NARRATIVE DESCRIPTION

The University of Chicago
6030 S. Ellis Avenue
Room 114
Chicago IL 60637
Tel: 773-702-8601
Fax: 773-702-2142
Email: annav@uchicago.edu

Contact Person: Anna Veseling (773) 702-8601

FEIN: 362177139

Geographic Areas of Service: Regions I-A, 1-B-B, and 1-B-C

Grade Span: 9-12

TABLE OF CONTENTS: NARRATIVE DESCRIPTION

Acronyms used in this application

CBO   Community-Based Organization

CCSR   Consortium on Chicago School Research

CPS   Chicago Public Schools

LEA   Local Education Agency

LSC   Local School Council

NCS   Network for College Success

OSI   Office of School Improvement (at the Chicago Public Schools)

SLC   Small Learning Communities

TLC   Targeted Leadership Consulting

Lead Partner Application – Network for College Success

B. Executive Summary

The Network for College Success (NCS), a project of the School of Social Service Administration (SSA) at the University of Chicago, respectfully submits this request to become a Lead Partner for Illinois' Partnership Zone, providing the NCS Transformation Model for dramatic school improvement. If selected, NCS hopes to serve at least two high schools in Chicago. NCS could potentially serve one additional schools in other CPS Areas or in neighboring districts within a one-hour drive of Chicago.

The Network for College Success Transformation Model draws on research-based frameworks for improving schools and builds capacity of school staff to effectively implement and integrate those frameworks into their practice, thereby transforming schools into high performing learning organizations that dramatically improve student achievement. By developing the capacity of leaders and high-functioning teams and focusing their efforts on key outcomes for student achievement, the NCS model supports a new way of "doing the work" in schools that rebuilds the organization so that "the work" is directly focused on what matters for student learning, and structures and systems are optimized for collaborative and continuous problem solving to increase student achievement.

> *The imperative here is for professionals, policymakers and the public at large to recognize that performance-based accountability, if it is to do what it was intended to do—improve the quality of the educational experience for all students and increase the performance of schools—requires a strategy for investing in the knowledge and skill of educators. In order for people in schools to respond to external pressure for accountability, they have to learn to do their work differently and to rebuild the organization of schooling around a different way of doing the work.* (Elmore, 2002)[1]

The NCS transformation model will improve outcomes for schools and students by:

- Providing data support, outside expertise, facilitation, and coaching to teams and leaders at multiple levels: principal and other administrators; Instructional Leadership Team members and teacher leaders; counselors and postsecondary coaches; deans, social workers and family involvement coordinators
- Focusing on high-leverage indicators for student achievement and school improvement supported by the research of the Consortium on Chicago School Research

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[1] Elmore, Richard. *Bridging the Gap Between Standards and Achievement*. Albert Shankar Institute: 2002.

- Transforming the school into a learning organization which operates in a continuous cycle of inquiry and improvement
- Building coherence among family and community partnerships to support student learning

History of NCS
NCS was founded in 2006 by Professor Melissa Roderick, Professor at the School of Social Service Administration and Co-Director at the Consortium on Chicago School Research (CCSR), in response to a group of high school principals' call for support to help them effectively interpret and apply the CCSR research and data within their unique school contexts. The research by Dr. Roderick and her colleagues at CCSR has strongly influenced district policy and accountability measures for CPS high schools to focus on and improve CPS graduation rates and postsecondary outcomes.

Since it began in 2006, NCS has facilitated a principals' network and since 2008, it has worked with principals and teacher leaders to establish effective Instructional Leadership Teams to lead instructional improvement school wide. In the 2009-2010 academic year, the NCS schools were invited to become a CPS Area, which is the governance and management mechanism for the district. The NCS schools formed a new Area - Area 21. That year, NCS deepened and expanded its work in a number of ways, including: 1) a Freshman Success Project that helps schools create student supports during the critical freshman transition; and 2) expansion of our College Counselors' Collaborative (CCC) to further build the capacity of counselors to lead the development of a school-wide college-going culture and ensure student search, application and enrollment in college. We worked with the Area 21 Chief Area Officer to align Area and NCS goals, provide seamless and complementary professional development and supports, and increase accountability for Network schools. For the past two years, there have been eleven schools in NCS. Please find a list of NCS/Area 21 schools in Appendix A.

Theory of Action
Based on twenty years of CCSR research, our theory of action is that if schools build capacity in Five Essential Supports (leadership; parent/community ties; professional capacity; student centered learning climate; and ambitious instruction), we can expect significant increases in student achievement. The NCS Transformation model puts this theory into action. The components of our model include:

- Implementing a strong instructional program;
- Capacity building and leadership development of administrators, teachers, and teams;
- Implementing sustainable systems and structures to support ongoing improvement;
- Using data, research, and outside expertise to drive improvement
- and meaningful engagement of families and communities.

A Framework of Essential Supports and Contextual Resources for School Improvement
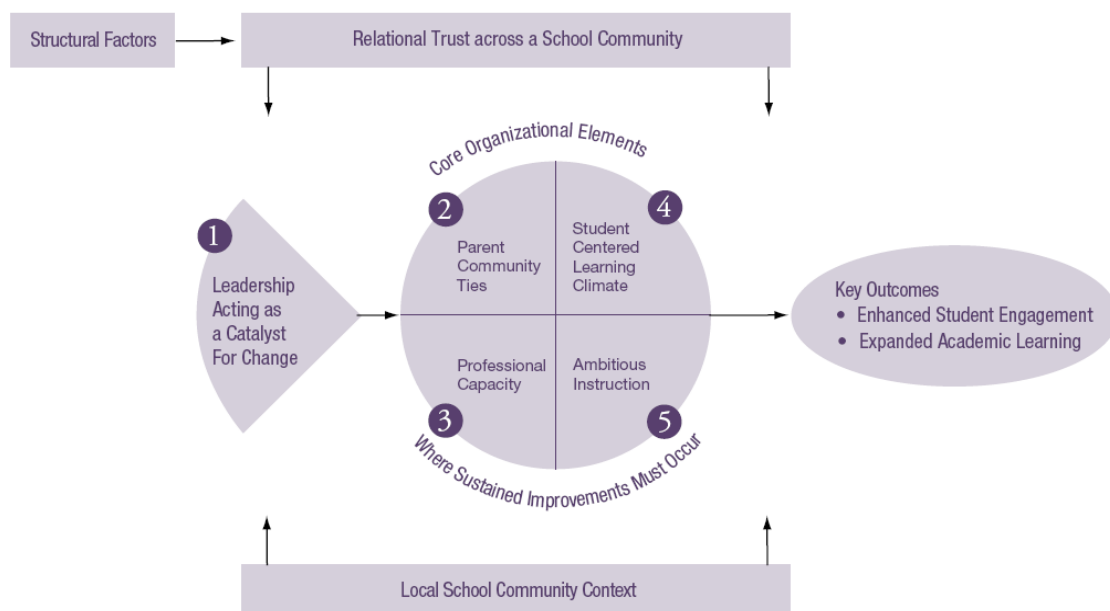
Applying Research to Practice

NCS works to connect CCSR and other education and organizational research to school practice in order to improve the quality of leadership, teaching and learning, graduation and college-going. Led by successful school leaders and researchers who have been at the cutting edge of high school reform for more than a decade, NCS provides schools with research and data, professional development and coaching on leading and managing change, improving instruction, and creating school systems and structures that support successful student transitions into high school and postsecondary education.

Dramatic results

Over the past four years, NCS staff has worked with a cohort of schools and school leaders in CPS on whole school improvement efforts. These schools have included two Chicago Turnaround schools. Since 2009, NCS/Area 21 schools have begun to reap substantial improvements in 9th and 10th grade achievement scores, freshman on-track rates, and leading indicators for college enrollment including FAFSA completion. NCS has demonstrated capacity to substantially improve urban high schools based on our last four years' practice and results.

- Freshman on track (FOT) rates for NCS/CPS Area 21 schools increased 7.6% in 2009-10, 2.5 percentage points higher than the district increase of 5.1%.
- Percent of students making Explore to Plan reading gains increased 6.9% compared to a district average of 3.7%.
- 62% of NCS/CPS Area 21 students made Explore-Plan expected gains in math, the highest of any traditional (non selective) Area.

The University of Chicago is financially stable and well-suited to become a Lead Partner. Our work emerges from the University's long tradition and commitment to supporting improvement in Chicago Public Schools. Led by practitioners and researchers who have been at the cutting edge of school reform for more than a decade, NCS is well-positioned to support successful school transformation. NCS would be honored to have the opportunity to partner with the Illinois State Board of Education and high schools with the goal of producing our collective dream: neighborhood high schools that are able, despite poverty and other serious obstacles, to transform into schools from which no one drops out and all students graduate ready for postsecondary education or employment.

C. Service Area and Capacity Limitations

NCS is located on the south side of Chicago and has the capacity to serve these regions: 1-A (Chicago), 1-B-B (West Cook), and 1-B-C (South Cook). NCS has the capacity to work with two to three high schools starting in the 2011-12 school year. NCS is able to meet all the requirements of the Lead Partner duties in the context of the LEA's collective bargaining agreement. If approved, we hope to partner with at least two schools.

This proposal is written in the context of Chicago Public Schools, our current context, and with the Transformation model in mind. However, we are open to considering partnerships outside of Chicago.

D. Work Plan Requirements

D 1. Comprehensive Audit: Describe the process and measures that will be used to perform a comprehensive audit that carefully analyzes the LEA's and school's current programs, practices, and policies in order to assess the overall structure, curriculum, school climate, instruction, finances, program effectiveness, human capital, and governance of the system so as to address areas of need and plan for systemic change.

The Network for College Success recognizes and addresses the very complex nature of high school reform. Our Transformation Model is based on the Five Essential Supports for School Improvement, a school improvement framework based on twenty years of research at the Consortium on Chicago School Research (CCSR)[2]. The key ingredients of the framework are school leadership, parent and community ties, professional capacity of the faculty, a student centered learning climate, and ambitious instruction. The CCSR and other studies around the country have found that schools that measured strong in all five supports were at least 10 times more likely than schools with just one or two strengths to achieve substantial gains in reading and math.[3]
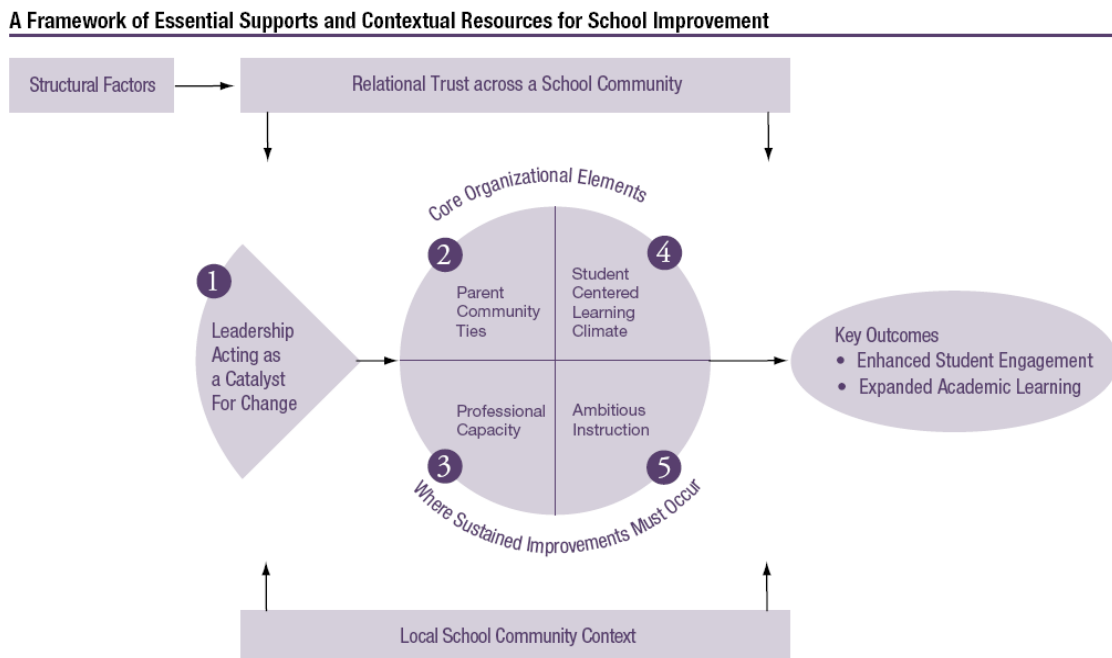
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[2] *The Essential Supports for School Improvement*. CCSR. Sebring, Allensworth, Bryk, Easton, and Luppescu, 2006.

[3] Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing*

Figure 1: A Framework of Essential Supports and Contextual Resources for School Improvement

A Framework of Essential Supports and Contextual Resources for School Improvement

The NCS Transformation Team[4] (hereafter referred to as NCS staff) has identified and designed tools that will assess schools on each ingredient of the Five Essential Support framework. Using these tools, we will conduct a comprehensive audit that assesses the quality of curriculum, instruction and assessment in a school and the leadership and management structures necessary to improve student outcomes. The audit will involve school leadership, faculty and staff, and parent and community members and will employ multiple methods of data collection in order to triangulate and validate findings. The goals of this approach are to obtain buy-in for a comprehensive school improvement effort and to ensure that the problems identified are objective, salient, and accurate.

Audit Measures

NCS staff will audit against characteristics, conditions, and achievement measures that have been proven by both research and practice to significantly impact student outcomes. In its

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Schools forIimprovement: Lessons from Chicago. Chicago: University of Chicago Press.

[4] The NCS Transformation Team comprises NCS organizational and school-based staff. It includes the NCS-based Principal Investigator, Transformation Manager, Curriculum/Instruction/Assessment Director, and Knowledge Manager; and School-based Transformation Leader, Project Manager, Curriculum/Instruction/Assessment Facilitator, Social and Academic Supports Facilitator, and Data Strategist. (See Appendix B for NCS Transformation Position Descriptions)

four-year history of facilitating significant change in CPS high schools, NCS has utilized several tools to assess school needs and monitor their progress in key areas of improvement, including human capital and leadership, instruction, student achievement, transition program effectiveness (including transitions to postsecondary education), curriculum, instruction and assessment strategies, governance/management structures (including the use of scheduling and instructional time), and school climate. Guided by the Five Essential Supports, we will employ the following tools in an initial comprehensive audit of the school, and throughout each year of the Transformation grant, to establish and revise goals as needed. On a regular basis, the NCS Team and the school will conduct an ongoing cycle of inquiry to determine whether or not their staff, structures, programming, and activities are achieving the goals and results identified in the initial audit.

Table 1

School Area of Inquiry and Assessment	Tools/Frameworks/Measures
Principal Leadership	Network for College Success principal competencies, Chicago Public Schools Five Principal Competencies, Consortium on Chicago School Research (CCSR) school survey
Staffing/Human Capital	Danielson Framework for Teaching
Governance/Management Structures and Practices	Targeted Leadership Phase Chart; Freshman On-Track, Postsecondary and Instructional Leadership Team Rubrics, Practice Based Inquiry (PBI) Visit
Curriculum, Assessment, Instruction	Rigor Framework, School Improvement Plan for Advancing Academic Achievement (SIPAAA), PBI Visit, Learning Walk data
Student Learning	ACT's Educational Planning and Assessment System (EPAS) Gains reports, PBI Visit, CCSR Survey, CPS Interim Assessment Data
School Culture and Climate	CCSR school survey, discipline incidents, PBI Visit, Learning Walks, Student Surveys (i.e. Highway to Success, Tripod Survey)
Student Supports-Grade Level & Postsecondary Transitions	Attendance, Freshman On-Track, FAFSA completion, Match, College Enrollment Reports
Programmatic Interventions	SIPAAA, CCSR Reports on EPAS, Freshman On-Track, College Enrollment
Finances	Budget documents, SIPAAA

In addition, NCS staff will meet with the principal, Instructional Leadership Team and the Local

School Council[5] to review several years of the school's budget and whether and how expenditures align with the goals identified through the audit.

Because LEA policies and practices can also significantly influence school transformation, the NCS audit will examine Chicago Public Schools' policies in order to determine how its programs and practices might help or hinder a school's improvement efforts. NCS has worked closely with many offices at the Chicago Public Schools including: the Chief Executive Officer's office; the Office of School Improvement; the Office of Career and College Preparation; the Office of Principal Preparation and Development; the Office of Teaching and Learning; the Office of Student Support; Office of Human Capital; the Office of Special Education and Supports; Office of External Partnerships; and the Office of New Schools. NCS will involve each of these offices in the initial audit and throughout the school transformation effort in order to advocate for systemic changes that are amenable to school needs. Specific measures to assess the LEA are listed below.

Table 2

LEA Areas of Inquiry and Assessment	Tools and Measures
Principal Leadership	CPS Five Principal Competencies, Review Office of Principal Preparation and Development Policies, Induction, Training and Evaluation Practices,
Staffing/Human Capital	SIg Needs Assessment Data; Review Office of Human Capital recruitment, hiring, retention and termination policies; review Collective Bargaining Agreement
Governance/Management Structures and Practices	Review CPS Organization Chart; Examine Supports Provided by the CPS Area Offices[6]
Curriculum, Instruction, Assessment	SIg Needs Assessment Data; District Wide EPAS Data; Review Office of Teaching and Learning and Office of Special Education and Supports Programs and Policies, Review district wide scheduling policies and explore potential modifications to the Collective Bargaining Agreement that might require

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[5] Each CPS school is governed by an 11-member LSC comprising six parents, the principal, two teachers, and two community members. The LSC has the power to hire, evaluate, and fire the principal and to approve the budget.

[6] CPS Area Offices' primary responsibility is to strategically support schools in their work to increase student outcomes. Chief Area Officers will be accountable for specific student outcomes, including ensuring that elementary students are high school ready and increasing the number of students who both graduate and attend college. The role of Central Office will be to support area priorities as determined by the CAO and to ensure that the right accountability measures are in place for the District as a whole. High school areas are configured based on curriculum and geography.

	more time
Student Learning	Slg Needs Assessment Data, District Wide EPAS Data, Review Office of Teaching and Learning and Office of Special Education and Supports Assessment Practices; Review district-wide student academic and social support services available during and beyond the school day
School Culture and Climate	Review District's Culture of Calm Policy and examine district-wide on school violence, truancy, suspensions and expulsions
Student Supports-Grade Level & Postsecondary Transitions	Slg Needs Assessment Data; District Wide Freshman On-track, Drop-out and High School Graduation, and College Enrollment Data, Review of Office of College and Career Preparation Programming
Programmatic Interventions	Examine district-wide programs that influence each assessment category [e.g. Freshman Connection and College Tours (Student Transitions), AVID (Student Learning), Chicago Teaching Fellows (Human Capital)], and the accessibility and district interface, support, and quality management of those programs within high need high schools
Family and Community Involvement	Examine district processes for collecting and incorporating parent and community ideas and feedback on school improvement efforts, and the nature, frequency and efficacy of district communication strategies with families and communities, including achievement data and reform efforts
Finances	Review CPS Budget Books from the past three years; examine district policies and procedures for developing, publicizing and getting feedback on budget priorities and allocations; discuss with CPS Budget office prospects and limitations of state funding reform

Auditing Process

A core strategy of NCS is to build capacity and shared responsibility at the school level to solve problems related to the most salient factors in student success. Therefore, key school staff, family and community members will be involved substantively executing the four phases of the audit.

Phase I: Intense data gathering. NCS staff, key school staff and the LSC will conduct an intensive audit of the school in the primary domains of governance and management, school climate, curriculum, instruction and assessment, school climate, finances, program effectiveness, human capital, systems and structures, including scheduling and the use of time, and community resources. Data gathering methods will include:
- an assessment of principal performance based on NCS and LEA competencies
- a comprehensive review of all documents related to these domains, such as the Sig

Needs Assessment, EPAS test gains, freshman on-track and college enrollment data, Chief Area Office performance management decks, school records on attendance and truancy discipline incidents, and family and student survey data
- an audit of teaching and all other staff positions and responsibilities in the school, performance evaluation documents and results and the distribution of staff in each level of the evaluation scale
- a listing of all in- and after-school programs and community-based partnerships, the related resources deployed to operate them (including time, dollars and staff), and a review of any existing evaluation of effectiveness
- school visits to observe policies, programs and practices in action and assess the fidelity among them, and their appropriateness. These visits will enable NCS staff to analyze alignment between policies and practice and program implementation fidelity that will inform and support the more in-depth PBI Visit in Phase III.
- review budgets and alignment with key student achievement levers
- survey of community resources, strengths and weaknesses

For each of these measures NCS will look at trend data in order to determine schools' progress over several years, and will assess that data using the frameworks listed in Table 1.

NCS staff will meet with district officials to discuss district's short and long-term programmatic and financial capacity to commit to operational flexibility, extended time and high quality school leaders and teachers.

Phase II: **Stakeholder involvement.** NCS staff will engage key school staff, external partners, community members and parents in a series of interviews and focus groups to review a summary of the school and LEA data collected and reviewed in Phase I and offer their insights and findings. Stakeholders attending these meetings will have the opportunity to receive data, share opinions and offer recommendations on school culture and the presence and effectiveness of systems and structures that are in place for shared leadership, decision making, problem solving and public practice in the high school.

Phase III: **Practice Based Inquiry Visit.** NCS will facilitate a Practice Based Inquiry (PBI) visit at transformation schools. The PBI visit is a critical tool for inquiry and school improvement. The purpose of the PBI visit is to capture as accurately as possible what makes the school work, or not work, as a public institution of learning. The visit team seeks to know and understand the school on its own terms, through rigorous inquiry, evidence collection and team deliberated consensus, and to write a candid report that helps a school improve its teaching and learning. The inquiry will also analyze the schools' functioning within the Five Essential Supports for School Improvement and its progress toward its school improvement goals. The week-long PBI visit entails interviews and observations of families, students, staff, and administrators by a team of educators and will provide an in-depth, qualitative review of a school in order to determine whether and how well it is facilitating high levels of learning for all students. The PBI visit report will tell the story behind the quantitative data reviewed in phase I and provides an external assessment that complements the more internal information gathered through

interviews in phase II. Another important feature of PBI is its ability to incorporate family and student voices into the assessment of the school in a substantive way. (See Appendix C-7 for a sample PBI report) The final report is owned by the school and provides a rich and actionable data source for the school in its continued improvement efforts.

Phase IV: Plan of Action: NCS will first discuss findings and analysis from the audit with the school principal, then document and discuss schools' areas of need, plan for change, and necessary systemic supports with the: principal; Chief Area Officer; CPS Office of School Improvement; and, if possible, the Chief Executive Officer of CPS. The meeting with District officials will include stakeholders' assessments of district LEA policies and programs and will outline additional systemic reforms necessary to support and sustain school transformation. NCS staff will publicize the plan and review progress with families and community stakeholders semi-annually.

D 2. Community Involvement and Engagement: Describe how the applicant intends to develop and maintain meaningful partnerships with parents and the community; include any formal partnerships with community based organizations. Indicate how the applicant plans to integrate parents, the business community, community organizations, state, and local officials, and other stakeholders into the reform process. Discuss how parents, guardians, and family members will be engaged to establish and support a culture of high expectations, with a description of specific tactics and strategies. Finally, describe system wide strategies that will be employed to listen and communicate with parents and the community members about expectations for student learning and goals for improvement.

