Realigning Our Footprint For The Next Generation Of Chicago's Children
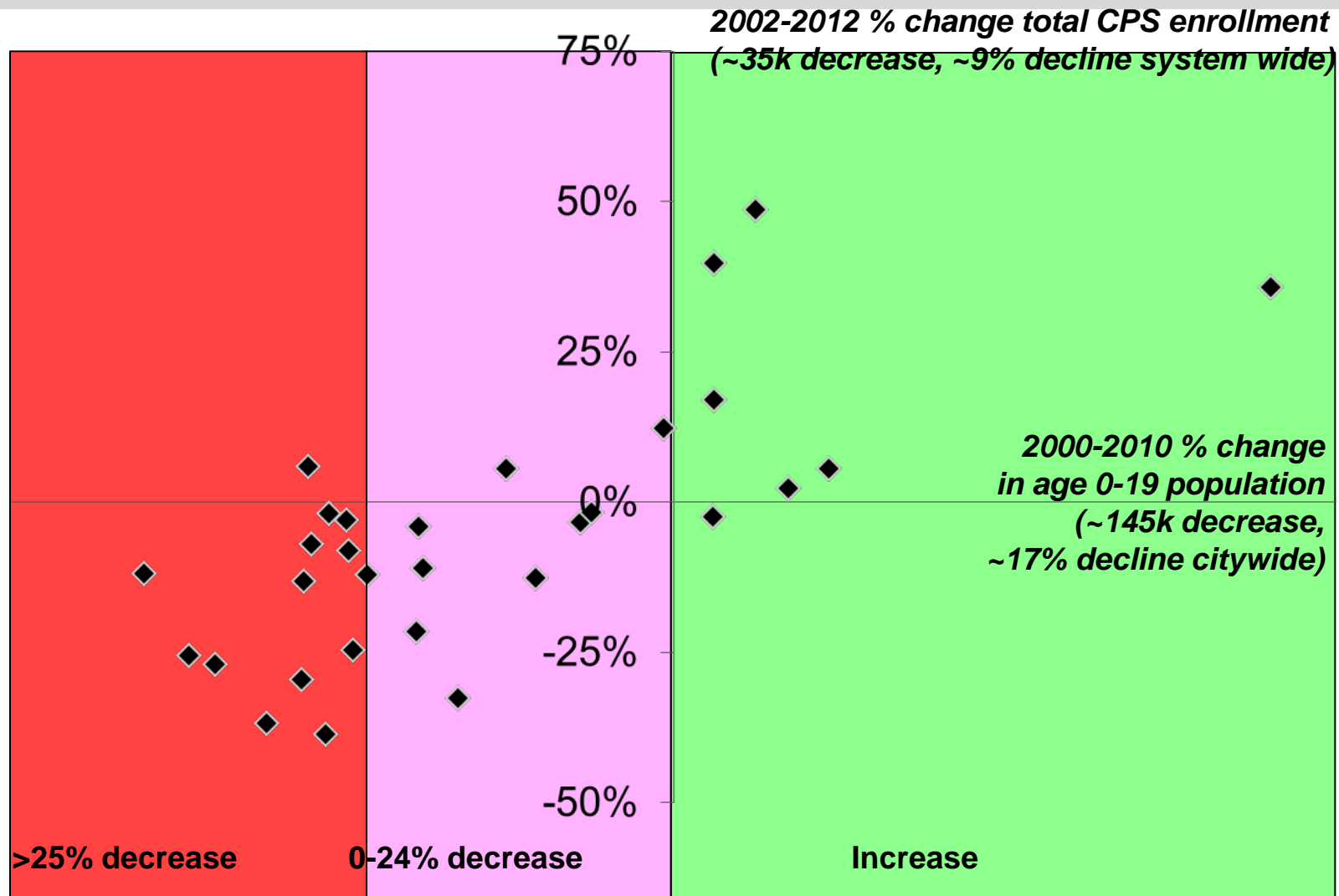
January 23, 2013

What we aspire to deliver for our students . . .

