

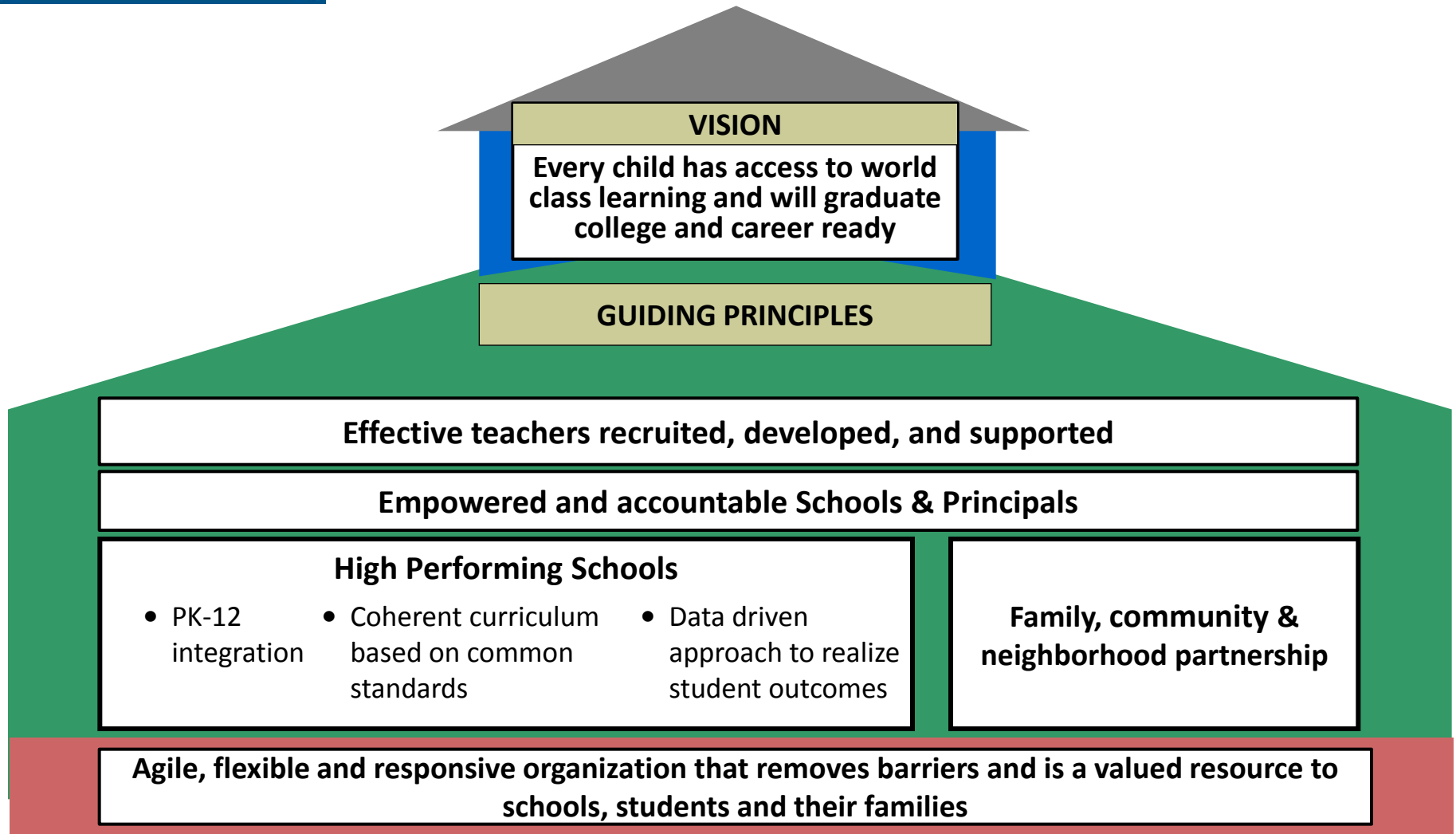
CEO Progress Report Jean-Claude Brizard

September 28, 2011

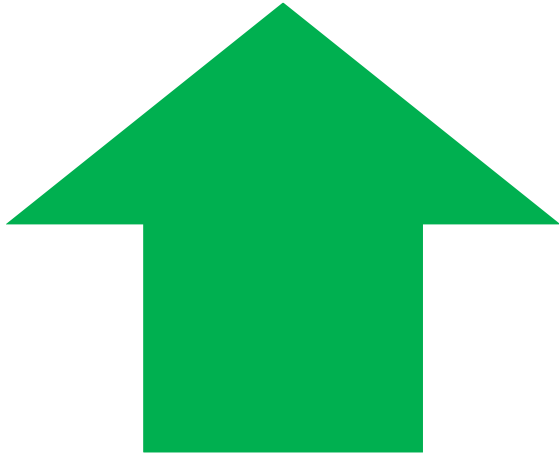
Chicago Board of Education

Presentation Agenda

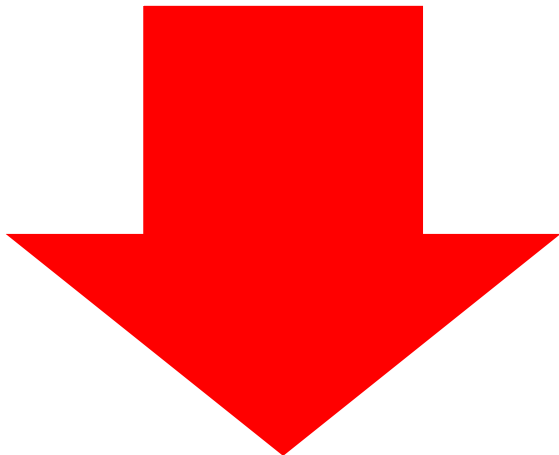
- Update on CPS Redesign, Restructuring
- Details of Longer Day Pioneer Program
- Preview of Common Core Curriculum



Two Goals of Restructuring



Enhance drivers of student success: More support for school leaders, teachers



Reduce administration, support staff costs

Cuts to date: \$63 million

\$16 Million	Chief Education Office
\$32 Million	Area Offices, ARRA/Board Funded discretionary
\$15 Million	School-based Performance Management