The importance of family and community involvement in schools is well documented and is one of the Five Essential Supports in the Consortium framework (see Figure 1 on page 9). Students are more engaged in their schools when their families are involved in their education in meaningful ways. We reference here the work of Anne Henderson and colleagues in *Beyond the Bake Sale: The Essential Guide to Family/School Partnerships* (New Press, 2007). Beginning with the audit of school and LEA, NCS will facilitate extensive outreach and two-way communication with families and community members including written communication (letters and fliers), meetings in the community, family meetings at the school, via website and email. Family members and community members will be asked for their perspectives on the school and what it needs and will be engaged in conversation on school data and Transformation plans.
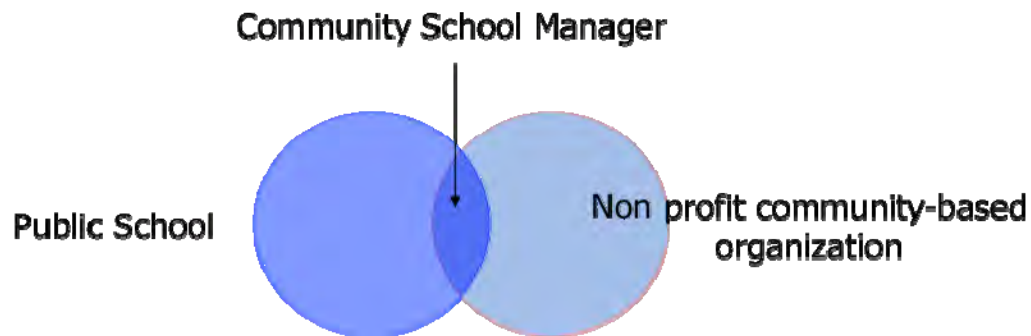
Using the Community School model, NCS and the partner school will engage a nonprofit community-based organization (CBO) to partner with each school. A community school "is both a place and a set of partnerships between the school and other community resources."[7] Jane Quinn of the Children's Aid Society says that a community school can be defined by extended hours, extended services, and extended relationships. In Chicago, a Community

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[7] http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx

School is defined as a partnership between a public school and a nonprofit organization. This partnership is managed by a full-time staff manager who works for the nonprofit but is located in the school.
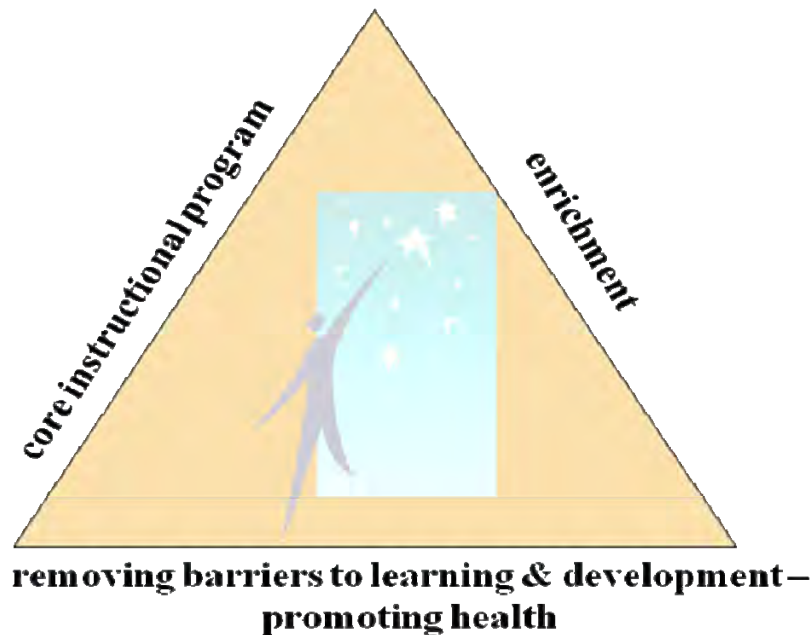
Figure 2: The Community School Model

That nonprofit, in partnership with NCS and the school, will implement a full Community School model by engaging a full-time staff member to implement the partnership at the school, coordinating after-school and weekend or holiday activities for students, providing services and communication to families, leveraging additional community partnerships, building relationships with local business, and reaching out to elected officials in order to harness holistic supports to meet students' academic and social needs. The Community School model has been shown to be an effective model for increasing student, family, and community engagement at a school. It has also been shown to leverage additional resources through partnerships and local business support.[8]

The community school works towards a high quality core instructional program; a wide variety of enrichment experiences for students, families, and community members; and by removing barriers to student achievement through direct services and community partnerships, as depicted in Figure 3, below. Examples of removing barriers include providing free eyeglasses, establishing group therapy on anger management or grief, and instituting a whole-school physical fitness initiative.

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[8] http://www.communityschools.org/assets/1/Page/CCSFullReport.pdf

Figure 3: The Community School Model

core instructional program

enrichment

removing barriers to learning & development— promoting health

This program will build on the success and resources of the School of Social Service Administration (SSA)'s Leadership in Community Schools program[9], a masters-level program that trains school-based social workers in the model, focusing on navigating school-CBO partnerships; building student, family, and community engagement; building student and family leadership; and building a positive school-wide climate with high expectations for student achievement. SSA maintains partnerships with many Chicago CBOs as a part of the community schools program.

NCS staff will guide the community school program in each school to ensure its successful implementation.

System-wide strategies in Chicago for family and community involvement:
- Local School Council (LSC) governance structure: Each CPS school is governed by an 11-member LSC comprising six parents, the principal, two teachers, and two community members. The LSC has the power to hire, evaluate, and fire the principal and to approve the budget.
- SIPAAA process: Each school goes through a School Improvement Process for Advancing Academic Achievement, establishing goals and aligning resources for the school year. The LSC approves the SIPAAA and family and community input is a part of the process.
- Internet GradeSpeed Parent Connection: Each CPS parent/guardian has access to their student's grades, assignments, and attendance via the parent portal.

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[9] http://www.ssa.uchicago.edu/programs/school_based.shtml

- Research link for parents and community:
  http://research.cps.k12.il.us/cps/accountweb/Reports/allschools.html
- School Scorecards: Each school is issued a public Scorecard (sample
  http://www.cps.edu/Schools/Pages/school.aspx?unit=1710)
- Parent Advisory Committee at every school

D 3. Intervention Plan: Address the specific aspects of the applicant's approach for turning around low performing schools.

D3 A. Prior Experience
3 A i. Describe the organization's prior experience with turning around and improving student achievement in low-performing schools. Include the theory of action that guides and informs the organization's practice and specify the strategies that have proven to be most effective for stimulating rapid change.

Prior Experience
In American high schools, one promising education reform after another has failed because of the lack of capacity within schools to effectively implement new strategies and manage change.[10] If leadership is the catalyst for school improvement, then reform should work on building the capacity of those leaders and the adults in their schools. High schools are being called to reduce school dropout rates, raise achievement, get more students to college, and ensure that they are ready developmentally and academically to meet the demands of a college environment. The high school leader is required to develop effective change management strategies, mentor and develop new staff, use data and research, manage complex funding streams, develop new initiatives, and be an instructional leader in multiple content areas, all within a context of frequent violence, high student mobility, poverty and urban malaise. Yet, once hired, there exists only a modicum of support for high school principals in enacting their vision and developing the adults in their building. Too often principals receive no training in the management processes that they are being hired to perform.

Several years ago, in an initiative started by the principals themselves, we began a different approach. The Network for College Success was founded by Professor Melissa Roderick in 2006. At that time research conducted by Dr. Roderick's Postsecondary Transition Team at the Chicago Consortium on School Research had already begun to influence the outcomes to which CPS high schools were held accountable. In response to the district's integration of the Consortium's research findings into high school accountability measures, a principal challenged Dr. Roderick to offer support to high schools that would help principals interpret and apply the research and data within their unique school contexts. Creating NCS was Dr. Roderick's response to this challenge.

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[10] Payne, Charles. *So Much Reform, So Little Change: The Persistence of Failure in Urban Schools* (Harvard Education Publishing Group, 2008)*.*

Over the past four years, the NCS has worked to connect CCSR's research to practice in order to improve the quality of leadership, teaching and learning in Chicago public high schools. Led by successful school leaders who have been at the cutting edge of high school reform for more than a decade, NCS provides practicing principals with professional development and coaching on leading and managing change, instructional leadership, and creating schools that support successful transitions into high school and postsecondary education.

Led by successful school leaders and researchers who have been at the cutting edge of high school reform for more than a decade, NCS has developed a set of integrated and intensive supports for principals and their staff. Developing and supporting high school leadership is the core work of NCS. We develop leaders and high-functioning teams in schools to focus their efforts on the key levers for improving student outcomes, monitor progress, and adjust plans, creating the mechanism for lasting change and continuous improvement to occur. Through the Consortium on Chicago School Research, we provide principals with access to the best research evidence on high schools and ongoing analysis of their school performance on critical indicators. Through on-site coaching, training on best practices, and interaction in peer networks, we support leaders in developing an effective tool kit and common language around leadership and management, with particular emphasis on developing the capacity of school teams and multiple leaders to identify and solve problems. With this model, NCS has helped principals develop effective teams around freshman and sophomore success (the Student Success Project), postsecondary outcomes (the College Counselors Collaborative) and instructional improvement (Instructional Leadership Teams). Partnering closely with Chicago Public Schools' Area 21 has allowed us to provide seamless and complementary professional development supports and increase accountability for Network schools around critical outcomes.

Two key threads run through our Transformation model: 1) to develop school leaders to improve instruction and student support programs that directly impact student achievement, and 2) help schools employ research-based structures and processes that will build widespread collaboration, trust, and other conditions necessary to allow and sustain school-wide improvements.

Theory of Action
Based on twenty years of CCSR research, our theory of action is that if schools build capacity in the Five Essential Supports (see Figure 1, above), then we can expect significant increases in student achievement. The NCS Transformation model explicates how that theory is put into action. The components of the model include implementing strong instructional program, capacity building and leadership development of administrators, teachers, and teams; implementing sustainable systems and structures to support ongoing improvement; using data, research, and outside expertise.

Strategies

For the past four years, the NCS Transformation Model has successfully deployed the following strategies to yield dramatic results with several Chicago Public high schools.

1. Opportunities for monthly practitioner meetings (principals, assistant principals, teacher leaders, counselors) for peer collaboration, problem-solving, and idea sharing
2. Professional development and networking opportunities for instructional leadership teams members at least quarterly.
3. Access to student performance data, research, and analysis to identify areas of need and measure progress.
4. Access to new leadership, management and school improvement ideas and research through outside experts
5. Access to model programs to increase graduation and college enrollment rates
6. High quality training, facilitation, and in-school coaching to help participating school leaders utilize data for school improvement, employ shared leadership practices, and implement model programs within their unique school contexts.
7. Professionalization: strengthening adult capacity in the school to identify and solve problems around key issues for school improvement

3 A ii. Provide specific examples, which can be substantiated with data, demonstrating successful and effective work with academically underperforming LEAs and schools and provide evidence of ability to implement rapid and dramatic improvement in schools. Include student achievement data if available. Also include contextual information for each example (i.e. urban elementary, middle, high school, union involvement, school size, demographics, socioeconomics, change in performance measures etc).

Demonstrated Record of Effectiveness

In order to achieve and sustain improvements in student outcomes, principals must establish the conditions, systems and structures that will set clear expectations, provide adequate resources, and hold school staff accountable for strategy implementation and results. This is a complex and multi-layered process, especially with principals who have not traditionally filled this role and in high schools where teachers have traditionally worked in isolation. NCS has worked successfully with high school principals to help them re-conceptualize their role from primarily compliance and building administrators to effective executive managers and instructional leaders focused on the core mechanisms for school change and improved student outcomes. Since shared leadership is a necessary condition for whole school improvement, we work with principals to adopt management practices that support leadership development and effective teams among their staff. We also provide them with research, tools for school-specific data analysis, and supports to make good decisions about what matters most in student achievement.

Our results are more than encouraging. The 9th grade on-track rate in NCS/Area 21[11] schools, at 72 percent, is the highest of any of the traditional (not selective, turnaround, or charter) high school areas. According to CPS' Performance Management department, NCS/Area 21 performed "decisively better" than any other traditional high school area, exceeding district growth in 4 out of the 5 EPAS and freshman year metrics. In addition to showing dramatic improvements, NCS/Area 21 now has the highest on-track rates, the highest proportion of freshman making expected gains from Explore to Plan in both reading and mathematics (53 and 63 percent respectively) and the highest FAFSA completion rates of the traditional high school areas.

| Metric	District	Area 21	Area A	Area B	Area C	Area D
2009 FOT	64.0	64.7	61.2	52.2	59.7	61.9
2010 FOT	69.1	72.3	68.5	58.3	61.9	64.4
Change in FOT	5.1	7.6	7.3	6.1	2.2	2.5
2009 ACT % Meeting CRB	6.4	2.6	0.8	0.4	1.4	1.6
2010 ACT % Meeting CRB	7.3	3.5	1.0	0.3	1.7	2.4
Change in ACT % Meeting CRB	0.9	0.9	0.2	-0.1	0.3	0.8
2009 % Making EXP-PLAN Reading Gains	50.7	46.5	47.6	45.4	47.7	49.0
2010 % Making EXP-PLAN Reading Gains	54.4	53.4	49.6	48.1	47.6	51.9
Change in % Making EXP-PLAN Reading Gains	3.7	6.9	2.0	2.7	-0.1	2.9
2009 % Making EXP-PLAN Math Gains	56.5	58.9	55.6	53.9	56.5	58.1
2010 % Making EXP-PLAN Math Gains	63.7	62.3	62.6	55.9	59.6	61.6
Change in % Making EXP-PLAN Math Gains	7.2	3.4	7.0	2.0	3.1	3.5
2009 % Making PLAN-ACT Reading Gains	35.6	32.5	28.7	21.9	28.9	32.9
2010 % Making PLAN-ACT Reading Gains	36.1	33.0	28.7	25.5	30.2	32.3
Change in % Making PLAN-ACT Reading Gains	0.5	0.6	0.0	3.6	1.3	-0.6
2009 % Making PLAN-ACT Math Gains	48.4	45.4	44.8	37.9	41.5	48.2
2010 % Making PLAN-ACT Math Gains	49.6	46.7	42.6	36.7	38.8	48.5
Change in % Making PLAN-ACT Math Gains	1.2	1.3	-2.2	-1.2	-2.7	0.3
2009 5 Year Cohort Graduation %	54.5	58.3	56.0	46.1	61.4	51.6
2010 5 Year Cohort Graduation %	55.8	55.5	59.3	45.0	58.9	54.5
Change in 5 Year Cohort Graduation %	1.3	-2.8	3.3	-1.1	-2.5	2.9
2008 College Enrollment %	52.5	60.4	46.2	43.7	57.9	42.0
2009 College Enrollment %	54.4	55.7	51.3	45.2	61.1	47.6

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[11] Network high schools are now synonymous with Area 21. In Chicago Public Schools high schools are divided into "areas" according to curriculum or geography. Just prior to the 2009-2010 school year, NCS staff successfully advocated to have its partner schools, which were previously dispersed among several Areas, joined into a single area, Area 21.

Change in College Enrollment %		1.9	-4.7		5.1	1.5	3.2	5.6

Area YOY Change > District YOY Change

Area YOY Change = District YOY Change

Area YOY Change < District YOY Change

Metric Changes 2009-2010 between Area 21 and like Areas
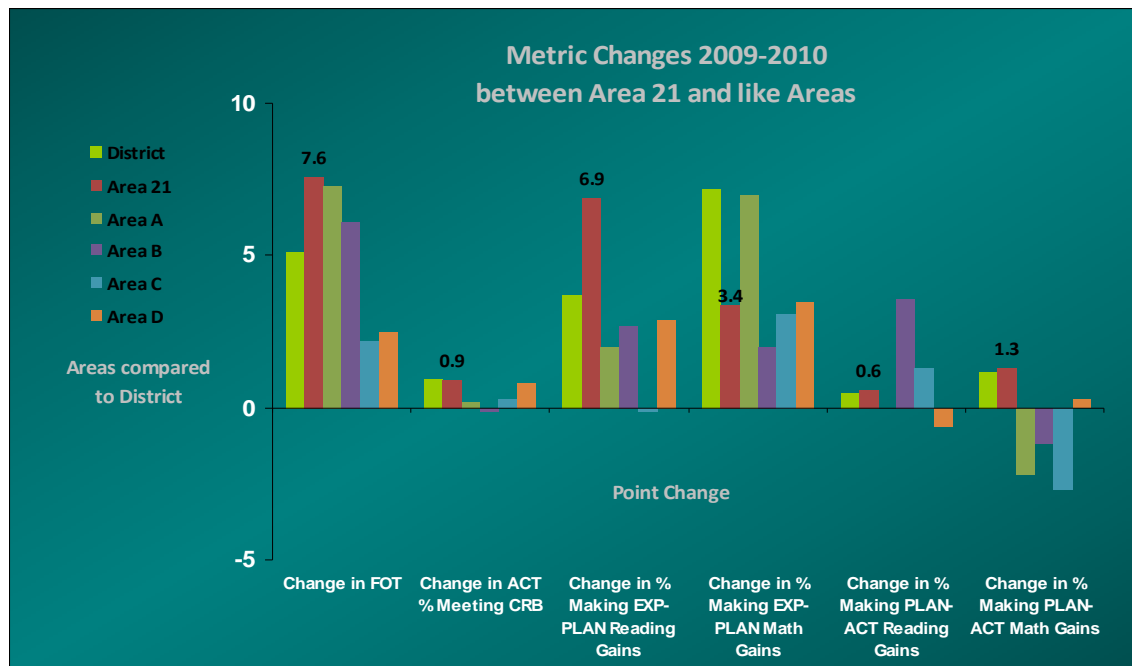
The examples below illustrate the holistic nature and dramatic results of NCS work.

Improving Transitions: On Track to Graduation and College Enrollment

School profile: 970-student high school in Chicago. 91% of students are Latino and 94% are low income.

When this school began participating in the NCS in 2008, the new principal was quite familiar with data confirming that the school was underperforming. However, her NCS leadership coach helped her analyze the school data more closely to determine what it revealed about the performance of her staff. She terminated one counselor, sending ripples of fear and distrust within the counseling department. NCS coaches working on different levels in the school helped the principal re-establish trust with counselors. Data analysis helped her identify her strongest counselor, whom she promoted to department chair. A meeting with the NCS Postsecondary Coach helped her better understand the goals, roles and responsibilities and complexities of college counseling, allowing her to agree to provide resources, systems, and structures that would help them achieve their goals. As a result, a new postsecondary team was established.

The NCS Postsecondary Coach helped the team establish roles and responsibilities, set goals, analyze data, and develop into a high-functioning team. The team's participation in the NCS College Counselors' Collaborative professional development enabled them to leverage the principal's support to significantly increase student participation in the college application process.

Results

Student achievement outcomes: Student filings of the Free Application for Federal Student Aid (FAFSA), a leading indicator of college enrollment, increased by 38% from 2009 to 2010. We expect to see corresponding increases in college enrollment when the data becomes available. The school also experienced impressive gains in freshmen on track rate, increasing 22% from a rate of 57.8% in 2008 to 79.8% in 2010. Explore to Plan expected gains in reading increased 24.6% from 39.9% in 2008 to 64.5% in 2009.

NCS strategies to support this work have included: Principal leadership coaching and participation in the principals' network; Postsecondary coaching and counselor participation in the College Counselors' Collaborative; Freshmen Success coaching and teacher participation in the Success Team Collaborative; Instructional leadership team training and coaching; data and research supports from CCSR.

Shared Leadership to Improve Instruction

School profile: 700-student high school in Chicago. 50% African American students and 50% Latino students. 94% of students are low income.

This school joined the NCS in 2009. The principal, who had been in the position for less than a year, had begun to develop an instructional leadership team. The NCS training for his ILT provided his school with a research-based framework and road map for collaboration and shared leadership to improve teaching and learning. His NCS leadership coach provided supports to translate the framework to the school's unique context and helped him develop strategies for delegating responsibilities and giving his teacher leaders greater authority. The school now has an effective ILT and reinvigorated professional learning communities with active teacher teams. Teachers are collaborating and beginning to collect and use data to improve instruction. For example, the faculty now administers a common writing assessment five times a year, collectively scores student work, and uses the data to guide writing instruction across content areas.

Results

Student achievement outcomes: Explore to Plan expected gains in reading increased 29.2% from 2008 to 2009 (from 35.3% to 64.5%). The school also experienced increases in leading indicators for college enrollment: 34% increase in its FAFSA completion rate, moving from 34% of students

completing the FAFSA in 2009 to 68% of students completing it in 2010; and college scholarships more than tripled from 2009 to $1.7 million in 2010. From 2008 to 2010, the percentage of freshmen on-track to graduate rose from 49% to 60% and the graduation rate increased from 51% to 68%.

NCS strategies to support this work have included: Principal leadership coaching and participation in the principals' network; Instructional leadership team training and coaching; Postsecondary coaching and counselor participation in the College Counselors' Collaborative; data and research supports from CCSR

The NCS model has helped principals share power and lead group processes. Establishing Instructional Leadership Teams, Targeted Instructional Areas and school-wide professional development plans and facilitating learning walks represent major changes in the culture and practice of schools, opening up the closed doors that have traditionally characterized high school teaching. And all along, leaders and schools are sharing with and learning from one another – many times the best learning they can do! These examples demonstrate the ongoing potential and promise of NCS to help schools transform in ways that will continuously improve student outcomes. At base, we work to help schools become learning organizations, which is ironically rare in the education field.

This work is creating a direct impact on student outcomes. Increasing numbers of students on track will result in greater graduation rates. Increasing numbers of FAFSA completion rates will, according to the research, result in increased college enrollment. By building the capacity and knowledge base of the adults in our schools, we are able to make sustainable changes in schools and directly affect students' futures.

D 3 B. School Reform Model

   3 B i. Describe the organization's framework/model for turning around low performing schools. Include information related to governance and management, instructional design, staffing, professional development, and student and supports. Explain the research base connected to this model and the conditions necessary to ensure the greatest likelihood of improving student outcomes.

The NCS Transformation Model
The NCS Transformation Model builds the capacity of school leaders and staff to create organizational systems for continuous improvement in all five essentials. Through integrated and intensive support for school leaders at all levels of the organization, NCS develops the talent and capability of schools to work differently and more effectively in meeting the needs of their students in preparing them for college and the workplace.

Components of the NCS Transformation Model include:

- Implementing strong instructional programs
- Capacity building and leadership development of administrators, teachers and teams
- Implementing sustainable systems and structures to support ongoing improvement
- Using data and research and outside expertise

Framework for Transformation
The Essential Supports for School Improvement[12] is a model based on twenty years of research by the Consortium on Chicago School Research (CCSR) and reinforced in studies around the country. The research shows that schools which improve student achievement in a substantial way are likely to be strong in all five Essential Supports:

1. Leadership Acting as a Catalyst for Change
2. Parent Community Ties
3. Professional Capacity
4. Student Centered Learning Climate
5. Ambitious Instruction

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[12] *The Essential Supports for School Improvement*. CCSR. Sebring, Allensworth, Bryk, Easton, and Luppescu, 2006.

Figure 1: A Framework of Essential Supports and Contextual Resources for School Improvement.

