing Assessment (DWWA), focused on helping eighth grade students improve their writing to meet the district's writing benchmarks and ISAT writing assessment.
- Under development for 2010-11: ORLA will offer schools a 6-8th grade reading and language arts curriculum that will include high quality curricular resources, professional development and coaching support.
- ORLA plans to offer schools a menu of recommended Tier 2 and 3 intervention supports for their struggling students during the 2010-11 school year.

This objective addresses the following areas of AYP deficiency:

2/23/2010 5:26:47 PM

1 District is deficient in Reading Meets and Exceeds
3 Black students are deficient in Reading Meets and Exceeds
5 Hispanic students are deficient in Reading Meets and Exceeds
6 LEP students are deficient in Reading Meets and Exceeds
8 Students with disabilities are deficient in Reading Meets and Exceeds
10 Low Income students are deficient in Reading Meets and Exceeds
This objective addresses the following areas of AMAO deficiency:
1 District is not meeting AYP for LEP
2 District is deficient in Reading Meets and Exceeds

Section II-B Action Plan - Strategies and Activities for Students

Objective 1 Title :

Strengthen K-12 Reading and Language Arts through a Balanced Literacy Initiative in order to meet Safe Harbor in all subgroups in reading.

	Strategies and Activities	TimeLine		Budget	
		Start Date	End Date	Fund Source	Amount(\$)
1	K-5 Strategies: Continued Implementation of the SCRMA reading and language arts resources coupled with coaching support and teacher professional development focused on research-based balanced literacy practices, including reading and writers workshop. The materials will be used during the reading and language arts block, as well as to provide Tier 2 supports for struggling students.	07/01/2009	06/30/2011	During School Title I	8000000
2	6-8 Strategies: New RLA course centered on adolescent themes, Striving Readers, Read 180.	07/01/2010	06/30/2011	During School Title I	14000000
3	9-12 Strategies: IDS and CAL curriculum courses, and double period reading block for struggling readers.	07/01/2010	06/30/2011	During School Title I	16000000
4	Continued implementation of a variety of district wide assessment tools to assess, analyze, and determine instructional decisions for K-12				

	student. Use of: DIBELS and Reading 3D, STEP or ISEL in all K-2 classrooms, and the Chicago Reading Benchmark Assessment/NWEA in grade 3-8 classrooms. Scantron is being piloted in elementary schools and schools implementing Content Area Literacy (CAL). CPS uses AIR to provide Quarterly and Summative assessments of student progress in IDS high school courses.	07/01/2009	06/30/2011	During School	Title I	5400000
5	District writing initiative includes district-mandated writing prompts and the addition of writing to the district promotion policy for 2009-2010 school year. IDS high Schools: AIR Summative Writing Assessment.	11/01/2009	06/30/2011	During School	Title II	1500000
6	Summer school opportunities (summer bridge) for 3rd, 6th and 8th grade students who do not meet the district promotion standards.	06/21/2010	07/30/2010	Summer School	Title I	10000000
7	Reading and Literacy Motivation Programs, including Battle of the Books (4th-12th grade), Mayor Daley Book Club Program (7th-12th grade), Scripps National Spelling Bee (4th-8th grade), Young Author's Contest, Real Men Read (K, 2nd, 5th, 7th grades), DuSable Essay Contest (3rd-7th grades), Ticket to Reading Rewards (6-8th grades).	07/01/2009	06/30/2011	During School	Local Funds	795000

Section II-C Action Plan - Professional Development Strategies and Activities

Objective 1 Title :

Strengthen K-12 Reading and Language Arts through a Balanced Literacy Initiative in order to meet Safe Harbor in all subgroups in reading.

Strategies and Activities	TimeLine		Budget	
	Start Date	End Date	Fund Source	Amount(\$)
1 Continue to build an Area Office network that supports literacy instruction and professional development through Chief Area Officer leadership and Area Reading Coach and Citywide Coach support.	07/01/2009	06/30/2011	During School Title I	6000000
2 In-school instructional coaches placed in schools participating in the K-5 Supported Core Reading Materials Adoption to provide balanced literacy professional development, modeling and co-teaching, and support around teaming and data conversations. Citywide coaching support for SCRMA schools after first year of implementation.	07/01/2009	06/30/2011	During School Title I	21000000
3 Coaching support and professional development for teachers implementing high school IDS and CAL curricula	07/01/2009	06/30/2011	During School Title I	5700000
4 District K-12 writing initiative, including training for 3-8 grade teachers on ISAT writing rubric, and in depth writing training for 7-8 grade teachers,	07/01/2009	06/30/2011	During School Title II	4800000

2/23/2010 5:26:47 PM

	and writing workshop training for K-5 grade teachers.					
5	Data conversations system-wide facilitated by coaches, focused on a variety of assessment tools	07/01/2009	06/30/2011	During School	Other	0
6	Professional development to support quality reading and language arts instructional strategies and skills to ensure achievement for all K-12 students.	07/01/2009	06/30/2011	During School	Title I	14000000
7	Area-based Learning Communities, large-scale PD and on-site evaluative visits for school librarians focused on improving school library programs, resources and student reading motivation activities	07/01/2009	06/30/2011	During School	Local Funds	50000

Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 1 Title :

Strengthen K-12 Reading and Language Arts through a Balanced Literacy Initiative in order to meet Safe Harbor in all subgroups in reading.