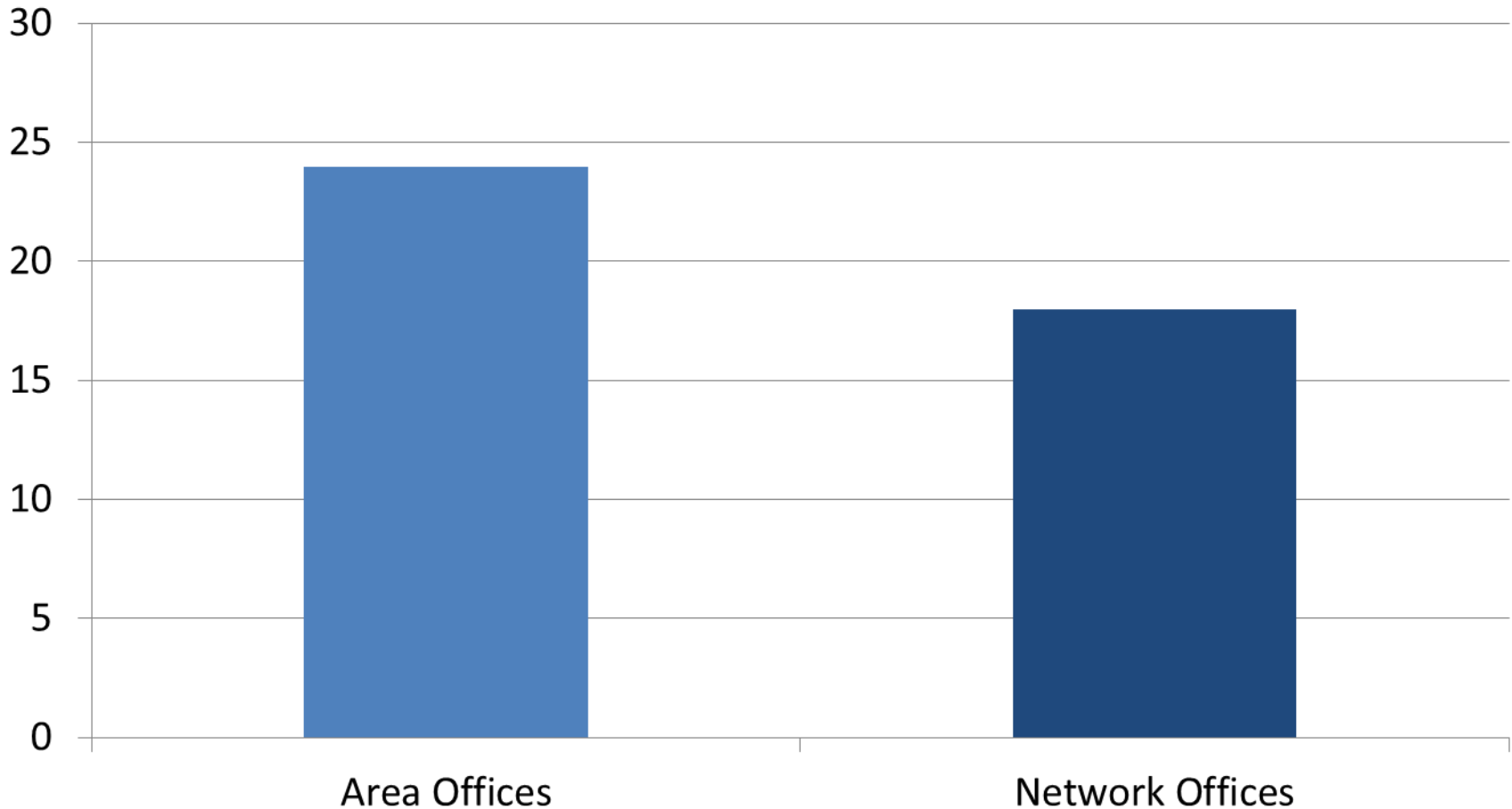
Still to come: \$44 million

\$34 Million	Central Education Office
\$10 Million	Central Office administrative supports

District-Wide Redesign in Progress

- Goal: maximize resources, operating capacity
 - More closely align infrastructure to priorities, better serve schools, principals, communities
 - Captures managed instruction, performance and empowerment
- Instructional core -- align talent and functions with move to Common Core State Standards
- Principal as crucial link and lever for change

24 Area Offices to 18 Network Offices



Goals of Network Offices

- Increasing accountability throughout district
 - Chief Area Officers replaced by Chiefs of Schools
 - Resources to build capacity for instructional leadership (CLC)
 - Strategically engaging parents & community; Chief of Parent and Community Engagement ensuring alignment across all efforts
- Supports schools to ensure all students are college, career ready
- Sharing effective practices

Transition to Network Offices

- Majority of positions under Area Office structure close October 14
- Employees informed during week of Sept. 6, encouraged to reapply to new positions or take other district open positions
- **Budget savings: 40-50% from FY11 to FY12**