A Framework of Essential Supports and Contextual Resources for School Improvement
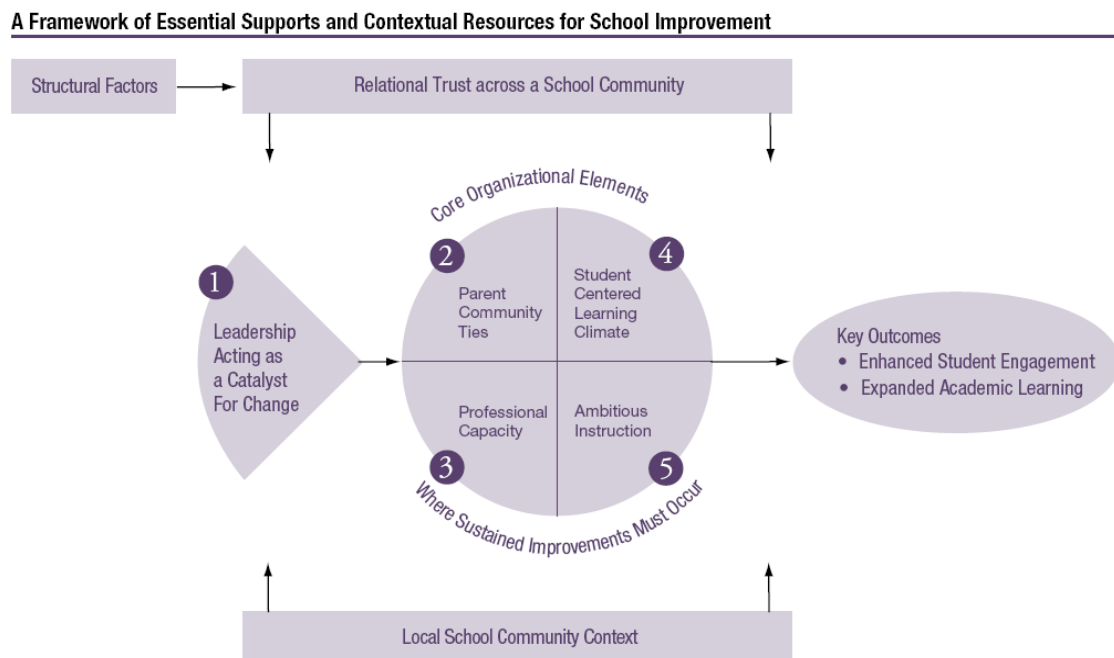
The Essential Supports model has been validated in elementary schools and has been adopted by the Chicago Public Schools as part of its framework for school improvement, the *Five Fundamentals for School Success*. The NCS Transformation Model builds upon this CCSR/CPS improvement framework in its work to translate and expand the Essential Supports to the high school setting. Key components for expansion to the high school level include recent CCSR research on the critical levers for keeping students on track to graduation[13], ensuring college enrollment[14], and supporting Rigorous Instruction across all content areas[15].

The 5 Essentials in School Improvement
Descriptions and significance of the 5 Essentials are spelled out below. According to CCSR, there is no "silver bullet" for school reform-but there is a reliable recipe. The key ingredients are the "essential supports". Schools that measured strong in all five supports were at least 10

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[13] Roderick, M., Nagaoka, J., Coca, V., & Moeller, E. (2008). From high school to the future: Potholes on the road to college. Chicago, IL: Consortium on Chicago School Research.

[14] Farrington, C., Nagaoka, J., & Roderick, M (forthcoming) From high school to the future: Rigor for college readiness– The instructional challenge. Chicago, IL: Consortium on Chicago School Research.

[15] Allensworth, E. & Easton, J.Q. (2005). *The On-Track Indicator as a Predictor of High School Graduation*. Chicago, IL: Consortium on Chicago School Research. Allensworth, E. & Easton, J.Q. (2005). *What matters for staying on-track and graduating in Chicago Public Schools*. Chicago, IL: Consortium on Chicago School Research.

times more likely than schools with just one or two strengths to achieve substantial gains in reading and math. Moreover, a sustained weakness in just one of these areas undermined virtually all attempts at improving student learning.

School Leadership
This support refers to whether principals are strategic, focused on instruction, and inclusive of others in their leadership work. Elementary schools with strong school leadership were seven times more likely to improve in math and nearly four times more likely to improve in reading than schools weak on this measure.

Parent and Community Ties
This support refers to whether schools are a welcoming place for parents and families and whether there are strong connections between the school and local institutions. Elementary schools with strong parental involvement were ten times more likely to improve in math and four times more likely to improve in reading than schools weak on this measure.

Professional Capacity
This support refers to the quality of the faculty and staff recruited to the school, their base beliefs and values about change, the quality of ongoing professional development, and the capacity of staff to work together. Elementary schools where teachers were highly committed to the school and inclined to embrace innovation were five times more likely to improve in reading and four times more likely to improve in math than schools weak on this measure.

Student Centered Learning Climate
This support refers to whether schools have a safe, welcoming, stimulating and nurturing environment focused on learning for all students. Elementary schools with strong safety and order were two times more likely to improve in reading than schools weak on this measure.

Ambitious Instruction
This support refers to the organization of the curriculum, the nature of the academic demand or challenges it poses, and the tools teachers have to advance learning. Elementary schools with strong curriculum alignment were four times more likely to improve in math and reading than schools weak on this measure. [16]

Leadership as a Catalyst for Change
Further national research and practice tell us that leadership is critical to school improvement. Principals exercise an important effect on student achievement, primarily through their impact on the quality of teaching and learning in their schools. Effective principals matter, according to the literature, because they provide focus and direction to curriculum and teaching in their

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[16] The Essential Supports Flier. The Consortium on Chicago School Research. Ccsr.uchicago.edu. This research is described in: Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S. & Easton, J.Q. (2010). Organizing schools for improvement: Lessons from Chicago. Chicago: University of Chicago Press.

schools and manage the organization to support student and adult learning and quality instruction.[17] While a principal's influence on student outcomes is indirect, it is also clear from the research that leadership is central to whether schools are able to build their capacity and create the conditions under which learning improves.[18] Building on the work of our partner, the Consortium on Chicago School Research (CCSR), we view instructional leadership as a central catalyst for school improvement (see Figure 1).

The need for outstanding principals is central to the school improvement process. The ongoing growth and development of the principal will be provided using the CPS Competencies and our own developed School Leadership Preparation Program Competencies (as an ISBE accredited provider of school leader preparation certification, we developed competencies aligned to the Interstate School Leaders Licensure Consortium (*ISLLC*) *Standards.*

Governance and Management
High schools are extremely complex institutions and the outcomes they are trying to achieve are multi-dimensional. High schools are expected to ensure a high rate of graduation, raise student achievement, and prepare students to be college ready, while simultaneously ensuring that they are developmentally, emotionally, socially and academically prepared to become adults. Thus, the challenge facing high school leadership is not only to create core instructional foci in multiple content areas, but to also engage teachers, students and families in ways that all are motivated to achieve results and prepare students successfully for their future.

In order to address all 5 Essential Supports in a significant way, dramatic changes must occur in the way in which schools are led, managed and supported. The work of leading high school improvement requires an outstanding principal who is willing to share and skilled in distributing leadership across the organization. The NCS Transformation Model develops the capacity of leaders and teams to more effectively improve outcomes for students in their schools.

The school itself will be organized around teams:

Senior Leadership Team
   Comprising: Principal, Assistant Principals, ILT and SAS Team Leaders; Data Team Leader

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[17] Hallinger and Heck, "Exploring the Principal's Contribution to School Effectiveness: 1980–1995," School Effectiveness and School Improvement, vol. 9, no. 2 (1998): 157–91; Elmore, *Building a New Structure for School Leadership* (Washington, D.C.: Albert Shanker Institute, 2000), 16.

[18] Leithwood, Louis, Anderson and Wahlstrom (2004) *How Leadership Influences Student Learning*. Center for Applied Research and Educational Improvement and Ontario Institute for Studies in Education: Toronto, Canada.

Purpose: To ensure coherence amongst all school initiatives; to monitor and manage all key outcomes and areas of work; to support and develop leaders to effectively lead and support the teachers and staff on their teams to improve practice and increase student achievement

Instructional Leadership Team (ILT)
Comprising: Principal; Assistant Principal; Department Team Chairs; Literacy, special education and ELL specialists
Purpose: To lead the school-wide work of improving teaching and learning, including planning, developing and monitoring the professional learning plan, comprising: researching and facilitating learning of new strategies; observation, coaching and feedback to teachers; leading teacher teams in looking at student work and data; and learning walks to monitor progress on instructional improvement and increasing student achievement

Social and Academic Supports Team (SAS)
Comprising: Grade Level Team Leaders/Coordinators; Counseling Team Chair; Climate and Culture Team Leader; Social Worker; Dean
Purpose: To lead the creation of a school wide climate and culture in which all students are safe, and supported in reaching their full academic potential, including development of systems and structures for identifying and addressing student's social and academic needs

Through formal trainings, on-site coaching and continuous observation and feedback, NCS staff will develop high performing and accountable teams at every level of the organization. Using rubrics for effective teams, each team will engage in self reflection and evaluation of both its processes and progress toward its goals on a quarterly basis. NCS uses research-based frameworks and rubrics to make explicit to schools **how** effective teams function and what effective teams focus on. (See Appendix C for sample rubrics including Success Teams for on track to graduation; postsecondary leadership teams; and instructional leadership teams.)

School Administrative Managers[19] or other methods to free up the principal's time to be focused on instructional improvement and managing the organization to increase student achievement (see Appendix C-2).

Instructional Design
The NCS Transformation Model builds on the Instructional Framework from the *Education Plan for the Chicago Public Schools*[20] and incorporates subsequent CCSR research at the high school level, and strategies from our practice with high schools over the past four years. The educational program extends across the 5 Essential Supports.

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[19] http://www.wallacefoundation.org/Pages/SAM.aspx
[20] Chicago Public Schools, Planning and Development Unit. (2002). *An education plan for the Chicago Public Schools.*

A Strong Vision for Instruction

The educational program is grounded in a strong instructional vision for high performance and postsecondary success for all students. This vision needs to be clearly articulated and communicated to the entire school community engendering belief and high aspirations that every student will achieve to his/her highest potential. The educational program is rooted in the following key principles:

- Student learning is focused on clear academic goals which are aligned to standards;
- All students are expected to demonstrate proficiency;
- Learning is dynamic and teaching must be differentiated to meet all students' needs;
- Time should not be an obstacle to success; extended learning time must be provided and learning supports must be targeted to individual students' needs

In the summer prior to year one, the NCS staff will facilitate a review of the school's instructional vision with the entire school community and determine where it needs to be clarified and strengthened to provide a clear picture of a culture for high performance for all students and adults that will drive improvements in teaching and learning and lead to postsecondary success for all students. The vision will be further informed by the school audit, the Practice-Based Inquiry Visit report and community input.
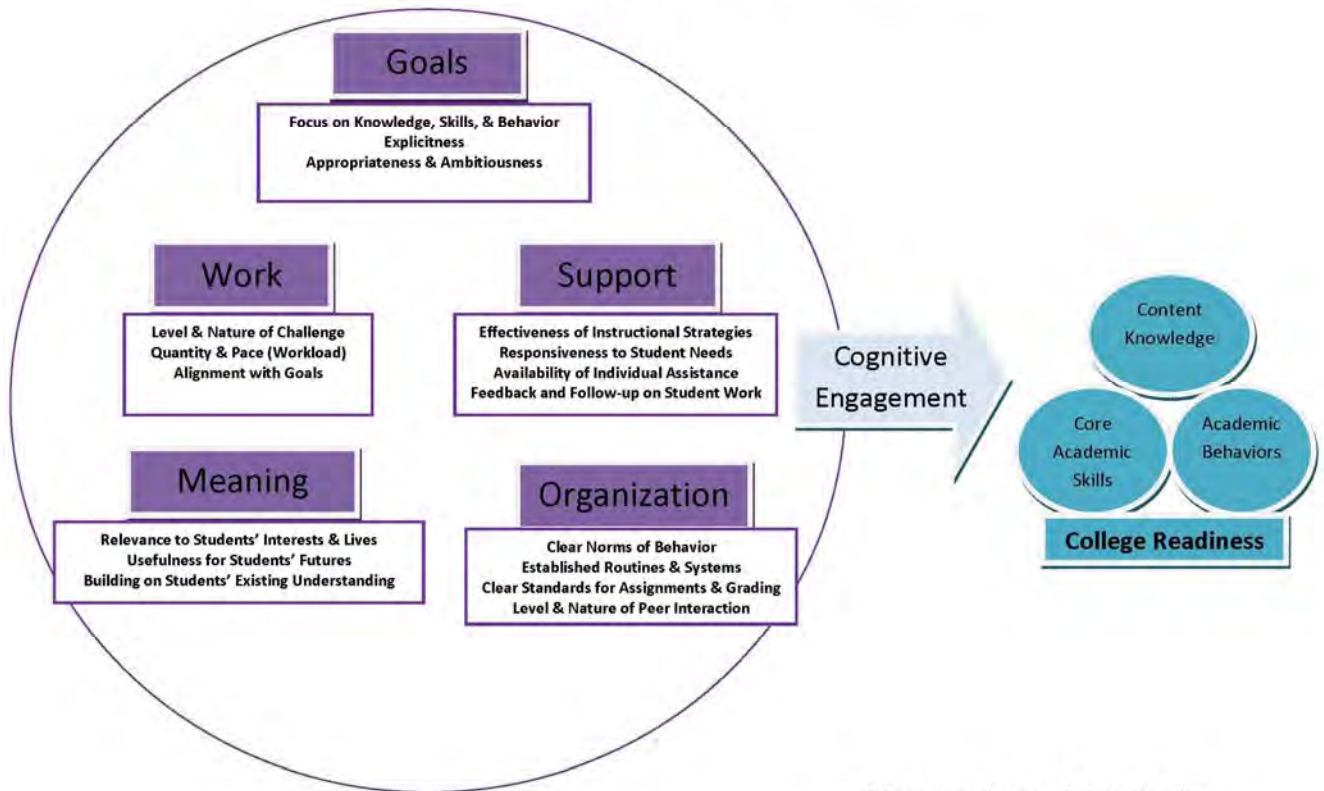
Effective instructional programs require a focus within and across classrooms. One teacher alone in a classroom cannot build an effective instructional program. It requires teachers and leadership working together to build common practice across grades and content areas. The instructional design is comprised of three levels:

- Level 1: rigorous instruction within classrooms
- Level 2: collaborative and professional community across classrooms
- Level 3: a whole school environment that supports a strong instructional program

Level 1: Rigorous Instruction within Classrooms

Instruction begins with strong standards-based curriculum and a strong concept of learning goals for that classroom – what students should know and be able to do by the end of that year. The craft of teaching is about organizing the learning process so that it gets students from where they are to that goal. Regardless of the content areas, there are dimensions of rigorous instruction within classrooms.

5 Dimensions of Rigorous Instruction

Goals
Focus on Knowledge, Skills, & Behavior
Explicitness
Appropriateness & Ambitiousness

Work
Level & Nature of Challenge
Quantity & Pace (Workload)
Alignment with Goals

Support
Effectiveness of Instructional Strategies
Responsiveness to Student Needs
Availability of Individual Assistance
Feedback and Follow-up on Student Work

Meaning
Relevance to Students' Interests & Lives
Usefulness for Students' Futures
Building on Students' Existing Understanding

Organization
Clear Norms of Behavior
Established Routines & Systems
Clear Standards for Assignments & Grading
Level & Nature of Peer Interaction

Cognitive Engagement

Content Knowledge
Core Academic Skills
Academic Behaviors
College Readiness

© Farrington, Nagaoka, & Roderick, 2011

According to a forthcoming report by CCSR on *Rigor for College Readiness*, there are 5 Dimensions of rigorous instruction: (1) the clarity, focus, and appropriateness of a teacher's GOALS; (2) the type and level of challenge of the WORK students are asked to do; (3) the level of SUPPORT a teacher provides for learning; (4) the MEANING students find in the course content, the work, and the interactions in the classroom, as fostered by the teacher; and (5) the ORGANIZATION of classroom routines and processes.

The research indicates that where students had positive experiences in these Dimensions, they were much more likely to feel engaged in the course and to put effort into learning. When they had negative experiences in one or more of these Dimensions, they were more likely to disengage from the class and often learned little as a result. The 5 Dimensions are further explained below.

Goals

Goals drive rigor. Teachers should have clear, ambitious goals that build on students' current abilities and move them forward in all three areas of college readiness. The learning goals set by the teacher should clearly lay out what students are supposed to know and what they are supposed to be able to do at the end of the course. These goals should guide the teacher's instruction and students know what they should be learning as aligned to the New Illinois Learning Standards incorporating the Common Core and the College Readiness Standards.

Work

Progress toward college readiness cannot occur unless students are also engaged in cognitively demanding *work*. The amount of work being done inside and outside the classroom and the pace at which new concepts, information, and skills are being introduced shape the level of challenge in the classroom. Rigor requires that students have consistently challenging work to do.

Support

If all students are to engage in challenging work, the teacher must provide *support* to guide their learning; students and their teacher share the goal of students' mastery of material, so they must work together to achieve that goal. Most central to this dimension is whether the teacher is able to introduce new knowledge and skills in multiple ways so all students can grasp the new material. Teachers can also provide support by giving students clear feedback and follow-up on their work with guidance on how to improve, so students are able to monitor their progress and work toward mastery. In addition, teachers can provide support by offering individual help inside and outside class so that struggling students have a means of accessing additional assistance when needed.

Meaning

To engage students in course material, teachers should help students make *meaning* by building connections between classroom work and students' futures and by making the class material relevant to students' lives, interests, and experiences. Encouraging students to make

meaningful connections to their work promotes students' familiarity with the material, fosters learning, and helps students see how the class relates to the larger world. Building an explicit connection between class work and students' futures can help make the material more meaningful and important for students to master. The teacher should also structure the classroom to make connections between students, centered on shared learning. Regular opportunities for meaningful interaction with one another will allow students to build a sense of belonging to a learning community with a common set of goals.

Organization

Finally, the rigorous classroom must also have a high level of *organization* that facilitates the teacher in supporting students to complete challenging work. As a baseline, a well-functioning classroom requires the teacher to establish clear norms of behavior and to effectively address inappropriate behavior in a way that preserves a positive atmosphere in the class. For students to be able to effectively engage in work, they also need to have a clear understanding of the expectations for assignments and how they will be graded. They need to know what resources are available to them in the classroom and know how to access those resources. Organization ultimately rests on whether the teacher develops routines and systems that contribute to the smooth functioning of the classroom.
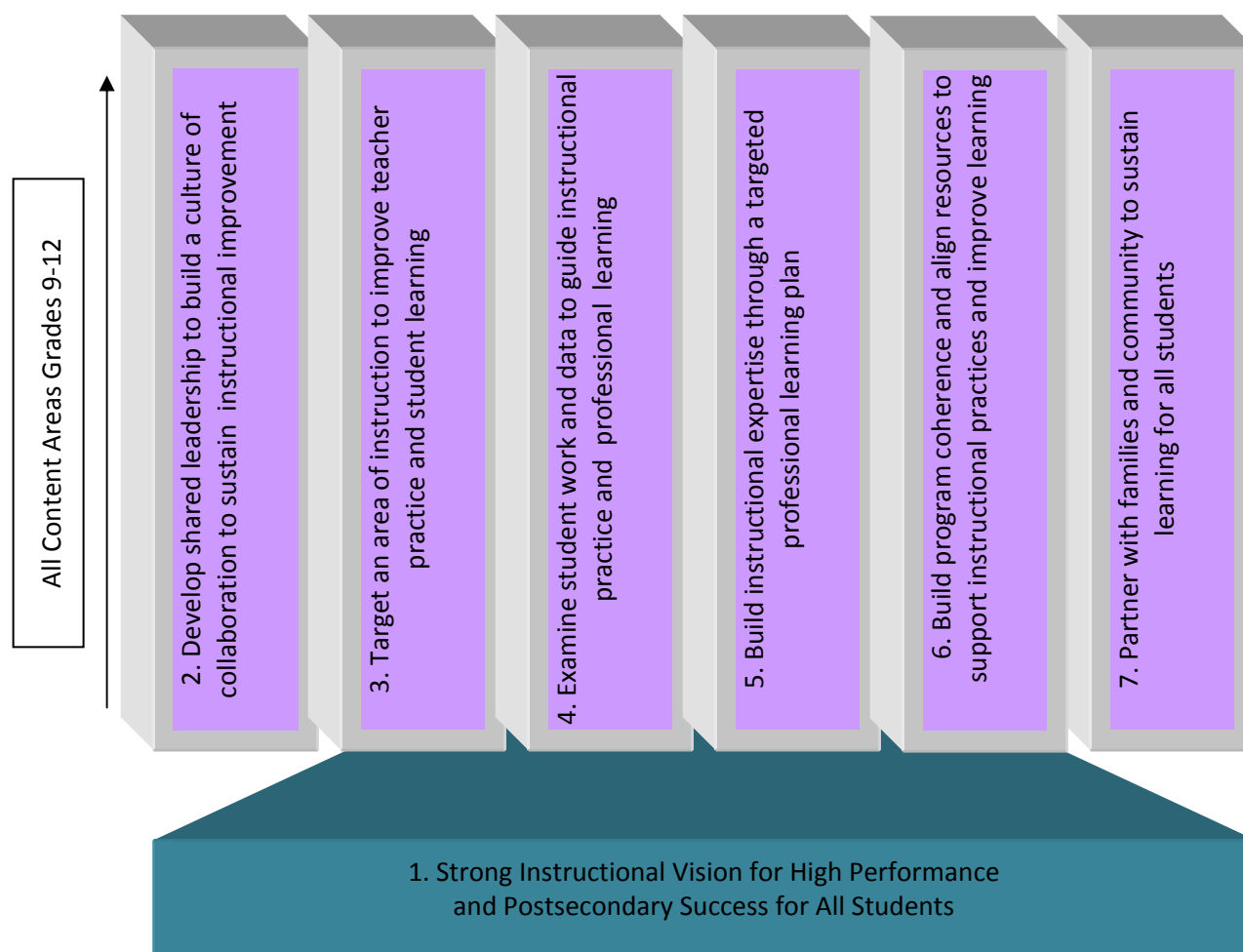
We must move from a preoccupation with rigor as a description of coursework to the more useful concept of Rigorous Instruction, which refers instead to a set of characteristics and dynamics within a classroom that shapes students' experiences and leads to engagement in learning. Rigorous Instruction creates the learning conditions necessary to prepare students in all classrooms for college success.

Level 2: Collaborative and Professional Community across Classrooms and Grade Levels

Strong instructional programs cannot be built in isolation. Strong instructional programs are built when school leaders and teachers work together across grade levels and content areas to create alignment and coherence for the 9-12 learning experience for students.

Components 2-7 are from the Targeted Leadership Framework for Powerful Results. The NCS Transformation Model employs the Targeted Leadership Consulting (TLC) framework as an organizing structure for school wide collaboration for sustained instructional improvement. The framework is a roadmap for successful integration of all school-based systems drawn from a wide range of research and experience. That research includes the systems work of Richard Elmore, Douglas Reeves, Mike Schmoker, the Annenberg Institute for School Reform, and ten extensive studies of improving districts since 2000. The findings of the research have been blended with more than ten years of experience in school and district improvement to create a model that has been shown to produce dramatic results in numerous schools. The leadership training is comprised of a full curriculum of tools, strategies, protocols and practices linked to a research-based framework for achieving powerful results.

