

**APPROVE ENTERING INTO AN AGREEMENT WITH THE UNIVERSITY OF CHICAGO  
FOR THE CHICAGO CENTER FOR HIGH SCHOOL LEADERSHIP****THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

Approve entering into an agreement with the Network for College Success, sponsored by the School of Social Service Administration at the University of Chicago, to create the Chicago Center for School Leadership and provide professional development to CPS principals and their school leadership teams. The Center will collaborate with the University's Urban Education Initiative as well as other University Schools and Departments. The Center will provide: a year-long fellowship program that will lead to a principal or assistant principal placement in the Chicago Public Schools and four years of ongoing support for whole school change and leadership team development in the schools where fellows are placed. The Consultant was selected on a non-competitive basis because of its unique program design and its history of providing high quality professional development to CPS high school principals and their teams. Since 2006, the Network has provided professional development to 10 CPS high school principals, their instructional leadership teams, and, more recently, their college counselors, with positive results. This year, CPS schools participating in the Network led the District in college going rates. The Network will now create the Chicago Center for School Leadership which will build a new pipeline of talent for the CPS principalship and leverage that talent with ongoing leadership development and school-wide support. A written agreement for Consultant's services is currently being negotiated. No services shall be provided by Consultant and no payment shall be made to Consultant prior to the execution of the written agreement. The authority granted herein shall automatically rescind in the event a written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to this agreement is stated below.

**CONSULTANT: Network for College Success**

Sponsored by the School of Social Service Administration  
at the University of Chicago  
Mary Ann Pitcher, Project Director  
969 East 60<sup>th</sup> Street, Chicago, IL 60637  
(773) 702-1732  
[Vendor #]

**USER:**

The Board of Education of the City of Chicago  
125 S. Clark  
Chicago, IL 60615  
Contact Persons: Monica Rosen and Adrienne L Hiegel

**Cohort I**

Alejandra Alvarez, Roosevelt High School  
Asuncion Ayala, North Grand High School  
Michael Durr, John Hope College Prep High School  
Elizabeth Kirby, Kenwood Academy High School  
Robert McMiller, Dyett High School

**Cohort II**

Pedro Alonso, Von Steuben Metropolitan Science Center  
Kenyatta Butler, Harper High School  
Pam Glynn, Hancock College Preparatory High School  
Sean Stalling, Manley Career Academy High School  
Rebecca Watson, ACT Charter School

**Cohort III**

Jacqueline Lemon, Talent Development (new school opening 2009 – participation begins Summer 2009)  
Janice Jackson, Westinghouse (new school opening 2009 – participation begins Summer 2009)  
In conversation with 2-3 additional schools for participation starting August 2009

**TERM:** The term of this agreement shall commence on the date the agreement is signed and shall end

on June 30, 2010, with the Board having the option to renew the agreement for successive one year periods.

**EARLY TERMINATION RIGHT:** The Board shall have the right to terminate this agreement with 30 days written notice.

**SCOPE OF SERVICES:**

▶ **The Chicago Center for School Leadership will have three core elements:**

- **The Fellowship Program:** The program will prepare fellows for principal and assistant principal placements in Chicago Public Schools. The program will combine 12 months of internships, course work, and seminars and will engage leaders in research and effective practice around high school reform.
- **Leadership Development and Support:** Once principals have secured their school placements, they receive ongoing coaching and support, including one year of induction support followed by a three-year whole school improvement cycle supports. This cycle will broaden the leadership base at the school and train teams of leaders to transform outcomes for students. Coaching will focus on using data and research within their buildings, developing successful program and instructional strategies, and providing leaders with effective toolkits they can use to effectively plan and manage change and school improvement.
- **Ongoing Support for Existing Principals and Schools:** The Center will continue to serve as a professional hub for principals and schools who have “graduated from” the 4-year support structure and will include: professional development opportunities; data/research supports; and networking with Center schools. The Center will support the more advanced development of effective principals currently in CPS as they take their schools to the next level and take on new roles as administrators of multiple schools.

During the 2009-2010 school year, the Network for College Success will work with the Board and a planning committee to design each element of the Fellowship program. Planning will include: recruitment and selection of fellows, identifying faculty, designing the curriculum content and sequence, identifying appropriate internship placements and projects, creating an internal evaluation system, acquiring state certification, and financial planning.

**The Network for College Success Leadership Development Program:**

The Network currently provides professional development to 10 Chicago Public School principals, their instructional leadership teams and their college counselors. Next year, the Network will provide support to 4-5 additional schools and expand its scope of services to include new supports for freshman academy teams, and enhanced services to college counselors.

Monthly Principal professional development includes three core strands of work:

- ▶ *Change Leadership and Management:* distributed leadership; leading change; managing for sustainability; school culture and climate; human capital development
- ▶ *Instructional Leadership:* instructional focus; teacher professional development; student-level data; cycles of inquiry; rigor
- ▶ *Management for Performance:* key outcomes; data analysis; aligning resources; performance management.

The Network works to create **highly effective instructional leadership teams (ILTs)** to lead improvement in teaching and learning. Quarterly ILT Institutes and frequent in-school coaching helps build the capacity of the school to: identify an area of instruction to improve learning for all students; examine student work and data to guide instruction and professional learning; use effective, research-based instructional practices; align and concentrate resources on efforts that most improve learning for all students; and partner with families and community to sustain learning for all students.

Research has shown that freshmen failure rates in core courses are highly predictive of a high school's drop out rates. In the coming year NCS will launch **the Freshman Success Project** to improve freshman supports in participating schools. All participating schools will receive support throughout the year to analyze their freshman on-track data and institute appropriate interventions for students at risk of failure.