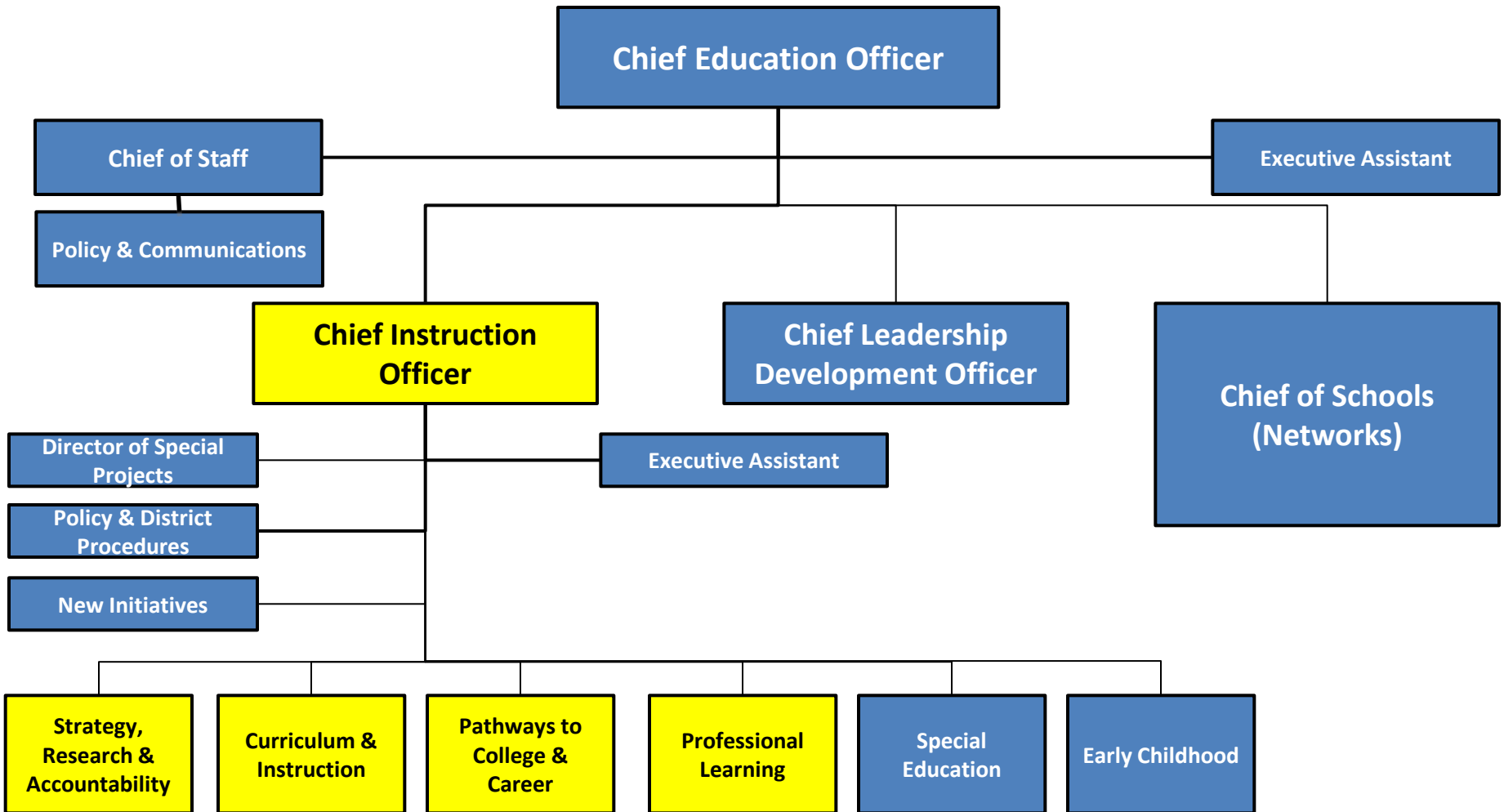
Office of Instruction

- Mission
 - Ensure coherent curriculum across schools
 - Supports schools to ensure all students are college, career ready
- Restructuring Process
 - Streamline functions, maximize efficiency
 - Student services, support not disrupted
 - Provide central office expertise and support that is needed and valued by schools

CedO Reorganization

- Four Core Offices
 - Strategy, Research and Accountability
 - Curriculum and Instruction
 - Pathways to College and Career
 - Professional Learning
- Early Childhood Education, Office of Specialized Education and Support Intact

Chief Education Office



Reform Vision: Ensure that every child – in every school and every neighborhood – has access to a world-class education from birth