All Content Areas Grades 9-12

2. Develop shared leadership to build a culture of collaboration to sustain instructional improvement

3. Target an area of instruction to improve teacher practice and student learning

4. Examine student work and data to guide instructional practice and professional learning

5. Build instructional expertise through a targeted professional learning plan

6. Build program coherence and align resources to support instructional practices and improve learning

7. Partner with families and community to sustain learning for all students

1. Strong Instructional Vision for High Performance and Postsecondary Success for All Students

1. **Strong instructional vision for high performance and postsecondary success for all students.** Principal, teachers, staff, students and families share a common vision around instructional improvement for all students, measure progress toward those goals and align all programs and resources around those goals.
2. **Develop shared leadership to build a culture of collaboration and instructional improvement.** Development of an effective Instructional Leadership Team, comprised of leaders of teacher collaboration teams, to drive improvement in teaching and learning.
3. **Target an area of instruction to improve teacher practice and student learning.** Examine data to identify a school wide instructional area that will focus efforts to improve teacher practice and student learning.
4. **Examine student work and data to guide instructional practice and professional learning.** The ILT and teacher collaboration teams will regularly use student work and data to identify students' academic needs and instructional strategies to address them.
5. **Build instructional expertise through a targeted professional learning plan**. The ILT will plan, develop and monitor a comprehensive and coherent professional learning plan, comprised of various components that are aligned around a particular focus that supports teachers in becoming expert in their practice.
6. **Build program coherence and align resources to support instructional practices and improve learning.** Align curriculum to standards and across grade levels; review resources regularly and make necessary adjustments to support increased student achievement.
7. **Partner with families and community to sustain learning for all students.** Principal, teachers and staff partner with families in communicating academic expectations so that families can support the school's instructional program and their students' progress.

Level 3: A Whole School Environment that Supports a Strong Instructional Program
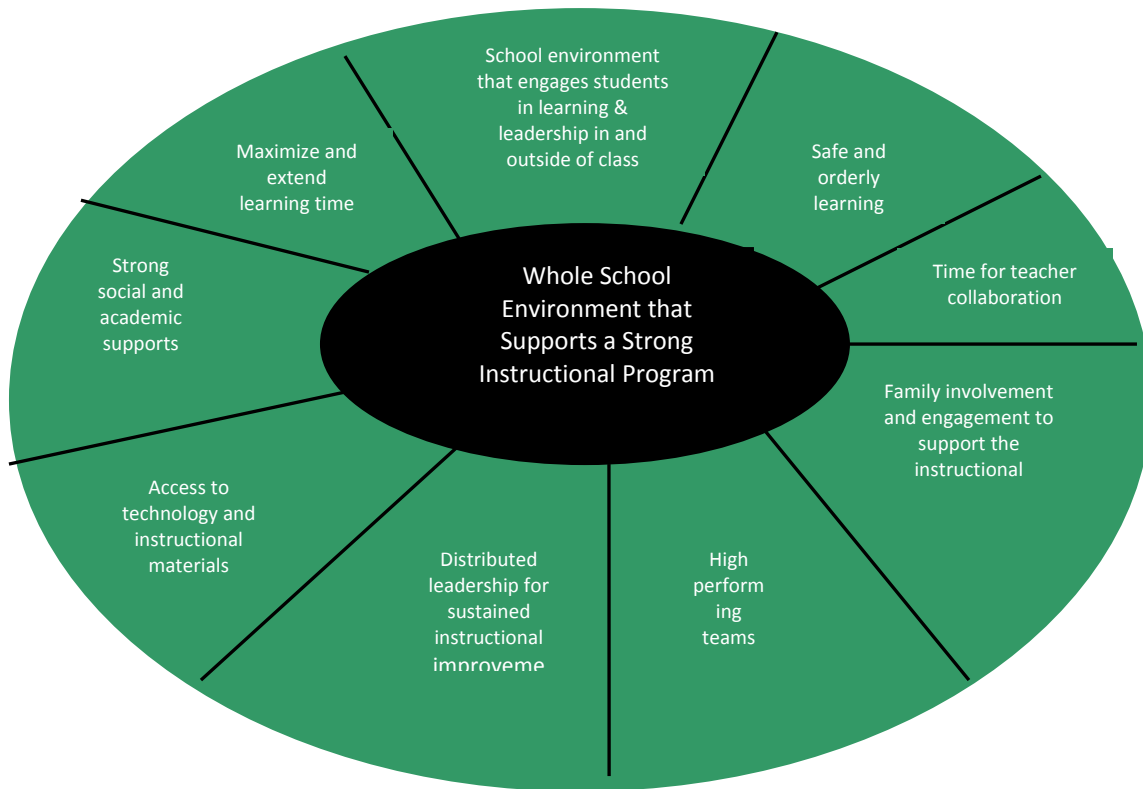
A whole school environment that addresses the 5 Essential Supports for school improvement includes:

- **A school environment that engages students in learning and leadership in and outside of class.** The school creates an environment that promotes academic excellence and a range of opportunities for leadership development and enrichment.
- **A safe and orderly learning environment.** The school environment supports the academic program by creating an environment of order and safety, strong positive behavioral expectations for students and support for teachers in addressing students' social-emotional and academic needs.
- **Time for teacher collaboration**. The school provides adequate time for teachers both across grades and content areas to develop curriculum, examine student work and progress, collaborate with each other, and construct instructional frameworks and practices.
- **Family involvement and engagement to support the instructional program.** The school initiates communicate with families and strategies for involving families in their students' education.
- **High performing teams at all levels**. A distributed leadership model
- **Distributed leadership for sustained instructional improvement.** The principal shares leadership,

- **Access to technology and instructional materials.** The school provides adequate and appropriate technological capacity and support so teachers can integrate technology into the curriculum. The school provides adequate resources to support the instructional program.
- **Strong social and academic supports.** The school has a coherent system for identifying students who are struggling both academically and behaviorally, working with families and teachers to identify problems and develop solutions and providing academic and social support and interventions students need to progress.
- **Maximized and extended learning time.** The school day and year is organized to maximize instructional time for all students.

Staffing

The NCS Transformation model has a clear staffing plan to optimize teacher and student performance. Working within existing structures, the NCS model includes:

- An Instructional Leadership Team with teacher members being freed from at least one class
- Instructional coaches for core content areas, with a reduced teaching load
- Grade-level Coordinators, freed from at least one class
- A counseling team with as small a counselor-student ratio as possible to ensure proper postsecondary counseling for each student
- A Data Strategist to support school and team leadership with the reports necessary for decision-making
- A Community School Manager with responsibility for Out of School Time programming, outreach and engagement of families and community members, and partnerships with nonprofits and businesses
- All teachers with a teaching load of 80 students or fewer to increase personalization and depth of understanding[21]

Professional Development

NCS professional development focuses on building school capacity in two of the five Essential supports: Ambitious Instruction and Student-Centered Learning Climate. NCS's approach to professional development rests on the assumption that both youth and adults will perform their best when they know they are in a safe environment designed to support them take risks and grow. We therefore structure professional development in a way that best supports the growth of teachers and leaders while also helping them learn how best to create that kind of learning climate for students. Teachers and school leaders need to know how to provide and support excellent instruction as well as how to provide and support the creation of a learning climate that supports all school members to take risks and strive to grow.

CCSR research on rigorous instruction found that students learn best when they know what they are trying to accomplish, they have work to do that will help them develop their

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[21] http://www.essentialschools.org/resources/157

expertise, they are supported in their efforts to learn and improve, their work is personally meaningful and has social importance, and they are embedded in an environment that is organized to help them succeed.[22] The 5 Dimensions of Rigorous Instruction that we use to build teacher instructional capacity also guide our approach to leadership development and teacher professional development. Our work is based in research that suggests that high quality professional development:

- focuses on student learning and the specific problems practitioners face;
- reinforces and sustains collaborative work among teachers and principals;
- is directly embedded in the day-to-day work in schools and classrooms;
- sustains a consistency of focus over time; and
- uses feedback from teaching and learning to inform program development and evaluation.[23]

NCS's transformative professional development builds the capacity of the principal, other school leaders and teachers by developing and supporting teacher teams and leadership teams to organize collaborative work; use research to guide programs and practices; and build systems and structures to sustain improvement. We support the school to take an inquiry approach to understanding student academic needs, identifying research-based instructional practices to address those needs, and organizing the professional learning teachers need to become expert in their craft.

Professional Development Supporting Instructional Improvement

Key components of professional development to improve instruction include: curriculum development; improving instructional practice; and assessment for learning. NCS employs research-based tools and strategies to guide this work. Curriculum development will utilize a backward-design approach. Guided by the Illinois State Learning Standards/ Common Core Standards and College Readiness Standards, we begin by organizing teacher teams to identify the content knowledge, core academic skills, and academic behaviors they seek to develop through their instruction. These become the learning goals that guide curriculum development and selection as well as instruction and assessment practice. We use the 5 Dimensions of Rigorous Instruction as the vision for expert teaching to improve instructional practice. NCS staff brings unique expertise in the development and use of standards-based assessment to drive instruction and organize student supports, enrichments, and

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[22] Farrington, Nagaoka, & Roderick. (forthcoming). *From high school to the future: Rigor for college readiness – The instructional challenge.* Chicago: Consortium on Chicago School Research.

[23] Mazzeo, C. (2003). "Improving Teaching and Learning by Improving School Leadership," Issue Brief, Washington, DC: National Governors Association Center for Best Practices. Washington DC.; Garet., M., Porter, A., Desimone, L., Birman, B, & Yoon, K. (2001). What makes professional development effective? Results from a National Sample of Teachers. *American Educational Research Journal. 38*(4), pp 915-945.

interventions.[24] This allows us to provide critical leadership in developing school practice in backward-design curriculum development, standards-based instruction, and assessment for learning. Finally, we employ the Targeted Leadership Framework as the strategy to achieve expert teaching and instructional transformation.

The Targeted Leadership framework, an essential component of the NCS Transformation model, provides a clear organizing structure for distributed leadership and school-wide collaboration to improve teaching and learning. (See complete description of the TLC framework in Appendix C-3) An Instructional Leadership Team (ILT) drives the work of instructional improvement school-wide. The ILT is comprised of representatives from all teacher collaboration teams in the school and provides a mechanism for two-way communication and engagement of all teachers. The ILT becomes the context for powerful professional learning by leading the school in: examining data to identify a school wide instructional focus; researching and selecting a powerful instructional practice; examining data and student work to assess student progress; planning, developing and monitoring a professional learning cycles and aligning resources to support the professional learning.
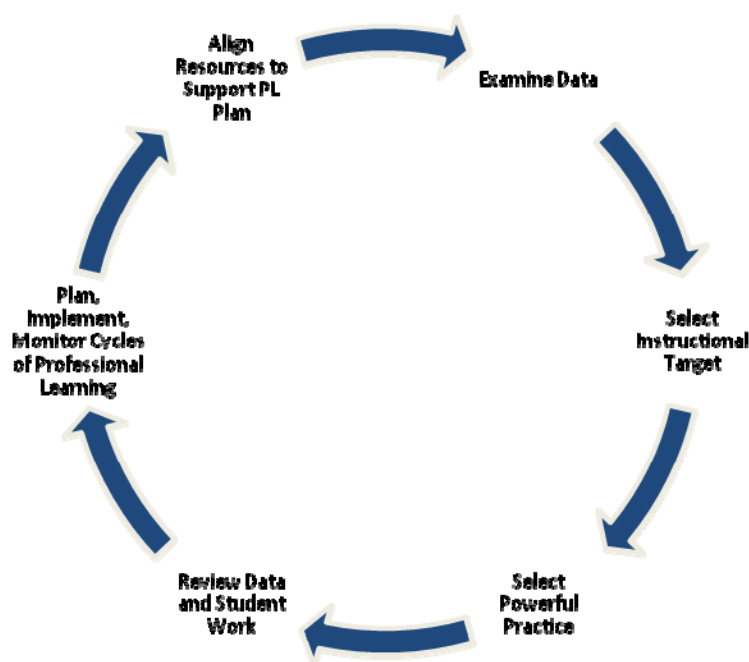
The school-wide targeted instructional area provides a common sense of purpose and helps to unify the work of high schools, lessening the fragmentation across grade levels and content areas and opening up dialogue and collaboration toward a common set of goals. For example, teachers might decide to focus on student writing, critical thinking, or reading for information as a targeted instructional area. Teachers in every subject area and grade level

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[24] Farrington & Small. (2008). *A new model of student assessment for the 21st century.* Washington, DC: American Youth Policy Forum.

would work to develop effective lessons and opportunities for students to practice and apply writing, critical thinking, or reading skills in multiple contexts. Sustained focus on the targeted instructional area with regular feedback and periodic school-wide assessment not only increases student achievement across all content areas, it also serves as a means for building teacher expertise and collaboration.

A key part of the TLC framework is the professional learning cycle. The professional learning cycle describes the steps that help teachers increase their skills and competency with a given instructional strategy. Components of each cycle include:

- Input
- Safe Practice
- Professional reading
- Observation and feedback
- Assessment of student work and data
- Learning walks to monitor implementation

PROFESSIONAL LEARNING CYCLE
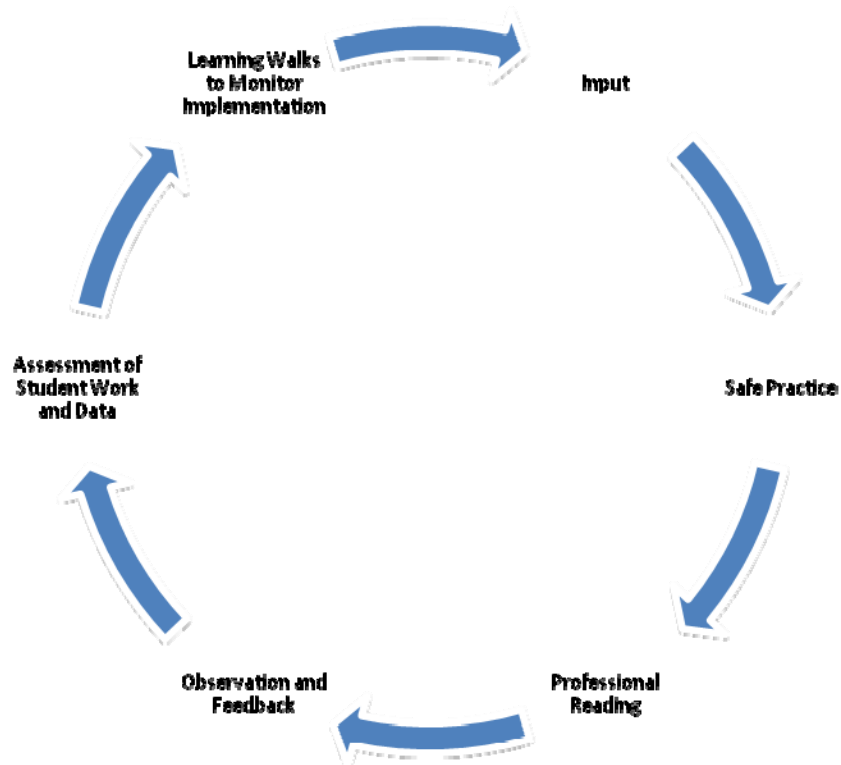
Input refers to the initial training a teacher receives about a particular instructional strategy. In the past, much teacher professional development consisted entirely of inputs. Research has consistently shown, however, that in order for teachers to change their practice, they need opportunities to safely practice the new strategy in a non-evaluative context that supports risk-taking and experimentation. This is the concept of "safe practice." Professional reading builds the case for teachers to adopt the new strategy and hopefully answers developing questions about how the strategy might be best applied. Once the teacher has had time to practice the strategy and build some initial level of confidence in using it, he or she benefits greatly from observation and feedback from "critical friends": supportive peers or coaches who share the teacher's goal of improving instructional practice. Videotaped observations may be one tool to support teacher's learning of a new strategy. The ultimate goal of transformational professional development is, of course, to substantially increase student learning. Thus the next important step is for the teacher and his/her colleagues to assess student performance data and look critically at student work to determine the effects of the teacher's use of the new strategy. Additionally, learning walks allow teachers to see the strategy in action in other classrooms and allow administrators and NCS personnel to monitor implementation and instructional quality. Finally, assessment data, student work, and learning walk data are used to plan further professional development.

The common focus on the **5 Dimensions of Rigorous Instruction** across content areas and grade levels provides another level of cohesion and common purpose shared by all teachers in the school. While main thrust of the Rigor model is to increase the capacity and efficacy of each teacher in each classroom, the use of one framework for all content areas allows for dialogue and the sharing of professional practice across teachers.

Professional Development supporting a Student-Centered Learning Climate

While the primary purpose of professional development is improving teachers' instructional practice, equally important is supporting teachers' capacity for creating highly effective classroom learning climates. As was shown in CCSR research on Essential School Supports and on Rigorous Instruction respectively, school improvement and student learning can be undermined when school or classroom climates are not well developed, even when most other pieces are in place for success. Like teachers, students do not learn well or reach their full potential unless they are supported in their development as a whole person. For this reason, the NCS Transformation model includes leadership and coaching to develop the school's Social and Academic Supports and to build the school's connection to vital community resources to provide opportunities for student academic, athletic, artistic, civic, and/or leadership development within and beyond the school day. NCS will facilitate the collaboration between the Instructional Leadership Team and the Social and Academic Support Team to coordinate and integrate professional development across both areas.

NCS brings expertise in setting up systems and structures for building the capacity of teachers and school leaders. We rely on external partners to provide the substantive content of the professional development focused on school culture and climate and to provide integrated programs for student development. Our location in the University of Chicago's School of Social Service Administration facilitates our connection to various community-based organizations (CBOs) and our relationships with supporting partners. We also believe that the best and most effective partnerships are often those that include organizations which have demonstrated a strong level of commitment to the transformation school in the past, are already serving their students and families, and are rooted in the same community.

In selecting a Supporting Partner to provide programmatic and professional development support to a transformation school, we base our selection on the following criteria:
- a core focus on student development: social, emotional, and academic
- organizational capacity and experience delivering similar services to schools
- the organization's use of data to guide decision making
- an emphasis on restorative justice and developing students' civic responsibility
- the organization's past relationship and service to the school community
- the organization's commitment to the goals and strategies of the Transformation Plan.

The process we undertake to implement professional development begins with an audit and climate survey at the beginning of Year 1 to identify the needs of students, teachers, and the school in regard to social-emotional support and development, school culture and climate, student engagement, student leadership development, and the capacity of adults and systems in the building to respond to these needs. We then identify the best program and community organization to partner with for this aspect of the Transformation work. We work closely with the partner and the school administration to mold programs and services to the specific school context and needs. We work with the ILT and SAS Team to meaningfully integrate the work on student development and school climate and culture with the work on instructional improvement. We employ a "train the trainer" model, with the community organization and NCS working to identify and train key personnel who can then train the broader school community through the team structure. This model builds the capacity of the organization and makes it more likely that the work will be sustained even if the partnership is not. Finally, NCS emphasizes the use of productive data practices and provides systems support to ensure successful implementation, coherent integration, and close evaluation of programs and services.

NCS plays key roles in structuring, guiding, and monitoring professional development in the transformation school, guided by the goals of substantially increased academic achievement and the creation of a student-centered learning culture. NCS staff members provide leadership coaching and structural supports to the school's administrative team and other leaders of the ILT and SAS Teams, who in turn support the work of individual teacher collaboration teams in each subject area and grade level.

The NCS Transformation model follows best practice by relying on multiple forms of data to create professional development plans for each school as well as multiple forms of data to assess student achievement of learning standards and effectiveness of professional development work. Relevant data include interim assessment data; standardized test data; learning walk data; looking at student work; and other sources.

One critical structural support necessary to ensure effective professional development is adequate time for collaboration and professional learning. The NCS team works with school leadership to implement a restructured calendar that will allow for additional time for frequent teacher planning and collaboration. Our model is designed to transform low-achieving schools into effective learning organizations with high capacity and well-planned systems to support ongoing improvement.

Students and Supports: Student-Centered Climate and Social and Academic Support
The NCS Transformation model builds supports for students and teachers that not only set up early warning and intervention systems but also promote and sustain a healthy environment that supports ambitious teaching and learning as well as social, emotional, and leadership development of students. The NCS model employs research-based frameworks, including Positive Behavioral Interventions and Supports[25] (PBIS) and Response to Intervention[26] (RtI), to set up prevention systems, early warning systems, and interventions to get students on track for graduation and postsecondary success. We take a holistic view of the student and will draw on community resources to support students and families. The NCS model employs a Social and Academic Support Team with responsibility for developing systems, structures, culture, and climate in the school to promote a positive and respectful environment in which teachers and students can take risks and strive to do their best work. The team will take a proactive approach to addressing barriers to learning for individual students, in the classroom, with families, and in the community.

NCS recognizes student and family leadership as a key catalyst and sustainer of reform. First, student and family voice is an important part of the audit and ongoing cycles of inquiry. NCS will conduct surveys, interviews, and focus groups to gather data about student perceptions of the school's strengths and challenges and suggestions for its improvement. Multiple opportunities will be offered to students to take leadership roles in the school: in the classroom, in student organizations, and in the community via the community school model (see pages 15-16). High school students have the experience and skills to make positive changes in their communities, and doing so, e.g. building a playground or running a voter registration drive, changes the perception of adolescents in the community and the self-image of the students themselves. Too often, middle class students are given leadership and

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[25] http://www.pbis.org/

[26] http://www.isbe.net/RtI_plan/default.htm

enrichment opportunities and poor students are given remediation. NCS promotes a rich and lively out-of-school time environment for students to explore their interests and take on different roles.

NCS promotes the use of Small Learning Communities (SLCs) to create a personalized and safe environment which fosters strong student-adult relationships. Adolescents need strong relationships with caring, responsible adults in order to explore their emerging role as an adult in society.

An important component of social and academic support for high school students are opportunities for off-track students to get back on track by making up credits. NCS promotes the use of Outcomes-Based Assessment and other progressive assessment practices to provide those opportunities for students.

> **3 B ii. Explain the organization's approach for working with district superintendents and central office staff to improve district policies and practices; include, if available, actual examples of successful engagements with central offices.**

NCS works closely with many offices at the Chicago Public Schools including the Chief Executive Officer's office, the Office of School Improvement, the Office of Career and College Preparation, the Office of Principal Preparation and Development, the Office of Teaching and Learning, the Office of Student Support, the Office of Human Capital, the Office of Special Education and Supports, Office of External Partnerships, and the Office of New Schools. NCS has successfully intervened at the district level on multiple occasions, advocating for schools or best practices. One example was advocating that our schools be grouped together in one area. Another was the adoption by CPS in 2009 of the Instructional Leadership Team framework, piloted by NCS the previous year.

NCS is currently partnered with CPS Area 21 and provides professional development and coaching to principals, assistant principals, Instructional Leadership Teams, counselors, postsecondary coaches, Freshman Success Teams, and Sophomore Success Teams in close collaboration with Area 21 staff.

> **3 B iii. Briefly describe your organization's proposed activities in the school and district during the first six months of the school year.**

From July to December, NCS will:
- Complete or conduct(depending on the timing of the grant) the comprehensive audit of school and LEA
- Staff the positions in the schools
- Train school leaders and all staff in the NCS Transformation model
- Establish school-based teams
- Establish roles and responsibilities

- Communicate the goals and plans for the Transformation effort to students, families, community, and school personnel
- Conduct a Practice-Based Inquiry visit (see Appendix C 7)
- Develop a comprehensive professional development plan for principals, teachers, postsecondary teams, Freshman Success Teams, and Social and Academic Supports teams
- Establish monthly professional development and coaching schedules for team leaders; begin professional development and coaching
- Select a Community-Based Organization, institute a Community School model, and reach out to students, families, businesses, community
- Work with school staff and Supporting partners to align curriculum using backward design and aligning to Common Core standards, College Readiness standards, and 21st Century Skills

D 3 C. Educational Program

3 C i. Describe the proposed curriculum and assessment program, detailing clear expectations for student learning. Description should address grade span and how the applicant will ensure equity and access for all students including, but not limited to, students with disabilities, English language learners, and students in at risk situations (e.g., low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues).