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date	Fund Source	Amount(\$)	
1	Developing a strategy with Area Offices to provide materials for parents aligned to core reading and language arts materials. These materials will be designed to help parents facilitate literacy at home.	07/01/2009	06/30/2011	During School	Other	0
2	Reading First offers monthly parent workshops by school, district-wide parent literacy events twice/year, and provides parent and student resources for the home, including home libraries, magazine subscriptions, and parent resource guides.	07/01/2009	06/30/2011	After School	Other	800000
3	SCRMA publishers offer parent workshops related to the school literacy program, with informational notices provided to parents during report card pickup.	07/01/2009	06/30/2011	After School	Other	0

Section II-E Action Plan - Monitoring

Objective 1 Title :

Strengthen K-12 Reading and Language Arts through a Balanced Literacy Initiative in order to meet Safe Harbor in all subgroups in reading.

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success for this objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

A performance management system has been established in the district to assess the effectiveness of programs and initiatives, and to monitor the progress of programs through Key Performance Indicators (KPIs) and regular performance management sessions. Annual department plans are designed to connect budget dollars to outcomes and align strategic planning, budgeting, and performance measurement processes.

In concert with the Department of Student Assessment and Metis, the Office of Reading and Language Arts is engaging in a comprehensive program evaluation of the Supported Core Reading Materials Adoption. Success metrics include student achievement scores; use of in-school instructional coaches to provide support to teachers around key activities; quality of implementation; Professional Development participation among teachers and in-school instructional coaches; quality of lesson plans; changes in teaching strategies among teachers as evidenced through survey results and observations; and school and teacher satisfaction with the program.

CPS has retained AIR to develop quarterly assessments tied to the particular IDS curricula to gauge student progress. A data analyst manages the implementation of data (PD attendance, pacing, coaching visits) and enables careful management by principals and area officers of this work.

In addition, an evaluation of the use of in-school instructional coaches is being conducted which looks at the activities in which coaches engage during in-school interactions and the value-added benefit of coaches in the schools.

Also, the district is engaging in comprehensive program evaluations of early literacy assessment (Reading 3D), the Chicago Reading Benchmark Assessment, and the district writing initiative and AIR summative assessment.

Finally, the Office of Reading and Language Arts conducts evaluation surveys after each professional development session to gauge teacher satisfaction with the quality of the professional development being offered.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Paul Whitsitt	Director, Office of Reading and Language Arts
2	Claretha Washington	Manager, K-5
3	Karen Boran	Manager, 6-12
4	Elizabeth Cardenas-Lopez	Manager, Striving Readers
5	Carmel Perkins	Manager, Reading First
6	Gerallynn Marshall	Manager, Special Projects

7 Jeremy Dunn

Manager, Libraries and Information Services

Section II-A Action Plan - Objectives

Objective 2 Title :

Strengthen mathematics teaching and learning through comprehensive programs and systems of supports for Pre-Kindergarten through 12th grade in order to make Safe Harbor in all subgroups in mathematics.

Objective 2 Description :

The Office of Mathematics provides a comprehensive system of supports to improve mathematics teaching and learning for students in Pre-K through 12th grade, and supports high-quality, standards-based instruction. The following are important components of the programs:

- The implementation of quality instructional materials that incorporate cognitively demanding tasks
- Professional development that is aligned and connected with classroom instruction
- Professional development that is sustained through time and integrated with coaching
- Formative use of assessments
- Supports for instructional leaders

The Chicago Math and Science Initiative (CMSI), now in its seventh year, offers supported, coherent curricular programs, materials and tools, aligned teacher professional development, and supports for administrators and coaches at the Pre-K-8 level. After six years of expansion, more than 300 elementary schools use the mathematics programs. Participating schools have shown greater improvement on the ISAT than nonparticipating schools. CMSI is continuing to expand to ensure that all students have access to high quality mathematics curricula. The CMSI mathematics programs are research-based and designed to provide all students with high-quality, standards-based mathematics learning experiences.

The district is committed to building teacher capacity to improve mathematics and science teaching and learning. Partnerships with local universities support middle grade endorsements for teachers so that they are better prepared to teach mathematics and science in middle grade classrooms. Courses are subsidized by CPS and programs provide opportunities for teachers to take courses that develop teachers' content and pedagogical content knowledge. In 2009-2010, the Board adopted a middle grade specialization policy requiring schools to prioritize content expertise in allocation and staffing of middle grades teaching positions to ensure students in 6-8 are taught by specialized teachers.

In 2008 the Board updated the elementary school algebra policy. The policy recognizes the importance of algebra as a gateway to high school success and provides the opportunity for algebra-ready middle grade students to enroll in a high school algebra course so that they are prepared to enroll in advanced mathematics courses in high school. Schools across the district have applied to adopt a rigorous algebra program for advanced middle school students. Currently approximately 160 schools across the city are implementing an Algebra I course in the middle grades.