- Vibrant schools that prepare all students for college, career and life

- Warm, safe, and dry buildings that create positive learning environments

- Rigorous, well-rounded instructional programs and supports that meet the needs of all students

- Committed and effective school leaders, teachers and staff and engaged and empowered families and communities

The challenges facing CPS. . .

- $1 billion budget deficit in Fiscal Year 14

- Significant population drops that created severely underutilized facilities, especially on south and west sides

- Too many buildings that don't provide safe, secure, or positive learning environments, with costly capital needs and lack basics – playgrounds, new technology, libraries, etc.

- Schools without enough resources to prevent split-grade classrooms and ability to invest in critical programs that support student growth

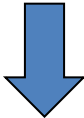- Limited resources spread too thinly across the District

CPS enrollment decline slower than overall population but still decreasing and in-line with population declines

2002-2012 % change total CPS enrollment
(~35k decrease, ~9% decline system wide)

2000-2010 % change in age 0-19 population
(~145k decrease, ~17% decline citywide)

75%

50%

25%

0%

-25%

-50%

>25% decrease   0-24% decrease   Increase

Source: 2000 and 2010 US Census, CPS enrollment data

Can isolate impact of CPS student population changes and choice on the enrollment of a neighborhood school

Total enrollment at a school with a neighborhood boundary

Can be impacted by increases or decreases in:

CPS population

CPS students living in neighborhood boundary	CPS students living outside of boundary that may attend school through open enrollment

Choice

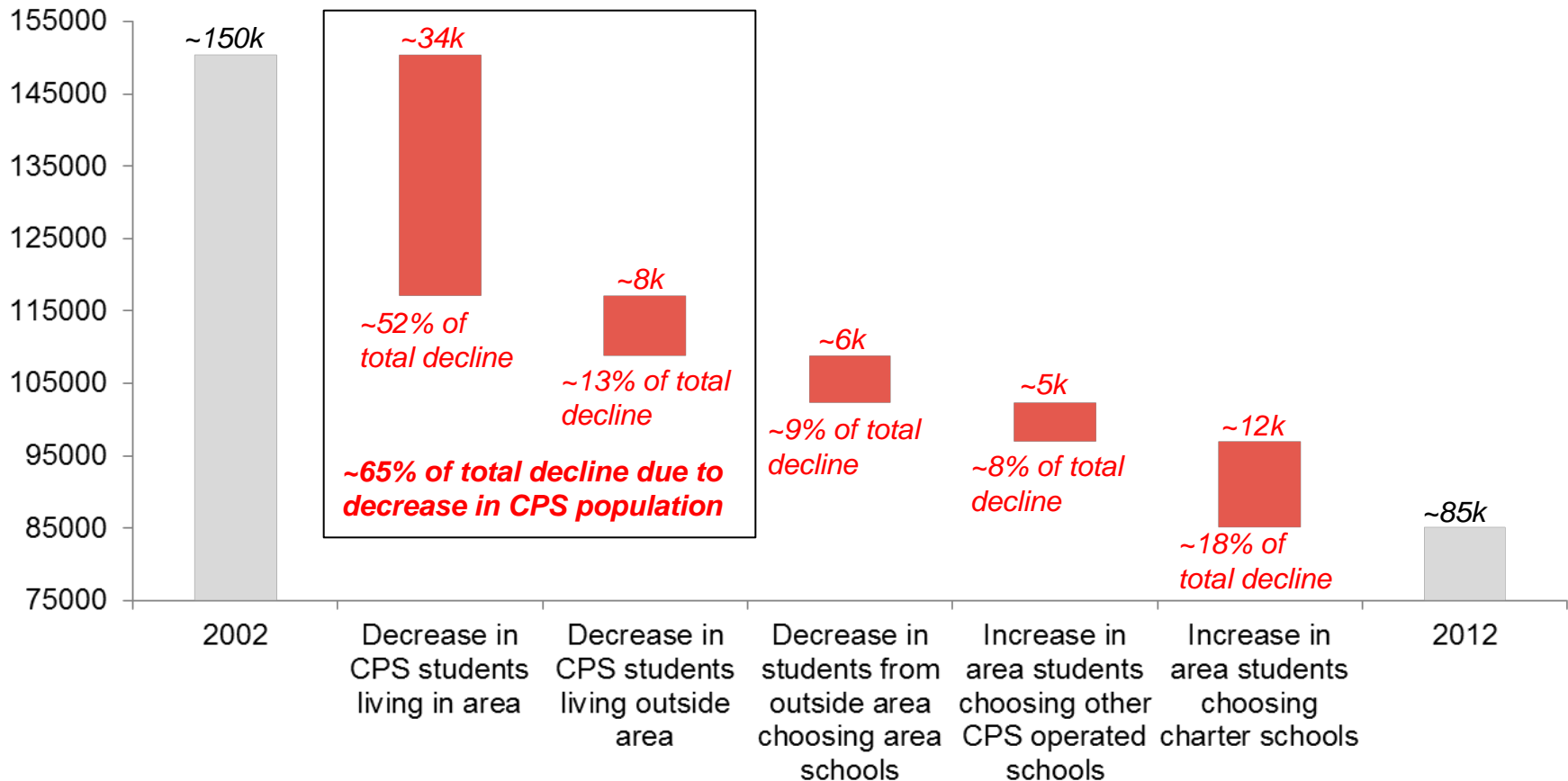| % of students from outside the boundary that choose to attend school through open enrollment	% of students from inside the boundary that choose to attend a different CPS operated school	% of students from inside the boundary that choose to attend a charter school