Extended Opportunities for Students

Empowered Principals
Accountable for Results

Teachers with the Resources to Thrive

Engaged Parents and Community

Longer School Day

Students: 90 Minutes of Additional Instruction

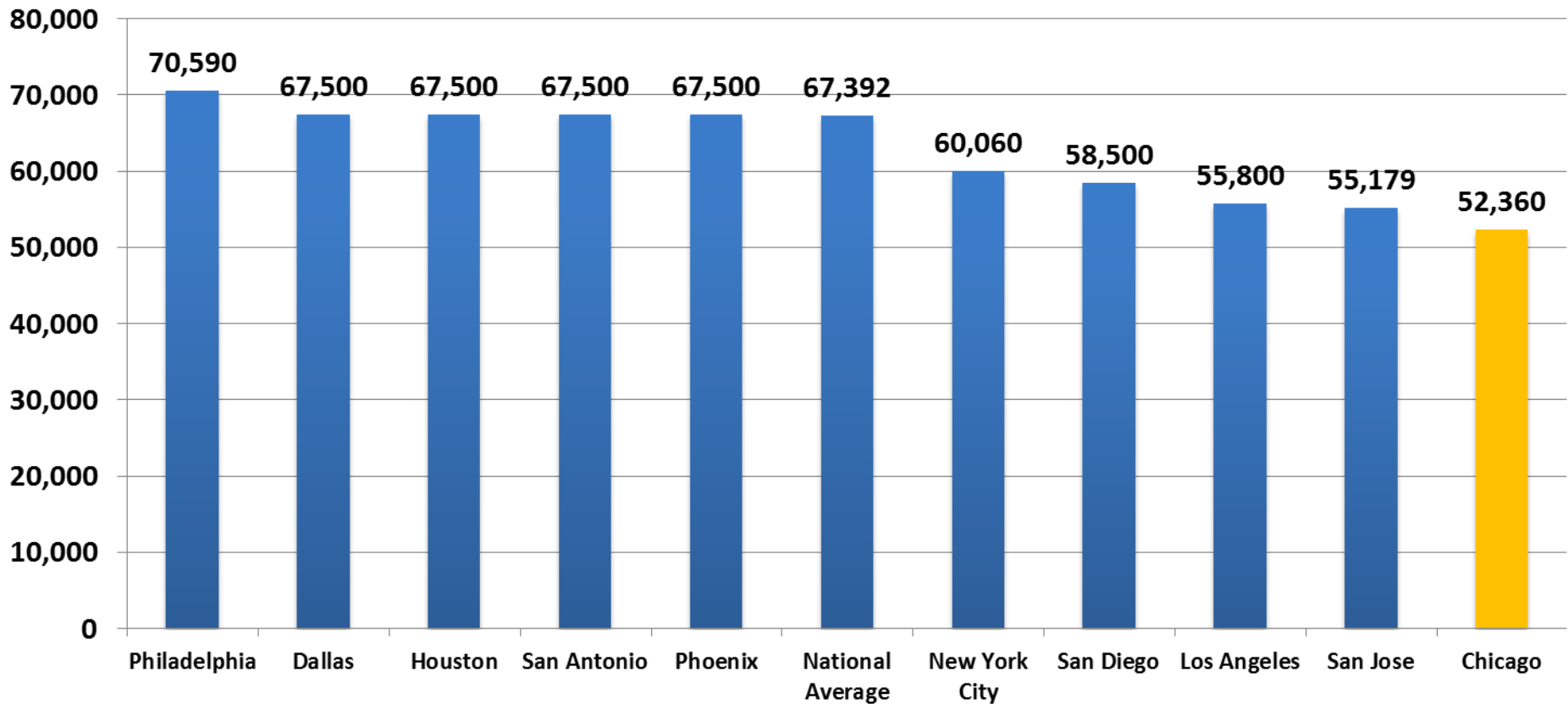
Principals: Increased resources, flexibility