The Instructional Development System (IDS) provides a comprehensive system of supports for mathematics for grades 9-11 in 41 high schools that includes common courses, common quarterly and summative assessments, professional development and coaching supports, and leadership development. Participating schools in their third year of implementation showed greater improvement than non-IDS students on the PSAE exam in 2009.

The district is currently planning for the implementation of an RTI model across the district during the 2010-2011 school year. The goal of RTI is to provide high quality instruction to all students and a tiered system of supports to meet the needs of students who are not making adequate progress and need additional interventions. During the 2009-2010 school year the district is reviewing screeners, diagnostic assessments, progress monitoring tools and interventions for mathematics to prepare for the implementation of the model the following school year. The district will identify assessments and develop the technology and processes to support progress tracking and reporting. Intervention programs that are research-based and aligned to standards will be recommended to support school-based decision-making.

The district is in the process of piloting an early mathematics assessment designed to identify students and monitor progress of students needing additional supports in mathematics.

This objective addresses the following areas of AYP deficiency:

- 2 District is deficient in Mathematics Meets and Exceeds
- 4 Black students are deficient in Mathematics Meets and Exceeds
- 7 LEP students are deficient in Mathematics Meets and Exceeds
- 9 Students with disabilities are deficient in Mathematics Meets and Exceeds
- 11 Low Income students are deficient in Mathematics Meets and Exceeds

This objective addresses the following areas of AMAO deficiency:

- 1 District is not meeting AYP for LEP
- 3 District is deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Strategies and Activities for Students

Objective 2 Title :

Strengthen mathematics teaching and learning through comprehensive programs and systems of supports for Pre-Kindergarten through 12th grade in order to make Safe Harbor in all subgroups in mathematics.

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	Grades PreK-8: Supporting schools in the adoption and implementation of core mathematics research-based programs. Programs will be used during the school day and for additional instruction for struggling students.	07/01/2009	06/30/2011	During School	Title I	2000000
2	Grades 9-11 Supporting schools in the adoption and implementation of research-based programs that include a double-period block for students needing additional supports in mathematics	07/01/2009	06/30/2011	During School	Title I	5600000
3	Implementation of district algebra initiative, including adopting core supported materials, professional development and coaching for teachers, and common criteria for placement out of high school algebra that include achievement in the course and district-wide end-of-course exam.	07/01/2009	06/30/2011	During School	Title I	1200000
4	Implementation of district-wide assessment tools for K-12 students to measure student growth and support instructional decision-making for teachers. Grades K-8 assessments include interim benchmarks, Scantron assessments, and embedded curricular assessments. Grades 9-11 assessments include embedded curricular assessments, Scantron assessments and common quarterly and summative assessments in selected schools.	07/01/2009	06/30/2011	During School	Title I	10900000
5	Alignment of after school programs to CMSI supported programs and materials.	07/01/2009	06/30/2011	After School	Other	0
6	Pilot of an early assessment and intervention program for K-2 students in 2009-2010 with plans to expand in 2010-2011 to identify students struggling in mathematics and provide additional supports and interventions.	09/01/2009	06/30/2011	During School	Title I	2000000
7	Planning in 2009-2010 for implementation of K-12 RTI model in 2010-2011 through review of strategies, assessments and programs to support students who are struggling in mathematics in 2009-2010.	09/01/2009	06/30/2011	During School	Other	0

District Improvement Plan 2009

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8	Assisting schools in the pilot adoption of recommended intervention materials for Tier II and Tier III interventions. Materials will be used during school day and for additional instruction for struggling students.	09/01/2010	06/30/2011	During School	Title I	640000
9	Freshman Connection program designed to support students' transition from 8th grade to high school and provide opportunities for continued mathematics learning during the summer.	07/01/2009	06/30/2011	Summer School	Title I	700000
10	Development of common CPS learning targets to guide instruction across the district and raise the bar for student achievement in mathematics.	09/01/2010	06/30/2011	During School	Title I	250000
11	Summer school opportunities (summer bridge) for 3rd, 6th and 8th grade students who do not meet the district promotion standards.	06/21/2010	07/30/2010	Summer School	Title I	10000000

Section II-C Action Plan - Professional Development Strategies and Activities

Objective 2 Title :

Strengthen mathematics teaching and learning through comprehensive programs and systems of supports for Pre-Kindergarten through 12th grade in order to make Safe Harbor in all subgroups in mathematics.

Strategies and Activities	TimeLine			Budget	
	Start Date	End Date	Fund Source	Amount(\$)	
1 PreK - 8 - Professional development for teachers using CMSI materials includes introductory and experienced user training. Professional development is 18-54 hours, based upon level of experience and offered during the summer and school year. Additional professional development designed specifically for special education teachers is also offered.	07/01/2009	06/30/2011	During School	Title I	2400000
2 9-11 Professional development for teachers using IDS programs designed for new and experienced teachers. Professional development is 15-60 hours, based upon level of experience and offered during the summer and school year.	07/01/2009	06/30/2011	During School	Title I	1400000
3 Professional development and support for principals related to the supervision of mathematics instruction.	07/01/2009	06/30/2011	During School	Title I	120000
4 Professional development and coaching support for in-school instructional coaches at some schools participating in the CMSI programs.	07/01/2009	06/30/2011	During School	Title I	175000