In underutilized areas, approximately 2/3 of neighborhood elementary school enrollment decline due to decrease in CPS population

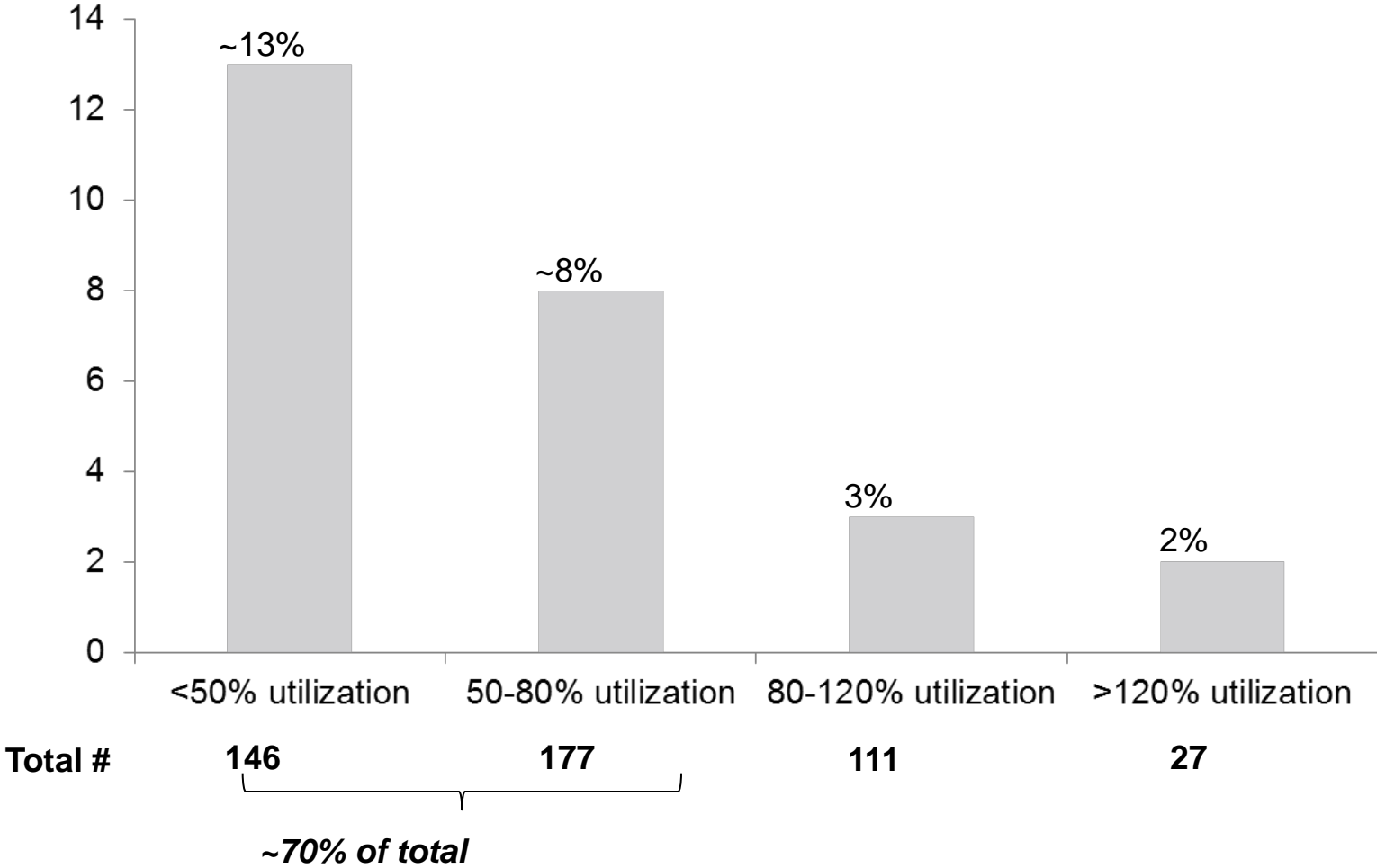Total enrollment of ES with neighborhood boundaries in geographic areas with <80% utilization