Teacher: more instruction, collaboration time

Parents and Community: following their lead

CPS Has One of the Shortest School Years in the Nation

Annual Instructional Time in Minutes (Elementary Students)



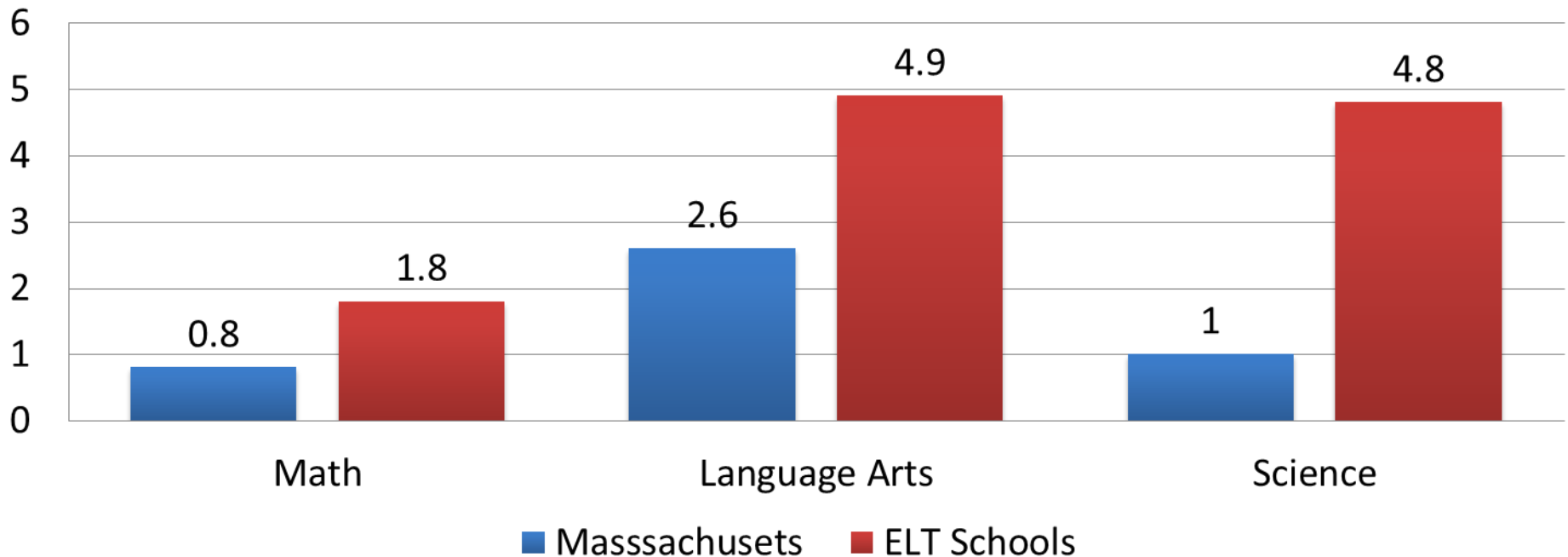
CPS students graduate from high school with **3 years less schooling** than peers in Houston