5	Supported university-based endorsement courses for teachers to increase the number of middle grade teachers endorsed in mathematics and/or science. Programs offered during the school year and summer.	07/01/2009	06/30/2011	During School	Local Funds	614000
6	Data conversations facilitated by coaches, focused on a variety of assessment tools.	09/01/2009	06/30/2011	During School	Title I	2000000
7	Professional development for Professional Development Leaders designed to build the capacity of teacher-leaders in the district.	07/01/2009	06/30/2011	After School	Title I	200000
8	Professional development for teachers implementing pilot RTI programs and interventions.	07/01/2010	06/30/2011	During School	Title I	675000
9	Professional development for in-school instructional coaches to support high quality Tier I instruction and use of RTI programs and interventions.	07/01/2009	06/30/2011	During School	Other	0
10	Chief Area Offices provide support programs through Chief Area Officer leadership and support from Area Mathematics and Science Coaches, as well as other Area staff.	07/01/2009	06/30/2011	During School	Title I	2800000

Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 2 Title :

Strengthen mathematics teaching and learning through comprehensive programs and systems of supports for Pre-Kindergarten through 12th grade in order to make Safe Harbor in all subgroups in mathematics.

Strategies and Activities	TimeLine		Budget	
	Start Date	End Date	Fund Source	Amount(\$)
1 CMSI materials include recommendations for supports and family extended activities for parents and students to practice at home.	07/01/2009	06/30/2011	Other	0
2 Distribution of parent reports for mathematics benchmark assessment to help parents understand student progress in mathematics.	07/01/2009	06/30/2011	Local Funds	50000
3 Support for parent workshops designed to provide parents with strategies to support students at home.	09/01/2009	06/30/2011	Local Funds	100000

Section II-E Action Plan - Monitoring

Objective 2 Title :

Strengthen mathematics teaching and learning through comprehensive programs and systems of supports for Pre-Kindergarten through 12th grade in order to make Safe Harbor in all subgroups in mathematics.

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success for this objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

A performance management system has been established in the district to assess the effectiveness of programs and initiatives, and to monitor the progress of programs through Key Performance Indicators (KPIs) and regular performance management sessions. Annual department plans are designed to connect budget dollars to outcomes and align strategic planning, budgeting, and performance measurement processes.

Reporting tools are embedded within the programs that are designed to provide the curriculum office with ongoing updates regarding the status of the programs and a mechanism for response and intervention.

Finally, the Office of Mathematics conducts evaluation surveys after each professional development session to gauge teacher satisfaction with the quality of the professional development being offered.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
1 Mary Jo Tavormina	Director of Mathematics
2	
3	

Section II-A Action Plan - Objectives

Objective 3 Title :

Support Students with Disabilities in order to make Safe Harbor in reading and mathematics.

Objective 3 Description :

The goal of CPS Specialized Services is to support schools in closing the achievement gap by removing or neutralizing health and disability related barriers to student learning.

- Strategic Improvements to Supporting Schools in Implementing Inclusive Practices: Over the last three years, CPS has made significant improvements in supporting schools through

the Corey H. LRE monitoring processes. CPS has developed and refined tools to support schools in providing access to the general education curriculum for students with disabilities. Areas addressed through the monitoring tools include IEP quality, differentiated instruction, team teaching, integration of accommodations and modifications into lesson plans, and collaboration between general and special education staff. The position of Specialized Services Administrators (SSAs) was created to monitor where schools are in implementing best practices and work with schools to make improvements that ensure students with disabilities receive quality instruction in the least restrictive environment.

- Improved Instructional Support for Schools: CPS has made improvements in the supports provided to schools around high quality instruction for students with disabilities. These improvements have included the redefinition of itinerant teaching positions to focus on building teacher capacity rather than providing direct services, the development of a series of instructional professional development modules designed to build school staff capacity, and improved alignment and coordination of instructional efforts with general education staff. Support staff are being trained on the new professional development module series, which includes building inclusive environments, appropriately utilizing assistive technology, implementing multi-sensory approaches to instruction, and utilizing data to drive instructional improvements for students with disabilities.
- Improved Technology to Support High Quality IEP Development (Electronic IEP): During the 2009-2010 and 2010-2011 school years CPS will continue to deploy its new electronic IEP system. Key benefits include increased process efficiency, reduced paperwork burden, increased time to focus on instruction and service delivery, improved collaboration and communication between school staff and parents, improved data systems and monitoring processes, improved staffing allocations, and increased accountability.

This objective addresses the following areas of AYP deficiency:

- 8 Students with disabilities are deficient in Reading Meets and Exceeds
- 9 Students with disabilities are deficient in Mathematics Meets and Exceeds

This Objective does not address any AMAO deficiency.

Section II-B Action Plan - Strategies and Activities for Students

Objective 3 Title :

Support Students with Disabilities in order to make Safe Harbor in reading and mathematics.