Note: includes middle schools
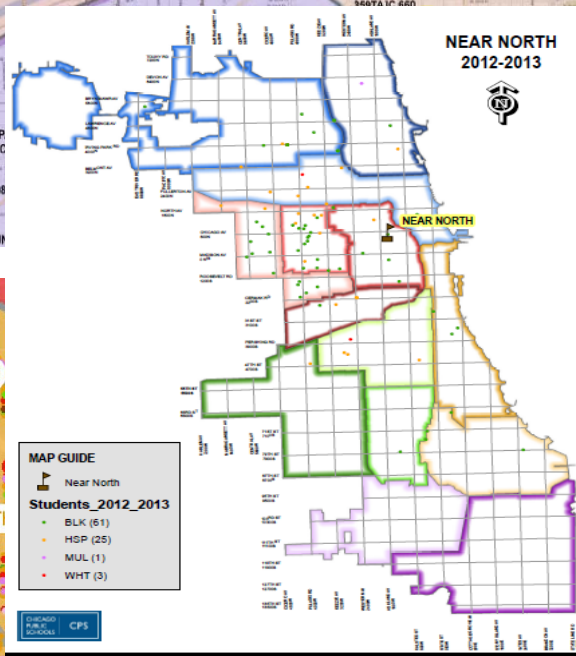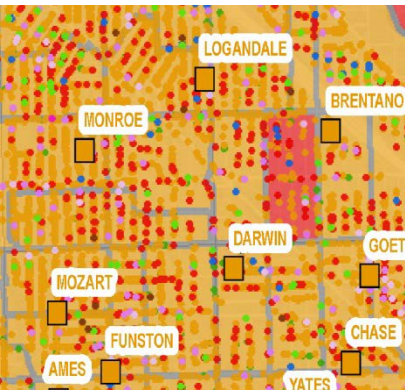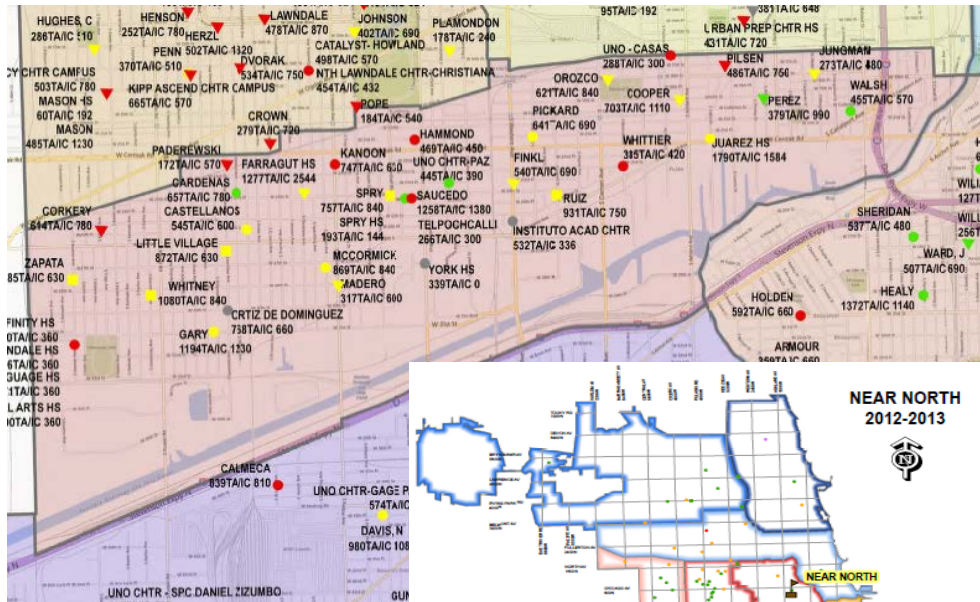Source: CPS enrollment data