*Standards-Based Curriculum*

Standards-Based Curriculum
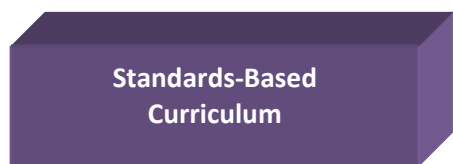
Standards-based curriculum: Quality instruction begins with clear goals in all content areas for what students need to achieve and curriculum that is aligned with those goals.

The premise of this proposal regarding curriculum is that whatever curricular programs are used need to align to the New Illinois Learning Standards incorporating the Common Core as well as the College Readiness Standards. Enacting a standards-based curriculum and assessment program is a critical and massive undertaking that requires development and transparency of clear learning goals; assessments that provide multiple opportunities for achieving proficiency; strong and sustained professional learning for teachers; and supports, both in the classroom and school wide, to ensure that all students are able to meet the standards that will prepare them for college and the workplace.

As indicated in the instructional design, college readiness is comprised of the following components:

- Content knowledge and skills
- Core academic skills
- Academic behaviors
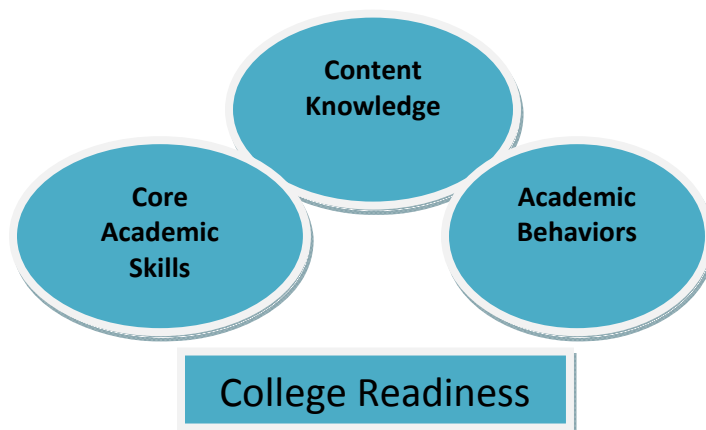
Clear student goals will be developed in each of the above areas. NCS will begin this process in the summer of the first year by facilitating a process by which teachers will identify and clearly articulate student learning goals for each course, study the Common Core and College Readiness Standards and align their course goals to the standards both horizontally and vertically through the development of course curriculum maps. The *Understanding by Design*[27] framework will be employed to ensure that a developmental continuum of learning goals and experiences, grades 9-12, will lead to high school graduates who have the skills and knowledge to be successful in college and the workplace.

Analysis of existing student achievement data including annual state achievement data, interim assessment data and local assessment data will provide a comprehensive evaluation of student achievement in relation to the content knowledge and skills.

The achievement data analysis will also help the faculty identify a school wide targeted instructional area or core academic skill (e.g., writing, critical thinking, reading for information) that will span grade levels and content areas.

Standards-Based Assessment
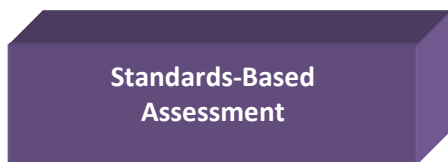
Standards-based assessment: Quality instruction Continuously assesses student progress toward goals, checking understanding, adjusting instruction, and intervening as needed, with clear goals and expectations communicated to students and parents.

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[27] Wiggins, Grant. *Understanding by Design*. Prentice Hall, 2001.

Assessment is a continuous process that provides information and evidence to teachers and students about students' progress toward meeting the academic goals. Substantial will be allocated to teacher professional learning about formative assessment, developing strong assessments and providing students with ongoing feedback. While classroom based assessments provide the most important evidence of student learning, interim assessments will also be identified to provide an external data source as to how students are progressing in the standards.

The key to a standards-based approach to curriculum and assessment is transparency of clear academic goals to students and families and reporting systems that continuously make students and parents aware of student progress toward proficiency. Once standards-based course goals are developed for each grade level, a plan for communicating the goals to students and families will be developed and carried out in orientation sessions. Regular progress reporting will keep students and parents apprised of progress throughout the year. Student-led conferences with teachers and parents each marking period will not only increase communication between school and home but will build students' responsibility for their learning by articulating what they have learned and what they have yet to learn and co-constructing a plan with school and family to address their needs.

NCS is currently working with CPS to execute a standards-based assessment system using the existing CPS student information system. A grade report which delineates exactly what standards students are achieving and not yet achieving will provide clarity and direction to students and parents about what students need to succeed. A standards-based assessment system will also generate necessary real-time data on student achievement of standards, which will allow schools to cluster students based on demonstrated learning needs and provide immediate supports and interventions.

Equity and Access for All Students
A fully implemented standards-based approach to assessment provides equity and access to the curriculum for all students. Because students are assessed on their progress toward meeting each academic goal, modifications and support are better targeted. Moving to a standards-based approach also eliminates many of the detrimental, punitive aspects of traditional grading systems that disproportionately hurt students with disabilities, English language learners, and students in at-risk situations who may require additional time, support and resources to be successful. Equity and access are ensured only when schools are organized around supporting students to meet learning goals rather than weeding out those that initially fall short of that goal.

Because teachers are more clearly aware of individual students' progress toward the academic goals, differentiation at the classroom level is more viable. The development of a Response to Intervention framework, lead by the NCS Social and Academic Support

Facilitator, will provide structures and systems for identifying students and ensuring they receive the necessary support beyond the classroom (tiers two and three).

Based on regular review of student achievement data and an array of other key data as determined by the Social and Academic Support Team in collaboration with the teacher grade level teams and Instructional Leadership Team, academic and social supports will be determined. Interventions will be reviewed, evaluated and adjusted based upon new data collected. Supports may include the following:

- Adjustments to student schedules to add additional support during the regular school day
- Targeted tutoring based on students' individual academic needs during and after the school day
- Mentoring and/or peer mentoring program
- Counseling and social work services for students with social and emotional concerns
- Outreach to and collaboration to parents and families
- Credit recovery strategies
- After school enrichment activities and health and social services through the Community Schools program
- Full services for special education and English language learner students

Transforming teaching and learning
This approach transforms teaching in that it requires teachers to align curriculum, instruction and assessment in their day-to-day practice and to maintain a focus on addressing all students' progress toward meeting standards.

It transforms learning in that it is a structural support for, rather than a structural obstacle to, engaging students in their own learning. When students are cognizant of academic expectations, know that they are expected to reach them and will be supported to achieve those expectations; they are able to take greater responsibility for their own learning. The result is lower dropout rates, higher graduation rates and increased readiness for college and the workplace.

> **3 C ii. Describe how the applicant will coordinate and ensure ready access to instructional technology, information and media services, and materials necessary for effective instruction.**

NCS will conduct a thorough audit of the instructional technology, information and media services, and instructional materials currently available for both instruction and data management as well as the capacity of teachers and administrators to use those technologies. We will develop plans for what is needed, both in terms of technology and training, and procure the identified materials and services and ensure distribution in collaboration with district and the Office of School Improvement to secure funding for installation and wiring.

3 C iii. Describe the specific tactics and activities that will support attainment of a school culture and climate conducive to high expectations and student learning, including school wide student discipline policies integral to the intervention model.

The NCS Transformation model will support the creation of a college-going culture with high expectations for all students throughout the school. This work will be supported by the Social and Academic Support Facilitator under the supervision of the Transformation Leader. The Social and Academic Support Facilitator will build a broad-based Social and Academic Support Team that will use early warning systems to identify students for early intervention, prevention, and support. This team will build the leadership skills of social workers and counselors and empower them to change school climate and culture, building the systems and structures to provide the services which students need in order to be successful. In addition, this team will support teachers' efforts to establish a positive classroom culture with high expectations for all students.

Recognizing that classroom and school-wide collaborative culture is critical to student achievement, NCS will implement the Targeted Leadership Framework for Powerful Results (see Appendix C-3), **opening up classroom practice** through regular learning walks, including administrators, teachers, community members, families, and students; **focusing teacher professional development** on core academic skills that students need in order to succeed across content areas and in college/postsecondary; helping teachers to recognize the importance of talking with students about college and developing their skills so that they can do that with confidence and purpose[28].

The Social and Academic Support Team will leverage the social studies department to actualize Social Science 2.0[29]: critical thinking, civic engagement, and social responsibility.

The NCS Transformation model includes the development in each school of progressive discipline consistent with the LEA Discipline Code within a restorative justice framework, reducing suspensions that contribute to students falling off track (citation).

Small Learning Communities will contribute to greater personalization and greater safety in the school for students and professional community for teachers.

Using the Community School model (described on pages 15-16), the Social and Academic

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[28] Roderick, M., Nagaoka, J., Coca, V., & Moeller, E. (2008). From high school to the future: Potholes on the road to college. Chicago, IL: Consortium on Chicago School Research; Roderick, M., Nagaoka, J., Coca, V., & Moeller, E. (2009). From high school to the future: Making hard work pay off. The road to college for students in CPS's academically advanced programs. Chicago, IL: Consortium on Chicago School Research.

[29] http://www.chicagoteachingandlearning.org/office-of-social-science-and-service-learning/social-science-20/learning-standards.html

Support Team will foster the use of a strengths-based social work perspective throughout the school and open up the school to families and the community. The development of the Community School will foster partnerships with youth development organizations that will build student leadership and skills, such as Umoja Student Development Corporation, Mikva Challenge, Facing History and Ourselves, and the Constitutional Rights Foundation.

In sum, the NCS Transformation model facilitates access to expertise, research and best practices to develop the school into a high performing learning organization that uses high-functioning teams to examine its data closely and develop and implement plans to address challenges in a cycle of inquiry, using new data to evaluate progress and make changes as needed. Developing high expectations for students begins with having high expectations for school professionals.

Academic and Social Supports Phase Chart[30]

Phase 1 (Initial): Planning and Establishing a Strategy for Providing Comprehensive Academic and Social Supports to the School Community
Social support staff, teachers, administrators, and parents meet regularly to analyze and discuss barriers to student learning and develop targeted interventions at the student, teacher, classroom, school, and family levels. The types of data needed for effective problem-solving have been identified. Student, family, school, and community assets needs, and barriers to learning have been identified and a plan for addressing the identified needs by accessing specific internal and external resources has been developed. Specific and essential competencies related to both the development of the whole child (intellectual, social, emotional, behavioral, physical, ethical, etc.) and achievement have been identified. Expectations for teacher/staff-student, student-student, staff, and school-family relationships/interactions are explicit and aligned with the school mission, vision, and values. Approaches to student responsibility and citizenship (aka "discipline") are aligned with the school mission, vision, and values and include both opportunities for students to reflect on, correct and/or restore their actions and recognition of positive behavior.
Phase 2 (Emerging): Providing Comprehensive Academic and Social Supports Collaboratively and Proactively
Social support staff, teachers, administrators, and parents comprise a professional learning community that meets weekly to analyze multiple forms of data to develop interventions that address barriers to learning at the student, teacher, classroom, grade, school, and family levels. Specific supports exist to address the academic and social-emotional needs of students, teachers, and families through the school's access to and use of both internal (staff-initiated and implemented) and

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[30] Credited to the Urban Education Institute at the University of Chicago

external (partnerships with community-based organizations, agencies, and stakeholders) resources.

Specific strategies and/or programs for supporting positive student development have been identified and are in use by some individuals.

The language and behavior of adults and students in the school reflect the mission, vision, and values of the school and the interactions between teacher/staff-student, student-student, staff, and school-family are respectful, warm, and caring.

School-wide rituals, routines, and processes help students internalize responsibility for self and others (e.g. peer mediation, community service, etc.) and celebrate demonstrations of student responsibility and citizenship

Phase 3 (Proficient): Deepening the Integration of Academic and Social Supports into the Life of the School

Social support staff, teachers, administrators, and parents comprise a professional learning community that meets weekly to analyze multiple forms of data to develop interventions that address barriers to learning at the student, teacher, classroom, grade, school, and family levels.

Specific supports exist to address the academic and social-emotional needs of students, teachers, and families through the school's access to and use of both internal (staff-initiated and implemented) and external (partnerships with community-based organizations, agencies, and stakeholders) resources.

Specific strategies and/or programs for supporting positive student development have been identified and are in use by some individuals.

The language and behavior of adults and students in the school reflect the mission, vision, and values of the school and the interactions between teacher/staff-student, student-student, staff, and school-family are respectful, warm, and caring.

School-wide rituals, routines, and processes help students internalize responsibility for self and others (e.g. peer mediation, community service, etc.) and celebrate demonstrations of student responsibility and citizenship

> **3 C iv. Describe how the applicant will address student transitions throughout the P-20 continuum. Discuss how intervention models in elementary and middle schools will be integrated with high school interventions, and vice versa. For high schools, discuss the partnerships that will be formed with community colleges, districts, and colleges and universities to address barriers to postsecondary access.**

Successful Freshman and Postsecondary Transitions
Nearly half of all CPS high school freshmen will not graduate from high school. Of those who do, many struggle to master academic content at high levels. Nearly two-thirds of CPS graduates have a GPA lower than 2.5, which, according to the Consortium on Chicago School Research (CCSR), is a strong predictor of not succeeding in college. These achievement indicators have been persistently low and for many CPS graduates who do manage to enroll in

college, result in remediation–a path that erodes students' confidence and financial resources and ultimately threatens their ability to persist toward college graduation. In fact, if current trends continue, only 8% of CPS eighth graders will graduate from a four-year college in six years after high school graduation. Transforming high schools in ways that will dramatically change student outcomes is a complex, developmental process and calls for a kind of leadership that differs significantly from the traditional principal role. Developing and supporting individuals to lead this reform and create effective high schools for all students is the most critical task facing our nation today and is central to the NCS Transformation model.

At the school level, this work will be guided by the Social and Academic Supports Facilitator.

The NCS Transformation Model includes these components:
Freshman Success:
- Outreach to and collaboration with feeder elementary schools on developing high school skills, curriculum alignment, and plans for the 8-9 transition including integration of interventions for at-risk students
- Freshman Connection summer programs to give students a head start in high school, combating fear of high school, and building skills to support a successful freshman year
- Freshman Success Team development
- Intensive use of data to identify groups of students needing interventions
- Coaching and professional community (Success Team Collaborative) for team leaders
- Grade-level teaming with targeted interventions for at-risk students

Postsecondary Transition:
- Postsecondary team development
- Coaching and professional community (College Counselors Collaborative) for counselors
- Building the leadership of counselors to create a *school-wide college-going culture* including providing school-level professional development for teachers on how to talk with students about college, which research shows is critical[31]
- Intensive use of data to identify groups of students needing interventions
  - FAFSA completion
  - Match data (determining if college-going students are attending the right "level" of college for their qualifications?)
- Partnership with the Associated Colleges of the Midwest[32] to support higher-achieving students in applying to and attending highly selective colleges. (Please see Appendix D for a description of this project, called the ACM Pipeline Project 3.0.)

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[31] Roderick, M., Nagaoka, J., Coca, V., & Moeller, E. (2008). From high school to the future: Potholes on the road to college. Chicago, IL: Consortium on Chicago School Research; Roderick, M., Nagaoka, J., Coca, V., & Moeller, E. (2009). Hill, Lori Diane. 2008. "School Strategies and the 'College-Linking' Process: Reconsidering the Effects of High Schools on College Enrollment." *Sociology of Education* 81(1):53-76.
[32] http://www.acm.edu/about_us/college/index.html

- Community college partnerships
- Close working partnership with the LEA Office of College and Career Preparation (or equivalent)

Freshman Success:
Successful implementation of Freshman Success calls for structural and leadership components:
- Students and teachers programmed together in an Small Learning Community (SLC) model so that a group of teachers is responsible for the success of a cohort of freshmen
- If possible, classes are programmed in a particular section of the building
- Those teachers form a Freshman Success Team
- Teacher planning time is scheduled allowing for regular team meetings
- Data systems are organized in such a way that each Success Team receives early warning reports for their students (in Chicago, the watch list, success reports, and recovery reports)
- School leadership supports Success Team work with resources, authority, and accountability
- NCS provides leadership coaching to the team leader
- NCS provides team coaching to the team, facilitating its development into a high-functioning team

Please see Appendix C-4 for the Transition Success Team Rubric.

Postsecondary Programs:
Successful postsecondary programs call for:
- Data systems that give timely information to counselors
- School leadership support for the Postsecondary Team's work
- A Senior Seminar class that guides students through the college application process
- Support from the English/Language Arts department for college essay writing

Again, these efforts will be supported by NCS Transformation Model's emphasis on developing student leadership through multiple opportunities to lead important work in the classroom, in the school, and in the community.

3 D. Staffing
> *i. Describe the applicant's plan to design and implement a rigorous, transparent, and equitable performance evaluation system for teachers and principals that takes into account data on student growth as a significant factor.*

The NCS Transformation model includes a performance evaluation process that supports each individual's professional growth, including mutually agreed-upon goals that are measurable and/or observable and student growth data. For teachers, NCS staff has expertise in and
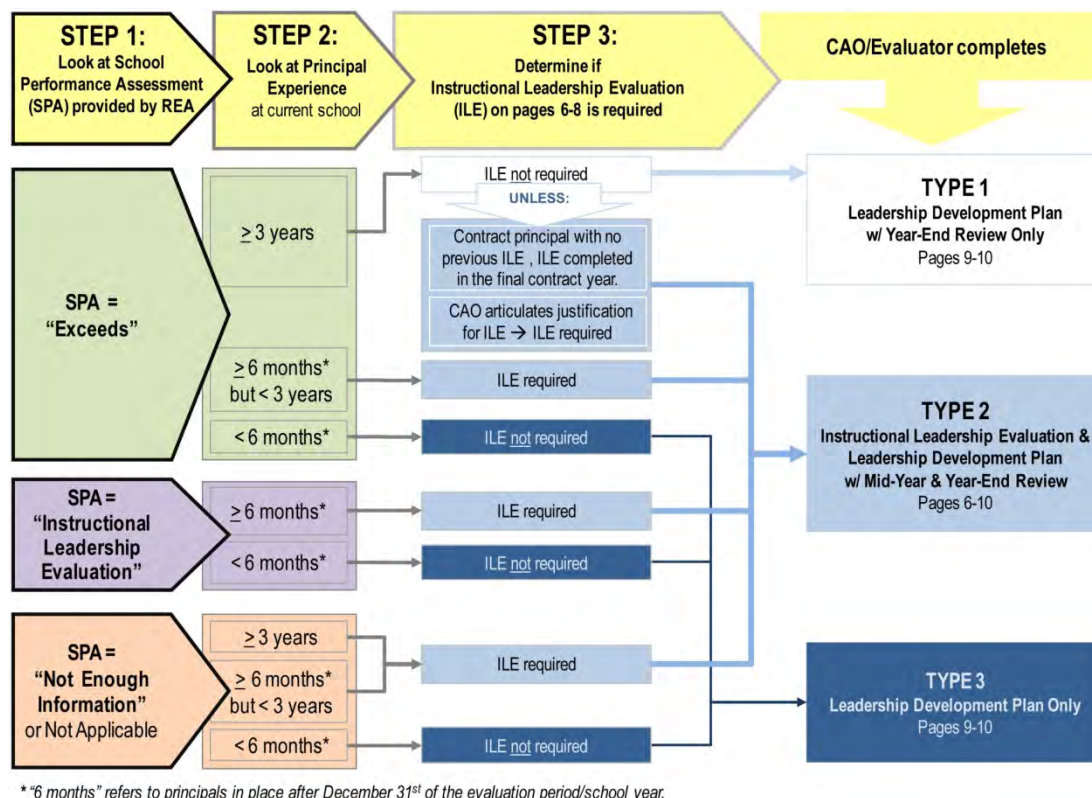
supports the use of the Danielson Framework for Teaching model.[33] Within the context of the Collective Bargaining Agreement, NCS works toward progressive teacher and principal evaluation that provides the maximum opportunity for reflection and growth and holds each person accountable for results.

3 D ii. Explain the applicant's plan to determine the effectiveness of the existing principal and whether the principal can serve as the instructional leader for the intervention.

NCS will examine student outcome and trend data (e.g. EPAS data, attendance, graduation, dropout, on-track, FAFSA completion), any available survey data, any available performance evaluations, and determine the principal's leadership competencies (see Appendix C-2). In Chicago, the Office of Principal Preparation and Development (OPPD) has designed a Principal Evaluation Process is designed to assess principals' strengths and areas for development in their leadership implementation, establishing processes for both experienced (three or more years at current school) or new (having less than three years experience at current school) leaders.

OPPD Instructional Leader Evaluation Rubric
From the Chief Executive Officer's Principal Evaluation Form and Guidelines: Principal Performance Evaluation Process Instructions

* "6 months" refers to principals in place after December 31st of the evaluation period/school year.

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[33] http://charlottedanielson.com/theframeteach.htm

3 D iii. Provide information about the applicant's plans for recruiting, hiring, and developing leaders (i.e., principals, other administrators, and teachers) for all schools in which the intervention model will be implemented.

In Chicago, NCS will work with the Office of School Improvement to recruit high-quality candidates for all available positions in partner schools and screen for qualifications for the job. Additionally, NCS will use its extensive networks to actively recruit educators rooted in and committed to school reform for its partner schools. NCS supports local decision-making for hiring, which is currently the case in Chicago. Teachers, other school staff, community members, parents, and students will be a part of the hiring process and the final decision-making will rest with the principal or his/her designee.

3 D iv. Describe how the applicant will work with the LEA, the teachers' union, and, as applicable, other organizations to design and implement a fair and consistent method to evaluate staff members' ability to effectively participate in the intervention model.

According to the LEA, it is the intention of CPS to "pilot"—in as many schools as is responsible—key components of a new teacher performance evaluation system during the fall and spring semesters of the 2011-12 school year. However, the specific form of this "pilot" is still unclear—e.g., whether it includes strictly a formative observation component or formal student growth measures—because almost any method of "pilot" implementation will require an MOU to the existing collective bargaining agreement. Whatever the outcome, NCS will work with partner school principals to effectively implement a fair and rigorous evaluation process that will maximize professional growth.

3 E Professional Development

3 E i. Explain how the applicant will assess and plan for the training and professional development needs of the staff. Include information about standard components of the professional development design and the areas that will be customized to fit the school and district.

The NCS Transformation Model strengthens the organizational structures and practices that support high quality teaching and learning. Our approach is to build the capacity of schools to identify and remove the barriers to student success that are found both inside the classroom and in the larger school environment. We utilize research-based frameworks to guide our assessments, planning, coaching and professional development of staff to move them toward the standards and practices that will improve student outcomes. NCS professional development design and content includes key components of/is based on these frameworks, but also arises organically out of needs expressed by principals and school staff

as they begin to implement new practices and understand more deeply the work required of them and the changes necessary within their unique school contexts. Specific tools used to assess the professional development needs of all staff include:

- Initial audit findings, including teacher ratings on the Danielson Framework for Effective Teaching
- Learning Walks to determine whether new and more effective instructional strategies are utilized in the classroom and the impact they are having on student learning
- Review of student performance data and student work samples
- Rubrics for high functioning teams

The principal's leadership and practice will be assessed according to the District's principal competencies and evaluation system as well as the NCS school leadership competencies, approved by the Illinois State Board of Education in February, 2010.