	Strategies and Activities	TimeLine		Budget	
		Start Date	End Date	Fund Source	Amount(\$)
1	Providing quality related services for students with an IEP. Services are designed to address health and disability related barriers to education				

	in the least restrictive environment possible. Services include nursing, social work, psychology, speech, occupational and physical therapy. Approximately 1,500 clinicians are employed by the Office of Specialized services to implement this strategy in schools.	07/01/2009	06/30/2011	During School	Local Funds	150118000
2	Clinicians work with school staff to implement SEL/mental health strategies for all at-risk students (in addition to above SEL/MH related services provided to students with an IEP).	07/01/2009	06/30/2011	During School	Other	4000000
3	OSS staff coordinate responses to crisis situations for school staff, students and parents.	07/01/2009	06/30/2011	During School	Title IV	505000

Section II-C Action Plan - Professional Development Strategies and Activities

Objective 3 Title :

Support Students with Disabilities in order to make Safe Harbor in reading and mathematics.

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date	Fund Source	Amount(\$)	
1	Supports for schools participating in Corey H monitoring processes (Professional development, technical assistance, LRE plan activities, etc.)	07/01/2009	06/30/2011	During School	Other	5260000
2	Targeted instructional supports (Professional development, coaching, modeling)	07/01/2009	06/30/2011	During School	Other	6900000
3	Training and supports for school staff on electronic IEP, including on-site clinics, webinars, instructor-led training, conference bridges.	07/01/2009	06/30/2011	During School	Other	90000
4	Professional development for school staff on implementing Social/Emotional Learning and Mental Health Service Delivery Model.	07/01/2009	06/30/2011	During School	State Funds	415300
5	Restructured case manager meetings by area to facilitate small group training (13-20 participants) with structured activities to reinforce concepts and dialogue about specific issues.	09/01/2009	06/30/2011	After School	Other	0
6	Training and support for principals, including a Law Conference and upcoming January training to cover Snapshot, staffing, resource allocation and instructional design.	07/01/2009	06/30/2011	During School	Other	0

Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 3 Title :

Support Students with Disabilities in order to make Safe Harbor in reading and mathematics.

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	Parent components are included in many of the activities and strategies discussed previously. For example, implementation of SEL/MH direct service strategies includes assessment of family engagement and coordination of family supports where needed.	07/01/2009	06/30/2011		During School	5300
2	Transition Fairs: Collaborate with city agencies and colleges to communicate and provide transition activities, fairs and opportunities to parents and students.	07/01/2009	06/30/2011		During School	15000
3	High School Fair: Provide information regarding high school programs, the application process, selective enrollment, specialty schools, charter schools, and military schools regarding the transition of students with disabilities to high school programs.	07/01/2009	06/30/2011		During School	0
4	STARNet: Provide on-going training to teachers, parents, and community members related to early childhood education through the STARnet grant.	07/01/2009	06/30/2011		During School	347000
5	Summer Program Parent Meetings: Provide information regarding Extended School Year and Freshman Connection to parents of eligible students.	07/01/2009	06/30/2011		During School	0

Section II-E Action Plan - Monitoring

Objective 3 Title :

Support Students with Disabilities in order to make Safe Harbor in reading and mathematics.

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success for this objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

A performance management system has been established in the district to assess the effectiveness of programs and initiatives, and to monitor the progress of programs through Key Performance Indicators (KPIs) and regular performance management sessions. Annual department plans are designed to connect budget dollars to outcomes and align strategic planning, budgeting, and performance measurement processes.

Snapshot Instructional Monitoring: CPS has implemented an extensive Snapshot monitoring system to collect data on school-level implementation of key practices, including IEP development, access to the general education curriculum, staff collaboration, and equal access to facilities and materials for all students. Assessments are conducted at two points during the year. Scorecards are developed for each school to show progress over the course of the year, and district-wide reports provide data on performance across schools. Data are used to guide corrective action at both the school and district levels.

Compliance Monitoring: Compliance team and school support staff provide extensive school-level monitoring of special education compliance, delivery of related services, and development and implementation of quality IEPs. The new electronic IEP and student information system will greatly improve the quality and efficiency of these monitoring efforts.

Social / Emotional and Mental Health Service Delivery Model: Systems are in place to monitor school-level implementation of SEL/MH practices. CPS will also evaluate the impact of these efforts on school climate, student connection to school and academic achievement.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Deborah Duskey	Chief Specialized Services Officer
2	Luis Rodriguez	Deputy Specialized Services Officer
3	Rebecca Clark	Director of LRE
4	Jawanda Hairston	Director of Program Development
5	Jerry Cade	Director of ONS Supports
6	Yvette Collins-Story	Director of Turnaround Supports
7	Diane Rohan	Director of Specialized Schools
8	Ken Papineau	Director of Coordinated School Health
9	Adrienne Scherenzel-Curry	Director of Clinical and Related Services
10	Cindy Hansen	Director of Due Process and Mediation
11	Gretchen Brumley	Director of Business Services

Section II-A Action Plan - Objectives

Objective 4 Title :

Support for ELLs in the development of English language proficiency and academic language in order to continue to meet AMAO targets for proficiency and progress, and to meet Safe Harbor as a subgroup in reading and mathematics.