The **College Counselors Collaborative (CCC)** supports and develops the capacity of counselors to increase college enrollment and completion rates. At monthly meetings, the CCC will share resources to help participating schools implement an effective 9<sup>th</sup>-12<sup>th</sup> grade framework and program for college readiness and success, assess each participating school's existing program, and help participating counselors problem solve in key areas of the framework where they need ongoing support.

**DELIVERABLES:** For the Chicago Center for School Leadership Fellowship Program, the Network for College Success will establish a year long planning committee; hire a full time planning director; design curriculum; identify internship and potential placement sites; recruit a national faculty member in educational leadership; receive state certification; establish an administrative oversight and national advisory committee for the Center; develop a fellowship program that effectively identifies, trains, certifies and supports candidates for placement as principals and assistant principals in the Chicago Public Schools; employ a whole school change model after principals are placed that supports leadership teams; and develop a model for advanced principal training. In the first year, up to 15 highly qualified candidates will be recruited and enrolled in the fellowship program.

All Network for College Success participants will receive opportunities for peer collaboration, support, problem-solving, and the sharing of ideas across schools; access to student performance data, research, and analysis to identify areas of need and measure progress; access to new leadership, management and school improvement ideas and research; access to expertise in establishing model programs to increase graduation and college enrollment rates; and high quality training, facilitation, coaching and in-school support to help school leaders develop shared leadership and apply model programs within their unique school contexts. The Network will expand from ten to 14-15 schools in the 2009-2010 school year. The model will provide professional development to more than 250 staff across participating schools, including the principal, assistant principals, instructional leadership teams, freshman support teams, and college counselors.

#### Chicago Center for School Leadership Outcomes

##### **Outcome 1 (2009-2010)**

The Network establishes a high quality fellowship program with a competitive pool of candidates and a highly selective admissions process.

**Performance Measure 1a:** The program is approved by the Illinois State Board of Education's rigorous standards for principal preparation.

**Performance Measure 1b:** The program has a low acceptance to applicant ratio.

**Performance Measure 1c:** All Fellowship candidates undergo a rigorous selection process including performance assessment, interviews, and written application.

##### **Outcome 2 (2009-2010)**

The Network establishes a model for advanced principal development.

**Performance Measure 2a:** Effective principals in the Network begin to develop plans to formally share their expertise with other CPS schools.

**Outcome 3 (Long Term):** Within 3-5 years, the Fellowship and Ongoing Support Program will result in the development of effective principals capable of transforming schools into places of learning and high achievement for all students, faculty and staff.

**Performance Measure 3a:** 100% of schools have established cultures where collaboration and transparency in instruction, use of data, and focused goal setting are evident as measured by the Chicago Consortium on School Research Survey.

**Performance Measure 3b:** 100% of schools led by Center principals see significant progress on freshmen on-track, five-year graduation and college enrollment rates.

#### **Network for College Success Outcomes (2009-2010)**

##### **Outcome 1**

Progress is made toward improved instruction in NCS participating high schools

**Performance Measure 1a:** 100% of schools have established Effective ILTs as determined by NCS staff's working knowledge of schools and observations of ILT team meetings.

**Performance Measure 1b:** using data and whole staff input, 100% of participating schools will: identify a targeted instructional area (TIA) that will improve student achievement across content areas; identify powerful instructional practices aligned with the TIA; and development and implement a professional

learning cycles plan to support the necessary adult learning.

**Performance Measure 1c:** 50% of participating schools will have successfully participated in a pilot program to develop performance management systems around instructional improvement.

**Outcome 2**

Participating NCS schools increase college enrollment rates

**Performance Measure 2a:** 100% of participating schools will increase college enrollment as measured by year-end college enrollment reports produced by Chicago Public Schools and the Chicago Postsecondary Project at the University of Chicago

**Outcome 3**

Schools make progress toward increasing graduation rates

**Performance Measure 3a:** 50% of participating schools implement support programs to reduce freshman failure rates in core courses

**Performance Measure 3b:** NCS and participating schools monitor freshman "on-track" reports received throughout the year; 100% of participating schools will demonstrate increases in freshman on track rates.

**COMPENSATION:** Consultant shall be paid as follows: [hourly rate of \$ or equal monthly payments, etc.], not to exceed the sum of \$1,180,000. The total cost of the program is \$1,425,000. The Network has requested the balance from local private foundations.

**REIMBURSABLE EXPENSES:** Consultant shall be reimbursed for the following expenses: [list]. The total compensation amount reflected herein is inclusive of all reimbursable expenses. [If there are no reimbursable expenses, just state "None"] None

**AUTHORIZATION:** Authorize the General Counsel to include other relevant terms and conditions in the written agreement. Authorize the President and Secretary to execute the agreement. Authorize [title] to execute all ancillary documents required to administer or effectuate this agreement.

**AFFIRMATIVE ACTION:** [Language to be provided by Affirmative Action]

**LSC REVIEW:** Local School Council approval is not applicable to this report" or "This action was approved by the LSC for [name] School on (date)"]

<b>FINANCIAL:</b> Charge to TBD: [\$]	Fiscal Year: [yr.]
Budget Classification: [#]	Source of Funds: [name and #]
Requisition Number: [#]	

**GENERAL CONDITIONS:**

Inspector General – Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts – The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness – The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics – The Board's Ethics Code adopted June 23, 2004 (04-0623-PO4), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability – The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

**Approved for Consideration:**

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**Opal L. Walls**  
**Chief Purchasing Officer**

**Within Appropriation:**

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**Pedro Martinez**  
**Chief Financial Officer**

**Approved as to legal form:**

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**Patrick J. Rocks**  
**General Counsel**

**Approved:**

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**Ron Huberman**  
**Chief Executive Officer**