Professional development needs of teachers and the Instructional Leadership Team will be assessed using the Targeted Leadership Framework phase charts. We will also develop the ILT to understand the needs of students and teachers via multiple data sources including audits of lesson plans, curriculum, and student achievement data.

Teacher's needs will be determined by a thorough review of student achievement data, including public documents, EPAS scores, audit of lesson plans, learning walks and the learning goals established by each department and how well they align with curricula, instructional strategies and assessments.

Needs of Postsecondary and student Transition Teams will be determined by their assessment and progress against team performance rubrics, including key data points on student outcomes (i.e. attendance and GPA for transitions/on track; college application and FAFSA completion for postsecondary).

In addition to structuring and facilitating effective teams and coaching of individual staff members, NCS will also include Transformation schools in the across-school professional development offerings of the Network. Standard professional development components for Network schools include:

- Monthly collaborative meetings across network schools focused on best practices in each area of school development, including:
  - i. Principals' Network Meetings
  - ii. Instructional Leadership Institutes
  - iii. Student Success Team Collaborative
  - iv. College Counselors' Collaborative
  - v. Student Academic and Social Supports Collaborative

The Audit, school specific achievement data and observations, and bi-weekly coaching for

principal, teams and team leads at each school will identify and provide customized, on-site supports for each school.

3 E ii. Describe how the applicant will evaluate the fidelity of implementation, quality, relevance, and utility of the professional development.

The professional development and services provided to schools will always be grounded in the most up-to-date and relevant research on school improvement. NCS has experts on its staff that was involved in conducting much of the CCSR research from which many of our frameworks were drawn. These experts will serve as consultants on NCS professional development work and will be in Transformation schools on a weekly basis to monitor the fidelity of implementation. Collaborative planning of professional development among NCS coaches and school based staff will ensure that each professional development meeting addresses common challenges that each school faces as they create the conditions and adopt practices for improved team, teacher and student performance. Co-facilitation of these meetings will also ensure that they are implemented with fidelity to the design and research frameworks in which they are based. Tools that will be used to evaluate the utility and quality of the professional development will include:

- Evaluation forms, completed after each professional development session
- Leadership and team performance rubrics
- Student achievement data, including interim assessments
- Learning Walk data
- Review of student work
- Freshman on-track point in time and year end data
- Student grades and pass rates
- Attendance rates
- Misconduct and suspension rates
- College and FAFSA application rates and scholarship awards
- College enrollment rates

3 F. Organizational Capacity

3 F i. Describe the applicant's organizational structures, financial stability, and organizational capacity. Please include the type and number of schools that the applicant can serve.

The University of Chicago

The University of Chicago was founded in 1892 and has become a premier institution of higher education. The University of Chicago, under provisions of the Articles of Incorporation, Bylaws, and Statutes, is governed by a 50-member Board of Trustees. The Trustees are responsible for ensuring the capacity of the University to fulfill its mission for current and future generations. Members of the Board play an integral role by providing oversight and

input regarding the University's large scale programmatic goals and its financial and physical resources, and by advocating for the University locally, nationally, and throughout the world. In addition, Trustees provide financial support, as well as leadership in fundraising, to sustain the University's progress.

The University of Chicago, from its very inception, has been driven by a singular focus on inquiry—with a firm belief in the value of open, rigorous, and intense inquiry and a common understanding that this must be the defining feature of this university. Everything about the University of Chicago that we recognize as distinctive flows from this commitment:

> Our belief that argumentation rather than deference is the route to clarity;

> Our insistence that arguments stand or fall on their merits, not the background, position, or fame of the proponent;

> Our flexible organization that fosters rigorous and imaginative analysis of complex problems from multiple perspectives;

> Our education that embeds learning in a culture of intense inquiry and analysis, thereby offering the most empowering education to students irrespective of the path they may ultimately take;

> Our commitment to attract the most original agenda-setting faculty and students who can most benefit from and contribute to our environment;

> Our recognition that our important contributions to society rest on the power of our ideas and the openness of our environment to developing and testing ideas.

These enduring values and fundamental principles of the University have shaped our culture and have informed generations of faculty, students, and administrators. They are so visible, so deeply embedded, and they so define our environment, in the past as well as the present, that with all the tangible changes in the University between convocations 1 and 501, we believe we would recognize this university at any time in its history.

The University of Chicago is financially stable and well-suited to become a Lead Partner. The University of Chicago's endowment finished fiscal year 2010 with a market value of $5.67 billion.

University Research Administration (URA) provides guidance and support for research funding and compliance to promote the mission of The University of Chicago. URA provides review and institutional endorsement of all applications for sponsored funding. URA reviews, and negotiates when necessary, awards prior to acceptance, and accepts awards officially on behalf of the University. URA maintains a program of sponsored project information services and data for University faculty and administrators.

URA reports to the Vice President for Research and for National Laboratories. Its four sections are under the direction of the Associate Vice President for Research Administration. These sections are:

• Grants and Contracts Management
• Research Compliance
• Information Services
• Training

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Sponsored Award Accounting (SAA), a section within the University of Chicago Financial Services, performs the central University post award accounting and other financial administration functions for all of the University's sponsored awards. It also prepares the Facilities & Administrative (F & A) and Fringe Benefit Rate Proposals that must be submitted to the federal government. SAA collaborates with University Research Administration and other administrative and academic units to develop and maintain financial policies, procedures and systems that are required to comply with the financial terms and conditions of sponsored awards.

The School of Social Service Administration

The purpose of the School of Social Service Administration is to improve the quality of life of vulnerable individuals, families, groups, and communities through education, scholarship, and service. The School of Social Service Administration's (SSA) historic strengths and ground-breaking programs are critical components in the social development of children and adolescents and the development of effective schools, classrooms, and community programs. SSA joined the University of Chicago in 1920. SSA works to establish the connections between the social and behavioral sciences, research, and the real world of policy and practice.

SSA is home to top national scholars on public school reform, including Melissa Roderick[34], the

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[34] http://www.ssa.uchicago.edu/faculty/m-roderick.shtml

Principal Investigator on this project, and Charles Payne[35], author of *So Much Reform, So Little Change: The Persistence of Failure in Urban Schools* (Harvard Education Publishing Group, 2008)*.

The Network for College Success

NCS is a project of the School of Social Service Administration at the University of Chicago. It builds upon twenty years of research on Chicago school reform of the Consortium for Chicago School Research. Over the past four years, we have sought to bring research to life in practice though our partnerships with Chicago public high schools. Our goal is to help create neighborhood high schools that truly work, graduating all students and providing all students with the skills to succeed in college or work.

NCS is an unusual organization: a public-private partnership fostering a true research-practice dialogue with ambitious goals of improving the life chances of poor, underserved students through high-quality education. It brings together cutting-edge research and data with practitioners who have proven their ability to lead successful schools. Our methods focus on adult capacity-building, sharing leadership, and the strategic use of data.

Type and number of schools to serve

NCS, if approved, has the capacity to serve two to three high schools in the 2011-12 school year and may have additional capacity the following year. We hope to serve at least two schools.

> **3 F ii. Describe the non-negotiable commitments and decision-making authority the applicant requires to successfully manage the school turnaround model (i.e. autonomy over staffing, budgets, calendar, etc).**

In ideal circumstances, NCS could produce faster results with authority over staffing, budgets, and calendars. However, our model has been shown to work within the existing provisions of Chicago's Collective Bargaining Agreement. We will work with the LEA to explore ways in which the school could be given greater autonomy in these areas:
- Schedule and school calendar
- Curriculum and Assessment
- Staffing
- Budget

> **3 F iii. Provide a summary of the qualifications of the staff who would be involved in the project and list their specific experience and success with school intervention efforts. Describe to what degree these staff will be involved in the day-to-day work**

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[35] http://www.ssa.uchicago.edu/faculty/cmpayne.shtml

with the district and school (s). In an appendix include one-page resumes for all individuals involved with turnaround efforts.

Melissa Roderick, Principal Investigator. PhD (Public Policy). Hermon Dunlap Smith Professor at SSA, Co-Director of CCSR, Co-Founder and Co-Director of NCS; has studied adolescents and education for fifteen years using quantitative and qualitative methods. Roderick will oversee the project and continue to study the key indicators that schools can use to improve their work.

Mary Ann Pitcher, M.Ed. Director of NCS. Pitcher is a former teacher, teacher leader of a small public school within a school, and principal of a successful charter high school. She has experience coaching principals and other school leaders, facilitating high-functioning teams, and leading professional development. She will manage the project.

Camille Farrington, PhD (Education). Farrington is a former teacher and teacher leader in a successful charter high school. She will be involved in the day-to-day work with district and school(s).

Sarah Howard, M.Ed. Howard is a former teacher and principal of a successful charter high school. She has experience coaching principals and other school leaders, facilitating high-functioning teams, and leading professional development. She will be involved in the day-to-day work with district and school(s).

Yolanda Knight, M.Ed. Knight is a former teacher and has worked in nonprofits and philanthropy. She will support the day-to-day work with district and school(s).

Jacquelyn Lemon, M.Ed. Lemon is a former teacher and successful principal of both public and contract high schools. She has experience coaching principals and other school leaders, facilitating high-functioning teams, and leading professional development. She will be involved in the day-to-day work with district and school(s).

Rito Martinez, M.Ed. Martinez is a former Golden Apple Award teacher and principal of a successful public high school. He has experience coaching principals and other school leaders, facilitating high-functioning teams, and leading professional development. He will be involved in the day-to-day work with district and school(s).

Elizabeth Monge-Pacheco, M.Ed. (pending). Monge is a former college counselor of a successful charter high school with the top college enrollment of any nonselective school in Chicago. She has experience coaching postsecondary teams and team leaders and leading professional development. She will be involved in the day-to-day work with district and school(s).

Krystal Muldrow, M.Ed. Muldrow is a former teacher and principal of a successful school. She has experience coaching principals and other school leaders, facilitating high-functioning

teams, and leading professional development. She will be involved in the day-to-day work with district and school(s).

Sandra Ortigoza, BA. Ortigoza is an experienced business, project, and office manager. She will support the project.

Please see Appendix E for the resumes of NCS staff to be involved in Transformation efforts.

3 G. Subcontractors
> **3 G i.   Identify the subcontractors and partnership organizations that the applicant will use in the implementation of its program. Information on each proposed subcontractor must be provided in accordance with #5 of the Contractual Terms and Provisions (Appendix A) of this RFP.**

There will be no subcontractors.

> **3 G ii.   If the applicant proposes subcontractors, provide evidence that the applicant has carefully vetted the providers and programs and obtained reasonable assurance of their efficacy.**

N/A

3 H. Sustained Improvement

> *3 H i.   Identify how the applicant intends to phase out the need for its services so that full management of the school can be returned to the school district after the three-year grant period with adequate capacity to sustain the improvements and growth made over the course of the intervention.*

The process of transforming the culture and practices of large comprehensive high schools are multi-faceted and extremely complex. Turning around a high school successfully will take a significant amount of time and resources. The NCS Transformation model builds systems, structures, and capacity of all levels of high school leadership: principal, teachers, counselors and social workers. This shared leadership structure facilitates deep change in the culture of work in schools. The capacity to manage change and identify and address problems independently establishes a core purpose for school staff to sustain and manage continuous improvement in the schools' culture and climate, teaching capacity and student achievement that remains despite leadership and policy changes in the external environment.

Evidence of sustainability would include functioning teams in the key areas of student achievement, continued growth in gains on the EPAS system and school climate, systems and structures remain in place to review data and to generate, organize, and monitor necessary student supports. In three years, under the NCS Transformation model, principals and their schools will move through the following phases of executive management and school change.

In the third year, we expect that schools will be able to sustain these practices independently.

Year	Key Activities	Potential Impact/Results
Year 1	Assessment, planning, staffing and establishment of systems (teams, processes, programs, structures, data and communications) in key areas of student achievement; Implementation, monitoring, developing staff, evaluation and refinement of systems	Culture and climate changes (attendance; reduced student disciplinary incidents etc); Increased grad rates, on track, FAFSA applications; college enrollment (note: schools may also see student achievement dips here: as teacher expectations increase; they may see teacher retention/satisfaction dips as well)
Year 2	Continued implementation and *enhancement* of systems, monitoring, evaluation and refining systems, begin to see more wide-spread results in student academic achievement, staff begins to run systems with greater independence	Student achievement increases
Year 3	Systems (teams, structures, processes, programs, communications) are operational, functional, results more widespread and consistent, staff demonstrates leadership in implementing systems and are able to sustain results for continuous improvement	Student achievement and college enrollment increase

Documentation
In addition to developing the capacity of the school staff to develop and sustain reforms, NCS staff will work closely with the district to communicate not only what improvements schools are making, but also how those changes are facilitated and supported. The NCS Knowledge Manager will document the work of NCS and school staff as practice is institutionalized at the school level. This documentation will provide a model of transformation for other CPS high schools, and has the potential to guide district leadership to allocate resources toward a more effective and sustainable model of professional development that balances accountability with comprehensive, targeted supports focused on the key levers for improving student outcomes.

Community Buy-in and Support
NCS efforts to engage and inform the community and LEA throughout the three-year transformation process will provide external accountability and supports to monitor the schools' continuous improvement and to commitment to reforms made during the transformation period.

New Sources of Funding

School funding in Illinois is inadequate to support the supplemental supports, including increased time and community partnerships, necessary to accelerate learning for students in urban and rural centers. NCS will identify and build capacity at the school level to apply for private sources of funding in order to sustain aspects of the model that require additional resources.

D 3 I. Outcomes-Based Measurement Plan

> **3 I i. Define the realistic and attainable out comes that will be achieved at the end of a three-year grant period as the result of an intervention.**

> **3 I ii. Describe the measurable indicators of progress that will be used against those outcomes. Applications are advised to refer to the *Scope of Work* section of this RFSP for a list of required accountability indicators.**

The overarching goal of the NCS transformation model is to create model neighborhood high schools that significantly increase the number of students who graduate and enroll and succeed in college. Table 4 below outlines the metrics and data that NCS staff will use to monitor schools' progress toward that goal. Depending on the audit and the school's based line data, specific targets will be set for each of the following outcomes. Schools will participate in monthly performance management sessions led by the CPS Area to gauge progress on indicators, drill down to strategy, see strategic gaps, solve problems and yield better results. NCS staff will work closely with the school and CPS Area staff team to present and interpret the relevant data in ways that provide insight into the impact of programs and adult efforts to improve student learning. Between performance management sessions, NCS staff will build the capacity of each school team to conduct its own inquiry into the data. The cycle will include analyzing data to surface needs; planning intervention strategy to address the need; providing professional development for teams and team leads to support strategy implementation; allowing time for safe practice of the strategy; monitoring implementation and collecting data; and measuring student progress toward the key indicators and outcomes below.

Outcomes	Indicators of Progress
Presence of Functional and Sustainable Resources, Systems and Structures for Implementing Improved Instruction, Program Interventions, Reviewing Data, and Collaborative Problem Solving	Number of minutes within the school year; Teacher and principal effectiveness
Improved school culture and climate	Teacher collaboration, high functioning teams, incidents of school violence, student surveys, CCSR surveys; Teacher attendance rate
Improved Instruction and Teacher Performance	Distribution of teachers by performance level on the LEA's teacher evaluation system; Teacher and principal effectiveness; Teacher attendance rate

Increase in the number of students on-track to graduate and promoted to higher grades	Student attendance rate; Dropout rate; Truants
Increased student achievement as indicated by EPAS gains	Student participation rate on ISAT or PSAE in reading/language arts and in mathematics, by student subgroup; grades; Student attendance rate; Teacher attendance rate
Increased graduation rate	Dropout rate
Increase in the number of students who complete the FAFSA, and apply to and enroll in match colleges	Number and percentage of students completing advanced coursework (e.g., Advanced Placement (AP), International Baccalaureate (IB), early-college high schools, or dual enrollment classes; Distribution of teachers by performance level on the LEA's teacher evaluation system

As described earlier, the work of NCS is rooted in research on best practices in leadership development; characteristics of effective instructional leadership; and the determinants of high school graduation, college readiness and college success. This research provides a clear direction for the evaluation. A key objective of NCS is to improve the instructional leadership and executive management skills of principals and assistant principals and to increase their knowledge of what matters most in high school graduation and college enrollment. Principals and assistant principals equipped with this knowledge and skill set will be able to lead to improvements in the core organizational elements of schools that are linked to improved student outcomes. Our program evaluation is well integrated with many structures at the NCS, schools and the District to measure our impact on school performance. In addition to summative evaluation tools, we have noted the formative indicators that we will use to judge our programmatic progress and make appropriate adjustments. We expect that the high expectations for tracking schools' progress, set by the Central Office Performance management initiative, and our current experience with District partnership meetings, consistently attended by Area and Center staff and centered on the discussion of school and principal progress will be effective in monitoring the quality of the program delivery and results.

E. References
Bellevue School District
Dr. Amalia Cudeiro
Superintendent
12111 NE 1st Street
Bellevue, WA 98005
Tel: 425-456-4040
Email: cudeiroa@bsd405.org
Dr. Cudeiro was most recently a Senior Partner at Targeted Leadership Consulting (TLC). In that role she provided direct training to NCS principals and instructional leadership teams in effectively implementing the TLC Framework for Powerful Results; and consultation and

coaching to NCS coaches to develop their understanding and practice of the TLC researched based as they worked to support schools in its implementation.

Chicago Public Schools
Terry Mazany
Chief Executive Officer
125 South Clark, 5th Floor
Chicago, IL 60603
Tel: 773.553.1550
Email: tmazany@cps.edu
Mr. Mazany is currently serving as Interim Chief Executive Officer for Chicago Public Schools. He is president and chief executive officer for The Chicago Community Trust (CCT) and on loan to CPS. The CCT has supported the NCS' work since 2008. The NCS team has met with Mr. Mazany in his CPS role and he supports our model for high school improvement.

Chicago Public Schools
Sean Stalling
Chief Area Officer, Area 21
54 North Hermitage
Chicago, IL 60612
Tel: 773-534-0721
Email: sestalling@cps.k12.il.us
Mr. Stalling provides leadership and supervision to CPS Area 21, comprising 11 high schools. In his former role as Principal at Manley Career Academy High School, Mr. Stalling was a participating Principal in the Network for College Success. When he assumed the role of Chief Area Officer in 2009, he intentionally partnered with NCS to provide research/data, professional development and coaching to Area 21 principals, assistant principals, instructional leadership teams, grade level and postsecondary teams.

Chicago Public Schools
Michael Durr
Principal
John Hope College Prep High School
5515 South Lowe
Chicago, IL 60621
Tel: 773-535-3160
Email: mwdurr@cps.k12.il.us

Chicago Public Schools
Jim Schwartz
Principal
Al Raby School for Community and Environment
3545 West Fulton
Chicago, IL 60624

Tel: 773-534-6755
Email: jtschwartz@cps.k12.il.us

Both Mr. Durr and Mr. Schwartz have been participating Principals in the Network for College Success, since 2007 and 2009 respectively. Both Principals and their schools receive the following network supports: principal, on-track coordinator, and postsecondary team coaching; instructional leadership team training and coaching; professional networks, including principals, assistant principals, on track to graduation and postsecondary.

Consortium for Educational Change
Dr. Allan Alson
Senior Consultant
530 East 22nd Street
Lombard, IL 60148
Tel: 773-807-4049
Email: allan.alson@cecillinois.org
Dr. Alson works with CEC on school and district transformations. Dr. Alson most recently served as Senior Fellow for the Bill and Melinda Gates Foundation with responsibility for the Chicago Public Schools' High School Transformation Project. NCS worked closely with Dr. Alson during his tenure at CPS around instructional leadership improvement, both at the school and district level. Prior to CPS he was superintendent of Evanston Township High School (ETHS). While superintendent, the achievement gap at ETHS narrowed, most notably in mathematics and college attendance rates for students of color. Dr. Alson has served on the NCS Advisory Committee since 2006, providing consultation and critical guidance for our work.

Michigan City Area Schools
Dr. Barbara Eason-Watkins
Superintendent
408 South Carroll Avenue
Michigan City, IN 46360
Tel: 219-873-2000
Email: bewatkins@mcas.k12.in.us
In her former role as Chief Education Officer for the Chicago Public Schools, Dr. Eason-Watkins was a strong advocate for the NCS work in support of high schools. In 2009, she supported the formation of a new Area of high schools comprising existing NCS schools to form an intentional professional community around the key levers for change that NCS Principals and schools had been working to improve.

U. S. Department of Education
Greg Darnieder
Special Assistant to the Secretary on College Access
United States Department of Education
400 Maryland Avenue, SW
Washington, D.D. 20202

Tel: 202-401-1367
Email: greg.darnieder@ed.gov
Mr. Darnieder was formerly the Director of the Department of College and Career Preparation with the Chicago Public Schools, a department consisting of the Department of Postsecondary Education and Student Development and the Department of Education To Careers. While at CPS, Mr. Darnieder worked closely with the NCS team to coordinate and align supports for high schools. He served on the NCS Advisory Committee, playing a significant role in helping us develop our strategy for leadership development and postsecondary programming.

F. Contractor's Qualifications
F 1. A description of the contractor's organization

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The purpose of the School of Social Service Administration is to improve the quality of life of vulnerable individuals, families, groups, and communities through education, scholarship, and service. The School of Social Service Administration's (SSA) historic strengths and ground-breaking programs are critical components in the social development of children and adolescents and the development of effective schools, classrooms, and community programs. SSA joined the University of Chicago in 1920. SSA works to establish the connections between the social and behavioral sciences, research, and the real world of policy and practice.

SSA is home to top national scholars on public school reform, including Melissa Roderick[36], the Principal Investigator on this project, and Charles Payne[37], author of *So Much Reform, So Little Change: The Persistence of Failure in Urban Schools* (Harvard Education Publishing Group, 2008).

The Network for College Success

NCS is a project of the School of Social Service Administration at the University of Chicago. It builds upon twenty years of research on Chicago school reform of the Consortium for Chicago School Research. Over the past four years, we have sought to bring research to life in practice though our partnerships with Chicago public high schools. Our goal is to help create neighborhood high schools that truly work, graduating all students and providing all students with the skills to succeed in college or work.

NCS is an unusual organization: a public-private partnership fostering a true research-practice dialogue with ambitious goals of improving the life chances of poor, underserved students through high-quality education. It brings together cutting-edge research and data with practitioners who have proven their ability to lead successful schools. Our methods focus on adult capacity-building, sharing leadership, and the strategic use of data.

F 2. The qualifications and experience of the contractor and staff and any staff assigned to the contract in performing work of a similar nature

Melissa Roderick, Principal Investigator. PhD (Public Policy). Hermon Dunlap Smith Professor at SSA, Co-Director of CCSR, Co-Founder and Co-Director of NCS. Roderick, a nationally renowned researcher on high schools, has studied adolescents and education for fifteen years

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[36] http://www.ssa.uchicago.edu/faculty/m-roderick.shtml

[37] http://www.ssa.uchicago.edu/faculty/cmpayne.shtml

using quantitative and qualitative methods. Roderick will oversee the project and continue to study the key indicators that schools can use to improve their work.