Objective 4 Description :

The district will provide support to ELLs as follows:

- Fund supplemental bilingual/ESL teachers at schools with TBE and TPI programs to provide targeted instruction based on ELLs' English proficiency level and needs.
- Provide ELLs extended learning opportunities.
- Provide professional development opportunities to teachers of ELLs in order to build capacity in best teaching practices in the areas of English language proficiency and academic language development.
- Provide opportunities for parents of ELLs to participate in the education of their children.

This objective addresses the following areas of AYP deficiency:

- 6 LEP students are deficient in Reading Meets and Exceeds
- 7 LEP students are deficient in Mathematics Meets and Exceeds

This objective addresses the following areas of AMAO deficiency:

- 1 District is not meeting AYP for LEP
- 2 District is deficient in Reading Meets and Exceeds
- 3 District is deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Strategies and Activities for Students

Objective 4 Title :

Support for ELLs in the development of English language proficiency and academic language in order to continue to meet AMAO targets for proficiency and progress, and to meet Safe Harbor as a subgroup in reading and mathematics.

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date	Fund Source	Amount(\$)	
1	Schools with TBE and TPI programs will receive a supplemental teacher to help reduce class size and assist in providing targeted instruction based on students' English proficiency levels and needs.	07/01/2010	06/30/2011	During School	State Funds	40942159
2	The Office of Language and Cultural Education will provide a summer bilingual support program to ELLs approaching English proficiency and first year transition students in grades 2 through 7.	07/01/2009	06/30/2011	Summer School	Title III	812016
3	The District will provide ELLs extended learning opportunities to receive additional instruction in reading and mathematics.	07/01/2009	06/30/2011	After School	Title I	10900000

Section II-C Action Plan - Professional Development Strategies and Activities

Objective 4 Title :

Support for ELLs in the development of English language proficiency and academic language in order to continue to meet AMAO targets for proficiency and progress, and to meet Safe Harbor as a subgroup in reading and mathematics.

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date	Fund Source	Amount(\$)	
1	Area Bilingual Instruction Coaches will provide on-site professional development and coaching on instructional strategies to teachers of ELLs based on students' needs as identified by local and state assessments.	07/01/2009	06/30/2011	During School	State Funds	1521480
2	The Office of Language and Cultural Education will provide professional development opportunities to teachers of ELLs on the English Language Proficiency standards and the Spanish Language Arts standards.	07/01/2009	06/30/2011	After School	Title III	340949
3	The Office of Language and Cultural Education will provide professional					

development to school based Bilingual Lead Teachers on the alignment of instructional strategies with ACCESS English Language Proficiency and ISAT/PSAE assessment results.	07/01/2009	06/30/2011	During School	Title III	106782
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Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 4 Title :

Support for ELLs in the development of English language proficiency and academic language in order to continue to meet AMAO targets for proficiency and progress, and to meet Safe Harbor as a subgroup in reading and mathematics.

Strategies and Activities	TimeLine			Budget	
	Start Date	End Date	Fund Source	Amount(\$)	
1 The Office of Language and Cultural Education will provide workshops to parents on how to support students in the bilingual education program at monthly cluster Bilingual Advisory Committee meetings and at quarterly Chicago Multilingual Parent Council meetings.	07/01/2010	06/30/2011	During School	Title III	261433
2 The Office of Language and Cultural Education will provide technical assistance and support to schools in the establishment and maintenance of school based Bilingual Advisory Committees comprised of parents of ELLs at schools with bilingual education programs.	07/01/2009	06/30/2011	During School	Title III	262178
3 The Office of Language and Cultural Education will provide opportunities for parents of ELLs to participate in literacy, ESL, and computer education programs at the Bilingual Parent Resource Center.	07/01/2009	06/30/2011	During School	Title III	187433

Section II-E Action Plan - Monitoring

Objective 4 Title :

Support for ELLs in the development of English language proficiency and academic language in order to continue to meet AMAO targets for proficiency and progress, and to meet Safe Harbor as a subgroup in reading and mathematics.

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success for this objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

A performance management system has been established in the district to assess the effectiveness of programs and initiatives, and to monitor the progress of programs through Key Performance Indicators (KPIs) and regular performance management sessions. Annual department plans are designed to connect budget dollars to outcomes and align strategic planning, budgeting, and performance measurement processes.

The Office of Language and Cultural Education conducts evaluation surveys after each professional development session, including the quarterly Bilingual Lead Teacher session, to gauge teacher satisfaction with the quality of the professional development being offered.

Compliance facilitators monitor that the supplemental teachers only serve ELLs and that they have appropriate resources to do so.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Diane H. Zendejas	Language and Cultural Education Chief Officer
2	Antonio Acevedo	Language and Cultural Education Deputy Officer
3	Gladys Rodriguez	Language and Cultural Education Professional Development and Instruction Manager

Section III - Development, Review and Implementation

A. Stakeholder Involvement

Stakeholder Involvement - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the district improvement team or plan developers are identified here.

This plan was developed collaboratively across multiple CPS departments, including the Chief Executive Office, Chief Education Office, Office of Teaching and Learning, Office of Specialized Services, Office of Language and Cultural Education, and Office of Performance. Participation of external stakeholders occurs through their participation in the development of the programs, strategies and activities described throughout this plan. Specifically:

The Office of Reading and Language Arts consistently consults with other departments, principals, teachers, area staff on the progress of the program, and uses outside experts for professional development. For the writing initiative, the district is currently in consultation with the Teacher's College at Columbia University and a literacy strategy consultant from National-Louis University. Outside experts are also consulted to investigate options for formative literacy assessments.