Why Our Students Need It

- Chicago students: least instructional time of students of the country's 10 largest cities
- We provide students with 15% less instructional time than the national average
- K-12, Chicago child receives nearly 3 years less instructional time than in Houston
- Achievement gap among African American and Latino students remain in double digits and widening
- Academic studies, education experts, high-achieving schools prove: key factor in student success
- Time will serve as a valuable tool as we transition to the Common Core State Standards in SY 12/13, allowing teacher more time to provide differentiated instruction during class and real-time student support

Additional Time has Positive Impact

Change in % of Students Attaining Proficiency: 2008 to 2009



In 2008-2009, 22 ELT schools serving 12,000 students gained in proficiency at double the rate of the state in ELA and Math and gained at nearly five times the state in science

How Schools Use the 90 Minutes

- Core academic subjects including math, science, social studies
- Literacy, reading intervention
- Enrichment opportunities including physical education, art, music, library time
- Adequate mid-day lunch, recess period
- Individualized interventions, enrichment and extension activities
- 60 minutes teachers planning time five days a week, including one day of collaboration among teachers

Pioneer Program: Providing Support to Schools, Teachers

- Up to \$150,000 in financial support to help schools transition to the longer day – amount dependent on implementation date
- Flexibility to purchase technology, fund intervention programs, or add enrichment programs, as well as teacher's assistants for art and music
- Teachers receive one-time lump sum payment: 2% average teacher annual salary, prorated to the number of days the school offers the Longer School Day



Name of School	Longer Day Goes into Effect On...
Genevieve Melody Elementary School	January 2012
Skinner North	September 26, 2011
STEM Magnet Academy	September 26, 2011
Benjamin E Mays Elementary Academy	January 2012
William H Brown Elementary School	September 26, 2011
Disney II Magnet Elementary School	September 26, 2011
Henry H Nash Elementary School	September 26, 2011
John Fiske Elementary School	September 26, 2011
Julia Ward Howe Elementary School of Excellence	October 17, 2011
Mary McLeod Bethune Elementary	November 14, 2011
Moses Montefiore Special Elementary School	October 17, 2011
Austin O. Sexton Elementary School	October 17, 2011
Morton School of Excellence	October 31, 2011

Reform Vision: Ensure that every child – in every school and every neighborhood – has access to a world-class education from birth

Extended Opportunities for Students

Empowered Principals Accountable for Results

Teachers with the Resources to Thrive

Engaged Parents and Community

Common Core State Standards

Increased level of rigorous instruction at every grade level

PD for principals and ILTs on CCSS to determine site-based implementation

More clarity on what to teach at each grade level

More clarity for parents on grade level expectations on the path to college and career

Development of the Common Core Standards



- The standards were informed by the best available evidence and the highest standards across the country and globe
- Designed by a diverse group of teachers, experts, parents, and school administrators
- 21st century expectations of college and career readiness

Guiding Principles

- Results Rather than Means
- Outcomes Rather than Strategies
- Standards are Meant to be Integrated
- End of Year Expectations
- College and Career Standards
- Standards for All

Technology expectations are present throughout the standards.

Illinois Vs. Common Core

Illinois Assessment Framework

- (1.7.08) Identify the structure and format of text including graphics and headers

Common Core State Standard

- (RI.7.5) Analyze the structure an author uses to organize text, including how the major sections contribute to the whole and to the development of ideas

Where Are We Going?

The PARCC Assessments

- New assessment system starting in 2014
- Replaces ISAT and PSAE as Illinois accountability measure
- Will feature a variety of performance, multiple choice, and non-standard item formats

High Demand to be CCSS “Early Adopter”

- The school district will move to a new state assessment aligned to CCSS and we need to begin the transition now
- All school Instructional Leadership Teams are learning about the CCSS this year
- “Early adopters” will implement the standards school-wide this year
- 83 schools applied for approximately 30 slots



It's Up to Us:

Going the Distance to Raise Achievement and Close Gaps