Mary Ann Pitcher, M.Ed. Director of NCS. Pitcher is a former teacher, teacher leader of a small public school within a school, and principal of a successful charter high school. She has experience coaching principals and other school leaders, facilitating high-functioning teams, and leading professional development. She will manage the project.

Camille Farrington, PhD (Education). Farrington is a former teacher and teacher leader in a successful charter high school. She is a professor of education specializing in high school reform, student assessment, and academic rigor. She will be involved in the day-to-day work with district and school(s).

Sarah Howard, M.Ed. Howard is a former teacher and principal of a successful charter high school. She has experience coaching principals and other school leaders, facilitating high-functioning teams, and leading professional development. She will be involved in the day-to-day work with district and school(s).

Yolanda Knight, M.Ed. Knight is a former teacher and has worked in nonprofits and philanthropy. She will support the day-to-day work with district and school(s).

Jacquelyn Lemon, M.Ed. Lemon is a former teacher and successful principal of both public and contract high schools. She has experience coaching principals and other school leaders, facilitating high-functioning teams, and leading professional development. She will be involved in the day-to-day work with district and school(s).

Rito Martinez, M.Ed. Martinez is a former Golden Apple Award teacher and principal of a successful public high school. He has experience coaching principals and other school leaders, facilitating high-functioning teams, and leading professional development. He will be involved in the day-to-day work with district and school(s).

Elizabeth Monge-Pacheco, M.Ed. (pending). Monge is a former college counselor of a successful charter high school with the top college enrollment of any nonselective school in Chicago. She has experience coaching postsecondary teams and team leaders and leading professional development. She will be involved in the day-to-day work with district and school(s).

Krystal Muldrow, M.Ed. Muldrow is a former teacher and principal of a successful school. She has experience coaching principals and other school leaders, facilitating high-functioning teams, and leading professional development. She will be involved in the day-to-day work with district and school(s).

Sandra Ortigoza, BA. Ortigoza is an experienced business, project, and office manager. She will support the project.

F 3. A list of all contracts including contract numbers that the contractor has had with ISBE during the past five years

40074	Pilot Enrichment Program	RICHARDSON, DUEL	ISBE
36958	Pilot Enrichment Program	HAWKINS, LARRY	ISBE 08-3999-65-108-8210-00
34497	Pilot Enrichment Program: Minority Transition Program	HAWKINS, LARRY	ISBE
36790	Illinois Mathematics and Science Partnerships Program	CUDWORTH, KYLE	ISBE 4936-00-65-108-8210-51
34949	Illinois Mathematics and Science Partnerships Program	CUDWORTH, KYLE	ISBE

G. Exceptions to the RFSP

Christopher A. Koch memo to Eligible Bidders dated January 2011:
- The University of Chicago takes exception to the statement: "The Illinois State Board of Education at its sole option may renew a contract for up to four additional years." The University of Chicago must agree to any renewals in writing.

Request for Sealed Proposals, page 3-4:
- The University of Chicago takes exception to the statement: "All contractual terms must align with the SIG 1003(g), and all Lead Partners must implement their services in accordance with the LEA's approved grant agreements." The University of Chicago cannot agree to contractual terms, requirements, and grant agreements which it has not yet had the opportunity to review.

Request for Sealed Proposals, page 5:
- The University of Chicago takes exception to the statement: "Lead Partner applicants are advised that additional criteria may be added to the list by ED or ISBE as necessary." The University of Chicago cannot agree to programmatic requirements which it has not yet had the opportunity to review.

Request for Sealed Proposals, page 10:
- The University of Chicago takes exception to the Compliance with the Information Technology Accessibility Act, in its entirety. As it is a private organization, The University of Chicago is not subject to the requirements of the IITAA.

Request for Sealed Proposals, page 11:
- The University of Chicago takes exception to the inclusion of the following phrase in the fourth paragraph of the Responsible Bidder section: "and must provide proof upon

request." The University of Chicago cannot agree to provide proof of sufficient financial resources without information from the State regarding what would be required as proof.

Request for Sealed Proposals, page 14:

- The University of Chicago takes exception to the statement in Exceptions to the RFSP section: "Failure to resolve exceptions to the contractual terms within three (3) business days from ISBE's first contact with the bidder regarding the exceptions may preclude ISBE's further consideration of the bidder's proposal. " The University of Chicago does not place restrictions on periods of discussion or negotiation with funding sponsors, but does expect discussions and negotiations to occur in good faith and in a timely manner.

Request for Sealed Proposals, page 18:

- The University of Chicago takes exception to the inclusion of the following definition in the 1. Definitions section: "'Confidential Information' is defined in Section 8 below."
- The University of Chicago takes exception to the inclusion of the following definition in the 1. Definitions section: "'Custom Work Product' is defined in Section 7 below."
- The University of Chicago takes exception to the inclusion of the following definition in the 1. Definitions section: "'Embedded Software' is defined in Section 7 below."

Request for Sealed Proposals, page 19:

- The University of Chicago takes exception to the inclusion of the following sentence in the 5. Designation of Subcontractors section: "ISBE must have a copy of each subcontract the contractor has listed on their proposal within twenty (20) days of execution of the contract between ISBE and Contractor." The University of Chicago engages in a risk assessment process and negotiations with each of its subcontractors, which may not be finalized within twenty (20) days of execution of the contract between ISBE and The University of Chicago. This sentence contradicts the sentence further on in the 5. Designation of Subcontractors section: "A copy of each subcontract issued pursuant to the Contract shall be provided to the State Purchasing Officer or Chief Procurement Officer within 20 days after the execution of the Contract or after execution of the subcontract, whichever is later."
- The University of Chicago takes exception to the inclusion of the following language in the 5. Designation of Subcontractor section: "and any other persons performing portions of the Services, or claiming by, through, or under the Contractor, and shall be responsible to ISBE for any damages, losses, costs, or expenses resulting from such acts or omissions. Each subcontract agreement for a portion of the Services is hereby assigned by the Contractor to ISBE provided that the assignment is effective only after termination of this Agreement by ISBE by reason of a Contractor Default, and only for those subcontract agreements which ISBE accepts by notifying the subcontractor in writing. The Contractor shall execute and deliver to ISBE any instruments reasonably required by ISBE to confirm and evidence any of the preceding contingent assignments." The University of Chicago takes responsibility for those acting in their capacity as employees of The University of Chicago. The University of Chicago will not accept responsibility for persons only claiming to be performing services on behalf of The University of Chicago. The University of Chicago will not assign its subcontracts to ISBE.

In the event of Contract Default by The University of Chicago, ISBE would have the option to set up a separate agreement with The University of Chicago's subcontractor.

Request for Sealed Proposals, page 20:

- The University of Chicago takes exception to the 7. Rights to Work Product section, in its entirety. In furtherance of its mission to produce and disseminate knowledge, The University of Chicago retains ownership in and to the intellectual property it creates. In the event The University of Chicago must provide ISBE access to software or work product to meet its obligations under a contract arising from this RFSP response, the parties may execute a mutually-agreeable license agreement.

Request for Sealed Proposals, pages 20-21:

- The University of Chicago takes exception to subsections (a) and (b), in their entirety, of the 8. Confidential Information section. These subsections are not relevant to the Services to be performed by The University of Chicago.

Request for Sealed Proposals, page 21:

- The University of Chicago takes exception to the following phrase in the first paragraph of the 9. Correction of Deficient Services section: "at its earliest opportunity and its sole cost and expense." The University of Chicago agrees to correct defective Services, but may only do so as to not disrupt ongoing Services or other obligations.
- The University of Chicago takes exception to the second paragraph of the 9. Correction of Deficient Services section, in its entirety. The University of Chicago will not be creating Custom Work Product under a contract arising from this RFSP response.
- The University of Chicago takes exception to the first sentence of subsection (a) of the 10. Default and Termination section and requests the following alternative language: "Either party may terminate this Agreement upon 30 days written notice to the other party." The University of Chicago must also reserve the right to terminate any contract arising from this RFSP response.

Request for Sealed Proposals, page 22:

- The University of Chicago takes exception to subsection (b)5 of the 10. Default and Termination section and requests the following alternative language: "The material breach of any representation, certification, or warranty made by the Contractor herein or Contractor's failure to comply with any other provision of this Agreement; or,." Non-material breach is not sufficient for ISBE to declare The University of Chicago in default.
- The University of Chicago takes exception to subsection (d) of the 10. Default and Termination section, in its entirety. The University of Chicago will comply with court orders regarding legal and equitable remedies, but will not agree to enumerate damages in advance of the existence of a contract between the parties.
- The University of Chicago takes exception to the 11. Indemnification section, in its entirety, and requests the following alternative language: "Each party shall be responsible for its negligent acts or omissions and the negligent acts or omissions of its officers, directors and employees to the extent allowed by law." The University of Chicago will be responsible for its negligence or malfeasance, but will not indemnify the State for claims arising out of Services properly performed under contract.

Request for Sealed Proposals, page 23:

- The University of Chicago takes exception to the first paragraph of the 12. Insurance section and requests the following alternative language: "Insurance (for non-governmental entities only). The Contractors shall maintain insurance policies in sufficient amounts or a program of self-insurance. Such policies shall include the following:." The University of Chicago is self-insured.
- The University of Chicago takes exception to subsection (a) of the 12. Insurance section and requests the following alternative language: "A broad form Commercial General Liability Insurance Policy. The Commercial General Liability Policy must be written with a combined singled limit of liability of not less than $1,000,000 for each occurrence of bodily injury and/or property damage and an annual aggregate of liability of not less than $1,000,000 for bodily injury and/or property damage." The University of Chicago will document self-insurance coverage for general commercial liability during the term of any contract arising out of this RFSP response. Completed Operations and Products Liability insurance is not applicable to the Services that would be performed by The University of Chicago under a contract arising from this RFSP response.
- The University of Chicago takes exception to subsection (b) of the 12. Insurance section, in its entirety. Comprehensive Automobile Insurance is not applicable to the Services that would be performed by The University of Chicago under a contract arising from this RFSP response.
- The University of Chicago takes exception to subsection (d) of the 12. Insurance section, in its entirety. Professional Liability Insurance would not be applicable to the Services that would be performed by The University of Chicago under a contract arising from this RFSP response.
- The University of Chicago takes exception to the last paragraph of the 12. Insurance section and requests the following alternative language: "Upon execution of this Agreement, Contractor shall provide copies of certificates of insurance evidencing the coverage described in this Section. Unless otherwise agreed to in writing by ISBE, the Contractor shall cause all of its subcontractors to purchase and maintain insurance coverages identical to those required of the Contractor hereunder." It is not standard practice for The University of Chicago to add a funding sponsor as an additional insured of its self-insurance. State of Illinois regulations prevent The University of Chicago from including 30-day change notice requirements on its insurance certificates. The University of Chicago is solely responsible for providing such notice to ISBE.
- The University of Chicago takes exception to the following language in subsection (a) of the 13. Key Persons section: "(and the Contractor will remove)." The University of Chicago is an independent contractor, and thus manages its own personnel.

Request for Sealed Proposals, page 24:
- The University of Chicago takes exception to the third sentence of the 16. Compliance with Laws section. The effect of new Laws upon the Services to be performed under a contract arising from this RFSP response is the responsibility of all parties. The University of Chicago will remain in compliance with current Laws, as directed by its own attorneys.

Request for Sealed Proposals, page 25:

- The University of Chicago takes exception to the 23. Background Check section and requests the following alternative language: "ISBE may require the Contractor to conduct name based criminal history background checks or driver history background checks of any of Contractor's officers, employees or agents assigned to perform work under this Agreement. ISBE retains the right to terminate this contract in the event background checks reveal irregularities." The University of Chicago is an independent contractor, and thus manages its own personnel.
- The University of Chicago takes exception to the 24. Ethics Training section, in its entirety. This requirement is not applicable to The University of Chicago, as The University of Chicago is not a, officer, member or employee of ISBE.
- The University of Chicago takes exception to the 25. Anti-Trust Assignment section, in its entirety. The University of Chicago will not waive its legal rights.

Attachment 1, Standard Certifications for Bidders and Subcontractors, page 26:
- The University of Chicago takes exception to the following language in the 1. Introduction section: "The State may void the contract, and,." The University of Chicago accepts termination of the contract in the event it falls out of compliance, but will not agree that the agreement is void.

Attachment 5, Vendor's Federal Taxpayer Identification Number Legal Status Disclosure Certifications and Contract Addendum, page 40:
- The University of Chicago takes exception to subsection (dd) in its entirety. The University of Chicago will not provide supplies to or purchase equipment for ISBE in the performance of Services under a contract arising from this RFSP response. The University of Chicago is an independent contractor, and thus manages its own personnel.
- The University of Chicago takes exception to subsection (ee) in its entirety. This subsection is inconsistent and redundant with the 11. Indemnification section of the Request for Sealed Proposals, page 22.
- The University of Chicago takes exception to the ENTIRE CONTRACT section in its entirety. The parties are not executing a contract by The University of Chicago's RFSP response.

Attachment 8, Federal Funding Certifications and Assurances, page 43:
- The University of Chicago takes exception to the third sentence of the 2. Subcontracts section. The University of Chicago requires that subcontractors be responsible for their own acts or omissions.

Attachment 8, Federal Funding Certifications and Assurances, page 45:
- The University of Chicago takes exception to the 5. Cost Principles section and requests the following alternative language: "The cost principles of this Contract are governed by the cost principles found in OMB Circulars A-110 and A-21, as amended." The University of Chicago is subject to cost principles for Educational Institutions receiving federal grants.

Attachment 8, Federal Funding Certifications and Assurances, page 46:

- The University of Chicago takes exception to the 14. Exhibits and Amendments section. As the parties are not executing a contract by The University of Chicago's RFSP response, the University has removed the capitalization of the term "contract."

Attachment 9, American Recovery and Reinvestment Act (ARRA) Certifications, page 50:

- The University of Chicago takes exception to (m) DBE Requirements section and requests the following alternative language: "The Vendor shall comply with all applicable federal Disadvantaged Business Enterprise (DBE) requirements related to DBE programs." State of Illinois BEP requirements are not dictated by ARRA, and The University of Chicago is not subject to State of Illinois BEP requirements.

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APPENDICES

APPENDIX A: LIST OF NETWORK FOR COLLEGE SUCCESS SCHOOLS

APPENDIX B: NCS TRANSFORMATION TEAM POSITION DESCRIPTIONS

APPENDIX C: AUDIT TOOLS
1. NCS School Leadership Competencies
2. CPS Principal Competencies
3. Targeted Leadership Framework and Phase Charts
4. NCS Transition Success Team Rubric
5. NCS Postsecondary Rubric
6. NCS Instructional Leadership Team Rubric
7. Practice Based Inquiry Visit
8. Consortium on Chicago School Research Sample On-Track Report

APPENDIX D: PIPELINE PROJECT 3.0

APPENDIX E: NCS TRANSFORMATION TEAM ONE-PAGE RESUMES

APPENDIX A: LIST OF NETWORK FOR COLLEGE SUCCESS SCHOOLS

Network for College Success Schools
2009-2011

School	Principal
Crane Tech Prep High School	Richard Smith
Dyett High School	Robert McMiller
Kenwood Academy High School	Elizabeth Kirby
Hancock College Preparatory High School	Pam Glynn
John Hope College Prep High School	Michael Durr,
Manley Career Academy High School	James Walton
Al Raby School for Community and Education	James Schwartz
TEAM Englewood	Peggy Korellis-Byrd
Von Steuben Metropolitan Science Center	Pedro Alonso
Wells Community Academy High School	Ernesto Matias
Westinghouse High School	Janice Jackson

APPENDIX B: NCS TRANSFORMATION TEAM POSITION DESCRIPTIONS

Position: **Transformation Leader (.60 FTE)**
Location: **60% school based**
Position Period: **52 Week**
Reports to: **Transformation Manager**

Purpose of Position:
The Transformation Leader is dedicated to supervising and supporting the successful implementation of the school improvement plan with the principal. The Transformation Leader will work directly with school leadership to build coherence and effectiveness of all school programming and supports. The Transformation Leader will coordinate and supervise Network school-based staff and oversee project management. With a focus on building capacity of school leadership at every level, the Transformation Leader will support the development of systems, structures and human capital to ensure sustainability of school improvement efforts.

Responsibilities:
- Work in partnership with principal and school leadership team to effectively implement the school improvement plan
- Oversee project management of the plan and create systems for accountability to ensure effective implementation and completion of all aspects of the plan
- Examine data with the principal and the leadership team to monitor progress against the school improvement plan, evaluate the efficacy of strategies, and adjust and re-allocate resources where needed
- Provide executive coaching to school principal and continuously develop the skills of the principal and leadership team in classroom observation, coaching and feedback
- Support the principal to effectively implement the new district teacher evaluation system
- Support the Principal and the school leadership team in navigating the politics of the community and the CPS Office of School Improvement to ensure successful implementation of the school improvement plan
- Work with the Chief Area Officer to ensure coherence and alignment to district goals
- Coordinate and supervise school-based Network staff and supports
- Collaborate with Network staff to design and facilitate professional learning for principals, assistant principals and instructional leadership teams and their participation in cross-school communities of practice and ongoing professional learning

Required Qualifications:
- Masters Degree in Education or other relevant field
- Principal experience; Type 75 certification strongly desired
- A minimum of 10 years of highly successful related experience including school improvement success
- Strong background in curriculum and instruction, particularly instructional improvement and teacher professional development
- Demonstrated commitment to continuous adult learning
- Deep knowledge of research-based teaching and learning best practices

- Experience mentoring or coaching
- Strong group facilitation skills; Critical Friends Group training a plus.
- Expertise in successful transition of high school students to college
- Excellent data-gathering, problem-solving, and consensus-building skills
- A relentless commitment to social justice and public school reform
- Ability to effectively collaborate and communicate with colleagues, school participants and partners
- Demonstrated ability to lead and cultivate relationships with a diverse group of constituents including principals, faculty, students, teachers, foundations, community and parent groups
- Commitment to ongoing self-reflection, professional learning and growth
- Demonstrated ability to develop and lead teams through complex situations
- Excellent organizational and project management skills
- Ability to integrate technology and effectively utilize technology for personal/professional productivity
- Ability to respond with flexibility to demands and requirements of the project and to effectively prioritize multiple tasks and meet deadlines
- Capable of exercising sound judgment, tact, courteousness, reliability and employing sound and ethical decision-making skills
- Outstanding written and verbal communication skills
- Knowledge of word processing, presentation and spreadsheet software

Position: **Social and Academic Supports Facilitator (1.0 FTE)**
Location: **100% School Based**
Position Period: **52 Week**
Reports to: **Transformation Leader**

Purpose of Position:
The Social and Academic Supports Facilitator will support the development of a comprehensive school team dedicated to identifying and meeting the social, emotional and academic needs of all students. The Facilitator will coordinate appropriate school personnel (the dean, case manager, counselors, social workers, and representative teachers) to form a high functioning team that will lead the creation of a climate and culture in which all students are safe, and supported in reaching their full academic potential.

Responsibilities:
- Support the development of a high performing social and academic support team to align student social and academic supports to a school wide vision for high achievement
- Assist the team to effectively create and implement a comprehensive Response to Intervention framework
- Provide guidance and leadership to the team to develop systems and structures for all tiers of support, including extended learning opportunities and create and maintain partnerships with external organizations.
- Co-conduct with the team a comprehensive needs assessment and a related assessment of all existing interventions and their effectiveness
- Build capacity of the team and its leadership to promote collaborative, data based decision making, including monitoring for all interventions, and set up systems and structures to support data use
- Support the implementation of a restorative justice-based system for promoting positive behavior, student responsibility and decision making
- Provide on-going professional development to the team on research-based strategies and practices
- Provide guidance to the team to create a comprehensive system, including the development of grade level teams, to keep every student on track to graduation, identify each off-track student, and develop plans to support and monitor student success
- Provide support to the counseling team in developing school wide systematic structures for a college going culture that engages faculty and staff and results in 9-12 postsecondary programming and individualized student plans
- Work closely with the leadership team to design and facilitate professional development to increase teacher understanding of student struggles and enhance their ability to respond effectively to social and emotional challenges students face
- Collaborate with Community Schools Facilitator to involve and engage families in all aspects of school program
- Ensure proactive responses with regard to data analysis
- Create positive relationships with teachers and administrators
- Communicate effectively with all members of the school community

- React to change productively and handle other tasks as assigned
- Work in tandem with Transformation Leader and the Curriculum, Instruction, and Assessment Facilitator to ensure coherent implementation of school improvement plan

Required Qualifications:
- Masters degree in social work, school counseling or related field
- Type 73 certificate preferred
- A minimum of 5 years professional experience is the field
- Strong group facilitation skills; Critical Friends Group training a plus
- Demonstrated knowledge of high school guidance and college counseling
- Demonstrated commitment to continuous adult learning
- Excellent data-gathering, problem-solving, and consensus-building skills
- A relentless commitment to social justice and public school reform
- Ability to effectively collaborate and communicate with colleagues, school participants and partners, students and families
- Demonstrated ability to lead and cultivate relationships with a diverse group of constituents including principals, faculty, students, teachers, community and parent groups
- Commitment to ongoing self-reflection, professional learning and growth
- Demonstrated ability to develop and lead teams through complex situations
- Excellent organizational and project management skills
- Ability to integrate technology and effectively utilize technology for personal/professional productivity
- Ability to respond with flexibility to demands and requirements of the project and to effectively prioritize multiple tasks and meet deadlines
- Capable of exercising sound judgment, tact, courteousness, reliability and employing sound and ethical decision-making skills
- Outstanding written and verbal communication skills
- Knowledge of word processing, presentation and spreadsheet software

Position: **Curriculum, Instruction & Assessment Facilitator (1.0 FTE)**
Location: **100% School Based**
Position Period: **52 Week**
Reports to: **Transformation Leader**

Purpose of Position:
The Curriculum, Instruction & Assessment (CIA) Facilitator will lead all school-based instructional personnel in the development, implementation and monitoring of a coherent and comprehensive program to improve teaching and learning school wide. The CIA Facilitator will build the capacity of school instructional leaders to drive instructional improvement and increased student achievement through continuous modeling, demonstration, and leadership coaching.