Parents, students, and community members were involved in the overall High School Transformation plan. Teachers and parents were involved in the selection of the IDSs supported by the district, and principals, teachers and Local School Councils are involved in the selection of particular IDSs for their school.

Stakeholders are involved in the development of the Chicago Mathematics and Science Initiative through: focus groups with teachers, principals, and area staff to reevaluate CMSI program quality and implementation progress; university partners (University of Chicago, University of Illinois at Chicago, Loyola University, DePaul University) participate in the planning and delivery of professional development; collaboration with the Office of Specialized Services to ensure that CMSI programs address the needs of students with disabilities; and the Office of Language and Cultural Education to ensure that CMSI programs address the needs of English Language Learners.

The Office of Specialized Services is collaborating with CPS general education units to ensure that all students with disabilities receive high quality instruction and health services. In addition, OSS is gathering feedback on improvements to the quality of services we provide through surveys of a variety of stakeholders, including students, parents, teachers, principals,

Chief Area Officer and community-based organizations. OSS is also partnering with community-based health organizations and other city agencies to ensure that students have access to the services they need in order to access education.

Finally, all CPS schools develop a bi-annual School Improvement Plan for Advancing Academic Achievement (SIPAAA) and an annual budget, which includes parent, teacher, and community member input, and Local School Council approval for most schools.

**Section III - Development, Review and Implementation
B. District Responsibilities**

District Responsibilities - Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District responsibilities include providing technical assistance to the schools including data analysis, identification of the district's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the district's budget to ensure that funds provided under Title I and Title III supplement, not supplant, non federal funds, and that services provided with these funds are comparable with the services in schools that are not receiving funds under Title I (NCLB, Section 1116 and 1120A).

A performance management system has been established in the district to assess the effectiveness of programs and initiatives, and to monitor the progress of programs through Key Performance Indicators (KPIs) and regular performance management sessions. Annual department plans are designed to connect budget dollars to outcomes and align strategic planning, budgeting, and performance measurement processes.

District funds have been leveraged to provide financial assistance to schools implementing supported core curricular programs, including subsidies for the purchase of materials, offering professional development, and tying instructional coach support to program participation. The district has also maintained vendor relations, including contracting and purchasing in order to ensure that all participating schools receive a comprehensive set of materials, resources, and supports.

The Chicago Public Schools is comprised of 26 Area Offices. The Area Offices incorporate two key educational teams, instruction and management, which work together to serve and support local schools, their students and their communities. The Area Offices (1) provide professional development and supervision to principals and their schools as determined by local school data analysis and Chicago Public Schools instructional initiatives; (2) monitor instructional practices that lead to improved student achievement; (3) confirm the development and support of new teachers; (4) provide technical support in the alignment of SIPAAA goals to budget allocations; (5) monitor and evaluate principal performance; promote positive working relationships with local school councils; and (6) serve as a liaison between area/schools and curriculum offices. The Chief Area Officers (CAOs) supports, develops, coaches, and supervises principals in providing instructional leadership in area schools. They allocate area instructional support resources to schools based on school performance and need. The CAOs also work with the Local School Councils and other CPS departments to identify, prepare, place, and retain great principals in area schools.

The District has redefined staff roles, developed evidence-based professional development modules, implemented improved position allocation formulas, and continues to implement improved monitoring and evaluation processes and tools in an effort to better support schools in meeting the needs of students with disabilities and students with health-related barriers to education. The District is also directly responsible for delivering clinical related services to students with an IEP, and SEL/MH services for all students requiring targeted or intensive interventions.

Section III - Development, Review and Implementation
C. State Responsibilities

State Responsibilities - Specify the services and resources that ISBE, RESPROS, and other service providers have provided the district during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the district, if requested, to develop and implement the district plan and work with schools needing improvement. Such technical assistance shall be supported by effective methods and instructional strategies based on scientifically based research. The technical assistance shall address problems, if any, implementing the parental involvement activities described in NCLB, Section 1118, and the professional development activities described in NCLB, Section 1119. [NCLB, Section 1116(c)(9)(B)].

Related to the school-level implementation of all objectives, CPS (as its own RESPRO) receives grant funding to carry out the responsibilities described in NCLB Title I Section 1117. There is a three-tiered system of support for schools with priority given to (1) schools in greatest need of improvement and in corrective action status, (2) schools in school improvement status, and (3) support schools that need assistance with school improvement but not on status.

ISBE provided technical assistance to CPS in the development of this plan through a conference call with district leadership as the district was beginning to write the plan, a review of an early draft of the plan with feedback, and responsiveness to questions from CPS throughout the project.

Section IV-A Local Board Action

DATE APPROVED by Local Board:

A. Assurances

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving its school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
4. The district will spend at least 10 percent of the funds made available under Title I, Part A, subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

B. Superintendent's Certification

By submitting the plan on behalf of the district, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of plan completion from the **Submit Your Plan** page the plan shall be deemed to be executed by the superintendent on behalf of the district.