Underutilized schools are more likely to have split grade homerooms, represent 7 of 10 split grade homerooms citywide

% elementary school homerooms with split grades

| Total # | 146 | 177 | 111 | 27 |

~70% of total

Source: CPS enrollment data. Non-SPED, non-alternative, CPS operated schools

We are approaching this serious work with rigor. . .

- **Community engagement and input at the front-end of the process**

- **Enrollment trends**
  - Numbers enrolled, historical and expected
  - Understanding of neighborhood demand

- **Access to higher performing academic options**
  - Performance levels and trend of nearby schools
  - Space to accommodate students at those schools
  - Ability to take entire student population vs. multiple schools

- **Safety and security**
  - Where students who go to the school actually live
  - Natural barriers
  - Gang/neighborhood conflicts

- **Building quality**
  - Expected costs to maintain/update the building over the next 10 years
  - ADA accessibility
  - Recent investments
  - AC, playgrounds, libraries, technology, etc.

. . . and also have Principals validating how buildings currently are being used

FIRST FLOOR PLAN

Our Transition Vision & Goals

Our Vision:
On the first day of SY 2013-2014, all students attending welcoming schools will experience a safe and seamless transition.

Our Goals

As a team of professionals dedicated to creating a positive learning environment for every student, we will:

- Foster a transition environment that is positive, nurturing and respectful
- Assure timely execution of comprehensive logistics and refurbishment programs
- Recruit, train, and deploy Network and School transition teams to advocate for / inform students and their families
- Coordinate a building reutilization process that considers community needs and accomplishes release of CPS fiscal liability.

Transition Planning: Key priorities

Higher Performing Options for Students and Families	Student Support Transition Plan	Building Reutilization

Higher Performing Options for Students and Families

- Families receive a designated, higher-performing welcoming school and understand how to access other options
- Multiple avenues to access transition resources: Transition plans, web portal, counselors, and hotline

Student Support Transition Plan

- Safety & Security is first priority
- Establish an individual student plan that includes: Instruction, wraparound services, and other student needs
- Monitor and track student progress to course correct

Building Reutilization

- Partner with other city agencies, and community organizations to create a community planning process
- Collaborate with CACs, LSCs, and other community representatives to identify highest and best use of facilities

What Success Looks Like…

Our Report Card:

✓ Fulfill promises to students
- Provide supports to create rigorous learning environments
- Provide positive climate and culture support
- Give students and families a voice through welcoming school choice

✓ Resources efficiently and effectively invested in welcoming schools to maximize student supports

✓ Deliver necessary resources and support to welcoming schools to ensure a safe, positive learning environment for all students

✓ Responsible uses for closed buildings identified, with thorough, specific plans for re-use in place; kept secure and safe