Section IV-B ISBE Monitoring

ANALYSIS OF DATA

Yes No Have the areas of low achievement been clearly identified?[C]

Yes No Does the DIP include analysis of report card data that sufficiently clarify the areas of weakness?[C]

Yes No Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students?[C]

Yes No Does the analysis, along with other data, provide clear direction for the selection of the objectives, strategies, and activities?[C]

LOCAL ASSESSMENT DATA

Yes No Do these local assessment results add clarity to the state assessment data?

Yes No Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA

Yes No Do the other data add clarity to the state assessment data?

Yes No Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

IDENTIFICATION OF KEY FACTORS

Yes No Have data or research been used to determine the key factors believed to cause low performance?[C]

<input type="radio"/> Yes	<input type="radio"/> No	Are the key factors within the district's capacity to change or control?[C]
CLARITY OF OBJECTIVES		
<input type="radio"/> Yes	<input type="radio"/> No	Has the DIP team stated measurable objectives that promote continuous and substantial progress to ensure that students in each subgroup meet the State's target (e.g., in delivering tiered services or differentiated instruction)?
<input type="radio"/> Yes	<input type="radio"/> No	Has the DIP team stated <u>measurable objectives</u> that clarify the present areas needed for improvement for the two years of the plan?[C]
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> N/A
<input type="radio"/> Yes	<input type="radio"/> No	Do the objectives address all areas of AYP and AMAO deficiency?[C]
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> N/A
<input type="radio"/> Yes	<input type="radio"/> No	Do the objectives address the areas of special education compliance?
ALIGNMENT OF STRATEGIES AND ACTIVITIES		
<input type="radio"/> Yes	<input type="radio"/> No	Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
<input type="radio"/> Yes	<input type="radio"/> No	Will the selected strategies and activities likely improve student learning and achievement?[C]
<input type="radio"/> Yes	<input type="radio"/> No	Are the strategies and activities measurable?[C]
<input type="radio"/> Yes	<input type="radio"/> No	Are the measures of progress for the strategies and activities clearly identified?
<input type="radio"/> Yes	<input type="radio"/> No	Are expectations for classroom behavior and practice related to the objectives clear?[C]
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> N/A
<input type="radio"/> Yes	<input type="radio"/> No	Is professional development aligned with the strategies and activities for students?[C]
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> N/A
<input type="radio"/> Yes	<input type="radio"/> No	Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or special education non-compliance?
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> N/A
<input type="radio"/> Yes	<input type="radio"/> No	Do the parent involvement strategies and activities clearly align with the strategies and activities for students?[C]

<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
<input type="radio"/> Yes <input checked="" type="radio"/> No	Are timelines reasonable and resources coordinated to achieve the objectives?[C]
MONITORING	
<input type="radio"/> Yes <input checked="" type="radio"/> No	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?[C]
<input type="radio"/> Yes <input checked="" type="radio"/> No	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?[C]
PART I - COMMENTS	
December 11, 2009	
<p>I met this morning with City of Chicago SD 299 staff to bring the 2008 plans to compliance. District staff has modified the SIPAAA to guide school planners to complete required items. As a final check of the district's peer review process, Kim Thomas and I will review a sample of the 2008-2010 plans. We will review updates to the plans in the year 2 SIPAAA and include summary notes in the IIRC monitoring prompts for these schools.</p> <p>The City of Chicago will provide a separate listing of corrective actions and restructuring options taken for its schools. At present, the SIPAAA does not collect this information. As these actions are district actions, I will regard the school plan as complete and note the district's compliance about this in the district monitoring prompt.</p> <p>Related to the submission of the district improvement plan: Ryan Crosby indicated that new district departments are working on this and that the draft is imminent. However, while he will complete the template as soon as all pieces have been completed, the local board will not meet to approve this until the end of January. District staff and I acknowledge that this is beyond the deadline but Ryan Crosby will keep me informed of progress on completing and submitting the plan. We also talked about how ongoing RtI work can be discussed in the plan. I will make sure that the divisions of special education and English language learning know of the delay in submitting this plan. As discussed in the meeting, district staff will need to comply with the requirements of these divisions.</p> <p>Carol Diedrichsen ISBE Innovation and Improvement cdiedric@isbe.net 217-524-1086 Carol Diedrichsen ISBE Innovation and Improvement cdiedric@isbe.net 217-524-1086</p>	

METHODS OF PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION	
STAKEHOLDER INVOLVEMENT	
<input type="radio"/> Yes <input type="radio"/> No	Does the plan describe how stakeholders have been consulted?[C]
<input type="radio"/> Yes <input type="radio"/> No	Does the DIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that best effect necessary changes?[C]
DISTRICT RESPONSIBILITIES	
<input type="radio"/> Yes <input type="radio"/> No	Is it clear what support the district will provide to ensure the success of the plan?[C]
STATE RESPONSIBILITIES	
<input type="radio"/> Yes <input type="radio"/> No	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation?[C]
APPROVAL DATE OF LOCAL BOARD	
<input type="radio"/> Yes <input type="radio"/> No	The plan indicates the approval date of this plan.[C]
PART II - COMMENTS	