Responsibilities:
- Provide coaching and consultation to the instructional leadership team (ILT) to improve student learning through a shared leadership framework and effectively implement the school improvement plan
- Build the capacity of the ILT to promote collaborative, data based decision making, and build systems and structures for reflection and continuous improvement
- Provide coaching and/or co-facilitation to teacher collaboration teams to ensure the alignment of work of the ILT
- Lead school-based instructional coaches in developing and implementing a framework, skills and strategies for instructional improvement school-wide
- Communicate and demonstrate research-based instructional practices that engage all students and result in increased student performance
- Ensure effective implementation of chosen curriculum
- Work with school leadership, the ILT and instructional coaches to facilitate the intellectual and professional development of teachers
- Develop a school climate focused on collaborative professional learning which maximizes research-based instructional strategies that engage all students
- Actively promote data use and analysis to improve instruction
- Create positive relationships with teachers and administrators
- Communicate effectively with all members of the school community
- React to change productively and handle other tasks as assigned

Required Qualifications:
- Masters degree in curriculum and instruction or related field
- Teacher certification; National Board Certification highly desired
- 8 years minimum plus classroom, coaching or related experience
- Instructional leadership experience at the high school level
- Demonstrated experience and proficiency in research-based instructional practices
- Highly successful experience in curriculum development and teacher professional learning
- Strong group facilitation skills; Critical Friends Group training a plus

- Demonstrated commitment to continuous adult learning
- Demonstrated knowledge of and experience in supporting teachers to effectively design and implement the "Understanding by Design" framework
- Deep knowledge of standards-based assessment and ability to lead teachers in using standards to drive instruction and assessment
- Excellent data-gathering, problem-solving, and consensus-building skills
- A relentless commitment to social justice and public school reform
- Ability to effectively collaborate and communicate with colleagues, school participants and partners
- Demonstrated ability to lead and cultivate relationships with a diverse group of constituents including principals, faculty, students, teachers, community and parent groups
- Commitment to ongoing self-reflection, professional learning and growth
- Demonstrated ability to develop and lead teams through complex situations
- Excellent organizational and project management skills
- Ability to integrate technology and effectively utilize technology for personal/professional productivity
- Ability to respond with flexibility to demands and requirements of the project and to effectively prioritize multiple tasks and meet deadlines
- Capable of exercising sound judgment, tact, courteousness, reliability and employing sound and ethical decision-making skills
- Outstanding written and verbal communication skills
- Knowledge of word processing, presentation and spreadsheet software

Position: **Curriculum, Instruction, & Assessment Director (.20 FTE)**
Location: **Network position; school based as needed**
Position Period: **52 Week**
Reports to: **Transformation Manager**

Purpose of Position:
The Curriculum, Instruction, & Assessment (CIA) Director directs the ongoing development of the NCS Instructional Model and oversees its implementation in schools. The CIA Director will provide research-based expertise to the CIA Facilitator in the school. Bringing the University of Chicago and Consortium on Chicago School Research resources to bear, the CIA Director supports the CIA Facilitator to implement a school-wide plan for instructional improvement to foster deep engagement in learning and substantially increase student achievement. The CIA Director works with the CIA Facilitator and Transformation Leader to ensure the fidelity of implementation of the NCS Instructional Model and the quality of supports and professional development provided to teachers in the school.

Responsibilities:
- Work in partnership with the Transformation Leader, CIA Director, and Instructional Leadership Team (ILT) to oversee implementation of a comprehensive plan for instructional improvement based on the NCS Instructional Model
- Provide expertise and current research from the University of Chicago, Consortium on Chicago School Research, and other reputable sources that can directly inform the instructional work of the school, and make such research accessible and helpful to teachers and instructional leaders
- Assist the CIA Facilitator in presenting or otherwise communicating relevant research on curriculum, instruction, and assessment to school staff
- Support the CIA Facilitator to direct the work of teachers in aligning curricula with Common Core and College Readiness Standards and using standards-based instructional goals to plan instruction and assess student learning
- Support the CIA Facilitator in planning ongoing, job-embedded professional development for teachers based on the CCSR Model of 5 Dimensions of Rigorous Instruction, and providing differentiated supports for staff based on their needs and skills in curriculum, instruction, and assessment and the needs of their students
- With the Transformation Leader, regularly monitor and evaluate implementation of the instructional plan and work with the CIA Facilitator to make necessary adjustments

Required Qualifications:
- Doctoral degree in Education or other relevant field
- Deep understanding of research related to teaching and learning and its application to instructional practice in high schools
- Experience conducting research and a commitment to applied, place-based research that responds to the needs of schools
- Strong background and extensive experience in curriculum, instruction, and assessment, particularly instructional improvement and teacher professional development

- A minimum of 10 years of successful experience teaching in a high school setting; National Board Certification highly desired
- Deep understanding of standards-based instruction and assessment and proven ability to lead teachers in using standards to drive instruction and assessment
- Demonstrated ability to make research-based instructional models understandable, accessible, and useful to teachers and other school personnel in improving practice
- Demonstrated commitment to continuous adult learning
- Excellent data-gathering, problem-solving, and consensus-building skills
- Ability to effectively collaborate and communicate with colleagues, school leaders, teachers, and other partners
- Capable of exercising sound judgment, tact, courtesy, reliability, and making sound and ethical decisions
- A relentless commitment to social justice and public school reform in Chicago
- Demonstrated ability to lead and cultivate relationships with a diverse group of constituents including principals, teachers, students, community and parent groups
- Commitment to ongoing self-reflection, professional learning and growth
- Outstanding written and verbal communication skills

Position: **Project Manager (1.0 FTE)**
Location: **100% School Based**
Position Period: **52 Week**
Reports to: **Transformation Leader**

Purpose of Position:
The Project Manager will be responsible for developing and monitoring a project plan that ensures the successful implementation of the school's improvement plan. Working directly with the Transformation Leader and Principal, the Project Manager will coordinate the implementation, execution, monitoring, quality and completion of all aspects of the plan, ensuring consistency and coherence with the school's vision, strategy and goals.

Responsibilities:
- Define project scope, goals and deliverables that support successful implementation of the school improvement plan in collaboration with Transformation Leader and Principal
- Monitor and manage the project schedule to ensure work is completed on time, within budget, making necessary adjustments and directing project resources accordingly
- Define, collect and monitor implementation metrics
- Identify, track, manage and resolve project issues
- Proactively disseminate project information to all stakeholders
- Identify, manage and mitigate project risk
- Provide expertise in best practices related to project management, resource allocation, problem solving, human resource and process development
- Work cooperatively with Transformation Leader, Principal and all stakeholders to create sustainable infrastructures and practices that are embedded in practice and institutionalized at every level of the organization

Required Qualifications:
- Bachelor's degree from an accredited college/university; advanced degree preferred
- Qualification in Project Management or equivalent
- Strong Project Management background, experience and proficiency in project management techniques and tools
- Demonstrated commitment to outcome-based accountability and data based decision making
- Outstanding organizational and management skills
- Proven experience in people and change management
- Strong service and support orientation toward schools and school communities
- Excellent data-gathering, problem-solving, and consensus-building skills
- Ability to work productively and collaboratively in a team environment
- Ability to effectively communicate with colleagues, school participants and partners
- A relentless commitment to social justice and public school reform
- Commitment to ongoing self-reflection, professional learning and growth
- Ability to integrate technology and effectively utilize technology for personal/professional productivity

- Ability to respond with flexibility to demands and requirements of the project and to effectively prioritize multiple tasks and meet deadlines
- Capable of exercising sound judgment, tact, courteousness, reliability and employing sound and ethical decision-making skills
- Outstanding written and verbal communication skills
- Knowledge of word processing, presentation and spreadsheet software

Preferred Qualifications:
- Experience in a high school environment

Position: **Data Strategist (1.0 FTE)**
Location: **100% School Based**
Position Period: **52 Week**
Reports to: **Transformation Leader**

Purpose of Position:
The Data Strategist will focus data collection, analysis and dissemination on conveying information to school administrators and staff to support strategic evaluation and decision making that actively supports the school's improvement efforts. In addition to coordinating, aggregating and presenting real time data at the school site, the Data Strategist will work with the Consortium on Chicago School Research to conduct detailed analyses and generate school-level reports on trends and findings for key student achievement outcomes.

Responsibilities:
- Develop and/or refine systems and processes for data aggregation, analysis and presentation
- Create systematic calendar and routines for data aggregation, analysis and presentation
- Obtain necessary training in all CPS data systems
- Conduct statistical analysis of large scale databases using SAS
- Create graphs and visualizations to support analysis
- Support automation of data/reports
- Educate school staff on systems, tools and expectations
- Proactively disseminate and effectively communicate data to all stakeholders
- Assist in analyses and development of individual school reports from the Consortium on Chicago School Research and communication of analysis to school
- Participate in the development of school wide data collection, analysis and dissemination policies and practices to ensure ongoing, embedded use of data
- Work cooperatively with Transformation Leader, Principal and all stakeholders to create sustainable infrastructures and practices that are embedded in practice and institutionalized at every level of the organization

Required Qualifications:
- Bachelor's degree in education, policy studies or related social science discipline with interest in education
- Experience conducting data analysis and developing visual displays of quantitative information
- Demonstrated commitment to outcome-based accountability and data based decision making and continuous adult learning as drivers of improved student outcomes
- Excellent data-gathering, problem-solving, and consensus-building skills
- Exceptional organizational skills and attention to detail
- Strong communication skills
- Strong service and support orientation toward schools and school communities
- A relentless commitment to social justice and public school reform in Chicago

- Ability to effectively collaborate and communicate with colleagues, school participants and partners
- Commitment to ongoing self-reflection, professional learning and growth
- Ability to integrate technology and effectively utilize technology for personal/professional productivity
- Ability to respond with flexibility to demands and requirements of the project and to effectively prioritize multiple tasks and meet deadlines
- Capable of exercising sound judgment, tact, courteousness, reliability and employing sound decision-making skills

Preferred Qualifications:
Experience in a high school environment

Position: **Transformation Manager (.20 FTE)**
Location: **Network position; school based as needed**
Position Period: **52 Week**
Reports to: **Principal Investigator**

Purpose of Position:
The Transformation Manager will be responsible for effective implementation of NCS's Lead Partner Transformation model. Serving as key liaison to all external partners and supervisor to Network Transformation Leaders, the Transformation Manager will oversee and manage key partnerships and negotiations.

Responsibilities:
- Build relationships and maintain communication with key contacts at CPS Office of School Improvement (OSI) and the Illinois State Board of Education (ISBE)
- Co-develop and monitor memorandums of understanding between the Network for College Success, CPS Office of School Improvement, Area Office, supporting partners, and transformation schools
- Serve as key liaison to ISBE regarding school improvement matters
- Maintain ongoing communication and collaboration with the University of Chicago's School of Social Service Administration as related to ISBE school improvement proposals and grants
- Manage the Lead Partner School Improvement grant and related reporting
- Supervise Transformation Leaders
- Hold regular meetings of all Network Transformation staff to continuously problem solve issues on the ground, make necessary adjustments and refine the model as necessary
- Ensure Network Transformation staff have opportunities for continuous professional learning and growth

Required Qualifications:
- Masters Degree in Education or other relevant field
- A minimum 10 years professional experience in the field
- Demonstrated experience leading and managing successful organizations or projects
- Demonstrated ability to developing and leading teams through complex situations
- Demonstrated ability to lead and cultivate relationships with a diverse group of constituents including principals, faculty, students, teachers, foundations, community and parent groups
- Excellent data-gathering, problem-solving, and consensus-building skills
- A relentless commitment to social justice and public school reform
- Ability to effectively collaborate and communicate with colleagues, school participants and partners
- Commitment to ongoing self-reflection, professional learning and growth
- Excellent organizational and project management skills
- Ability to integrate technology and effectively utilize technology for personal/professional productivity
- Ability to respond with flexibility to demands and requirements of the project and to effectively prioritize multiple tasks and meet deadlines

- Capable of exercising sound judgment, tact, courteousness, reliability and employing sound and ethical decision-making skills
- Outstanding written and verbal communication skills
- Knowledge of word processing, presentation and spreadsheet software

Position: **Knowledge Manager (.5 FTE)**
Location: **Network position; school based as needed**
Position Period: **52 Week**
Reports to: **Transformation Manager**

Purpose of Position:
The Knowledge Manager will be responsible for documenting all aspects of the transformation model to ensure that practices become institutionalized at the school level and also codified for dissemination to schools more broadly (as appropriate).

Responsibilities:
- Observe and document all aspects of implementation of the school improvement plan
- Conduct interviews and focus groups to understand and capture how the Transformation model is impacting and improving student achievement
- Develop methods for documenting best practice, including case studies
- Build partnerships for learning and knowledge sharing
- Help disseminate information about the organization's knowledge about school improvement to both internal and external audiences
- Collaborate with Network staff to inform ongoing design of professional learning for principals, assistant principals and instructional leadership teams
- Collaborate with Network staff to evaluate, refine and codify all components of the Lead Partner Transformation model

Required Qualifications:
- Bachelor's degree from an accredited college/university; advanced degree preferred
- Five years plus experience in the field of education; high school experience preferred
- Qualification in Knowledge Management or equivalent
- Knowledge Management background and proficiency in related techniques and tools
- Ability to get consensus and collaboration across stakeholders
- Outstanding written and verbal communication skills
- Proven experience of effective collaboration and communication with colleagues, school participants and partners
- Ability to effectively explain complex educational practice in layman's language
- Ability to analyze issues and problems systematically, gathering broad and balanced input, drawing sound conclusions and translating conclusions into useful information
- Experience in establishing effective partnerships
- Ability to balance "analysis" with "doing", including production of materials and forums for dissemination
- Strong service and support orientation toward schools and school communities
- Excellent data-gathering, problem-solving, and consensus-building skills
- Ability to work productively and collaboratively in a team environment
- A relentless commitment to social justice and public school reform
- Commitment to ongoing self-reflection, professional learning and growth

- Ability to integrate technology and effectively utilize technology for personal/professional productivity
- Ability to respond with flexibility to demands and requirements of the project and to effectively prioritize multiple tasks and meet deadlines
- Capable of exercising sound judgment, tact, courteousness, reliability and employing sound and ethical decision-making skills

APPENDIX C: AUDIT TOOLS

1. NCS School Leadership Competencies
2. CPS Principal Competencies
3. Targeted Leadership Framework and Phase Charts
4. NCS Success Team Rubric
5. NCS Postsecondary Rubric
6. NCS Instructional Leadership Team Rubric
7. Practice Based Inquiry Visit
8. Consortium on Chicago School Research Sample On-Track Report

1. NCS School Leadership Competencies

STANDARD 1 - Facilitating a Vision of Learning: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- *(Inspirational Leadership)* Demonstrates visionary leadership and articulates a belief system through voice and action that displays energy, commitment, entrepreneurial spirit, values and conviction that all children will learn at high levels, as well as inspiring others with this vision both inside and outside the school building.
- *(Facilitation)* Organizes processes to engage with peers, teachers and all stakeholders to improve student learning and build personalized learning environments that are aligned with the school's vision.
- *(Instructional Vision)* Creates and articulates an effective research-based instructional vision to maximize student learning for racially and culturally diverse students in Illinois schools.

STANDARD 2 - School Culture and Instructional Program: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff's professional growth.

- *(Instructional Program)* Guarantees teaching and learning are the central activities of the school and engages and develops faculty by providing and participating in focused and sustained professional development and systems and processes to ensure effective teaching and learning.
- *(Assessment and Data)* Develops and implements effective processes and meaningful data sources for assessing the quality of classroom instruction and monitoring student outcomes, and uses data effectively to drive change.
- *(School Culture)* Develops an effective school climate and college-going culture for students and families that can be articulated by all that is tangible, palpable, and creates an ethos of safety, cultural relevancy and high expectations for learning.
- *(Professional Learning Community)* Creates a collaborative learning community where teachers feel rewarded, supported, competent and challenged to grow and learn to meet the needs of their students.

STANDARD 3 – Management: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- *(Interpersonal management)* Conducts situational problem-solving and manages adults using theories of leadership and adult development, cultural competency and emotional intelligence.
- *(Accountability)* Ensures both collective accountability for all school outcome measures and individual responsibility for performance, including ability to hire and foster talent and identify and manage poor performance.
- *(Distributed leadership)* Develops leadership potential of individuals and collaborates with staff to delegate responsibility appropriately to create a culture of shared leadership to support school vision, climate and instruction.
- *(Systems)* Develops and maintains systems and processes for all the components of a high functioning school environment, organizing people, programs, and activities to maximize available time, technology, and resources to support teaching and learning, student development and family and community engagement.

STANDARD 4 - Collaboration with Families and Communities: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- *(Valuation)* Ensures that visibility, involvement, and communication with the larger community are priorities by continuously identifying and nurturing relationships with families, valuing family and community as equal partners, using information about their concerns, expectations, and needs, and accessing their expertise to shape the school's vision and program.
- *(Community Schools)* Establishes partnerships with area businesses, institutions of higher education, community groups and nonprofits to strengthen programs and support school goals, and integrates community resources and social services to enhance both common goals and educational goals.

STANDARD 5 - Acting with Integrity, Fairness, and in an Ethical Manner: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

- *(Personal Ethics)* Demonstrates an understanding of self and others, practices self-reflection and self-management skills and demonstrates a personal and professional code of ethics.
- *(Authority)* Uses authority appropriately in ways that treat people fairly, equitably, and with dignity and respect, recognizes and respects the legitimate authority of others, and actively promotes equity for people of different races, religions, cultures, and sexual orientations in all decisions.
- *(Protects Rights)* Demonstrates a thorough understanding of the legal rights and responsibilities in a school setting and maintains an environment that protects the rights and confidentiality of others and expects that all school professionals and others in the school community will demonstrate integrity and exercise ethical behavior.

STANDARD 6 - The Political, Social, Economic, Legal and Cultural Context: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- *(Community)* Is an active presence in the community, builds and maintains intentional relationships with key stakeholders and local school governing bodies, and employs strategic leadership to build community ownership of the school and to effectively navigate the political context in support of student learning.
- *(District)* Builds intentional relationships with key district staff and effectively secures resources to advance and protect the integrity of a coherent and focused school program.
- *(Legal Issues)* Navigates the collective bargaining agreement and fulfills legal and contractual obligations.

2. CPS Principal Competencies

Chicago Public Schools Principal Competencies

Develop and Articulate Belief System through Voice and Actions
- Engage staff, students, parents, local school council and community to work toward developing and implementing a common vision
- Have ability to engage broad representation of school in strategic planning
- Lead by example, exhibiting high ethics and moral leadership and a strong belief that all children can learn, regardless of perceived ability, gender, race, ethnicity, color, sexual orientation, religion, and socio-economic status
- Involve parents and community in supporting and enhancing the instructional programs of the school

Engage and Develop Faculty
- Develop teacher leadership within school
- Support staff development strategically to build internal capacity and capability
- Align staff development with school goals and district priorities
- Establish a community of learners
- Recruit and retain competent teachers and counsel out low performers

Assess the Quality of Classroom Instruction
- Know and have the ability to direct the implementation of successful literacy and mathematic strategies school-wide
- Possess expert knowledge of a range of effective learning theories and practices, with the ability to model practice, and coach and assist teachers to support instructional improvement
- Have an understanding of and ability to lead standards-based instruction
- Be able to use data to improve instruction and student achievement

Facilitate/Motivate Change
- Possess an understanding of the change process both for individuals and for organizations
- Possess a commitment to children and set high expectations for all students
- Be a self-starter and solid problem solver
- Possess strong interpersonal skills and be able to work with a diverse group of people
- Be a reflective learner, consistently assessing his or her own work with an analytical eye in order to continuously grow
- Facilitate shared accountability for results
- Possess the ability to use data in strategic planning, demonstrating the ability to influence people to improve their practice

Balance Management
- Delegate effectively to achieve school objectives
- Manage budget, aligning resources with instructional priorities
- Manage operations to support instruction
- Have ability to analyze, design and implement classroom and school-wide management and safety plans to create a safe, student-centered environment

OPPD
OFFICE OF PRINCIPAL PREPARATION AND DEVELOPMENT

3. Targeted Leadership Framework and Phase Charts

Framework for Achieving Powerful Results

targeted
LEADERSHIP
CONSULTING

Targeted Leadership Consulting
Framework Components

1. Develop shared leadership to build a culture of collaboration to sustain instructional improvement

2. Target an area of instruction to improve teacher practice and student learning

3. Examine student work and data to guide instructional practice and professional learning

4. Build instructional expertise through a targeted professional learning plan

5. Align resources to support instructional practices and improve learning

6. Partner with families and community to sustain learning for all students

targeted
LEADERSHIP
CONSULTING

TARGETED LEADERSHIP FRAMEWORK FOR ACHIEVING POWERFUL RESULTS

Component 1: Develop shared leadership to build a culture of collaboration to sustain instructional improvement

PHASE 1: PLANNING AND INCORPORATING A STRONG CULTURE OF SHARED LEADERSHIP AND COLLABORATION	PHASE 2: IMPLEMENTING STRATEGIES TO BUILD A CULTURE OF SHARED LEADERSHIP AND COLLABORATION	PHASE 3: DEEPENING THE CULTURE OF SHARED LEADERSHIP, WITH POWERFUL INSTRUCTIONAL PRACTICES AND WELL-PREPARED TEACHERS WHO MEET REGULARLY AND LOOK AT STUDENT WORK AND DATA TO ASSESS AND IMPROVE THEIR PRACTICE
Evidence would include: • Selecting and introducing an Instructional Leadership Team (ILT) whose purpose is to represent all staff members and lead the school in improvement of rigorous teaching and learning • Staff participating in the reading of articles and getting clear about the roles and responsibilities of the ILT • Implementing a plan for regular meetings of the ILT • Providing training for the ILT in effective meeting strategies and distributed leadership • Teacher collaboration teams meeting on a regular basis • A collection of team meeting agendas and schedules; these reports are used in school-wide decision-making and are useful and sought out by teachers for planning, reflection, etc. • School leadership discussing what students are capable of in comparison to academic standards • Identifying improvements in instructional practices involving student work and standards • Principal and administrative team receiving training in strategies to promote shared leadership	**Evidence would include:** • Teacher teams are meeting together a minimum of twice a month in relation to developing strategies for implementing the TLC Framework • Teacher Collaboration Teams (TCT) are using structured protocols for reviewing data and Looking at Student Work (LASW) • The ILT meeting regularly and providing strong shared leadership around the implementation of the TLC Framework • Both ILT and Teacher Collaboration Teams are utilizing Effective Team Strategies during their meetings • ILT and Teacher Collaboration Teams are developing a mechanism for reporting to parents the work of the school • Principal meeting regularly with teacher teams and ILT	**Evidence would include:** • Teacher teams meeting regularly for discussion and comparison of student work • Teacher teams meeting regularly to assess their own and their students' performance and adjusting accordingly • Accessing student voice as a part of the shared leadership model • Principal and administrative team working with ILT and parents to regularly review data, LASW findings, and walkthrough data to determine school wide needs

Targeted Leadership Framework for Achieving Powerful Results

Component 2: Target an area of the instructional program to improve learning for all students

PHASE 1: TARGETING AN INSTRUCTIONAL AREA BASED ON AN ASSESSMENT OF STUDENTS' NEEDS	PHASE 2: ALIGNING ALL SCHOOL ACTIVITY TO SUPPORT WORK IN THE TARGETED INSTRUCTIONAL AREA	PHASE 3: DEEPENING THE LEVEL OF RIGOR IN THE TARGETED INSTRUCTIONAL AREA
Evidence would include:	**Evidence would include:**	**Evidence would include:**
• Examining data including student work to target a high impact area of academic need • Reviewing research related to the targeted instructional area chosen • ILT modeling the study group process to deepen their understanding of the targeted instructional area • Visiting school sites with similar targeted areas • All teachers articulating the chosen targeted instructional area • School-wide staff development being planned and implemented around the targeted instructional area • Principal and administrative team actively engaging in the collaborative process of selecting and implementing a targeted instructional area	• A reduction of programs and an increase in alignment with all remaining programs to support targeted instructional area • Administrative team, ILT and staff networking and training in targeted instructional area • The total school environment reflecting the targeted instructional area (classrooms, halls, office, cafeteria, gym, etc.) • Resources realigning to support the targeted instructional area, e.g., more school personnel engaged in instruction in the targeted area • Staff identifying and implementing ways to chart growth using assessment measures that benchmark progress in the targeted instructional area • Students articulating targeted instructional area and demonstrating increased proficiency in the area • Signs, posters, and displays of student work throughout the school promoting the targeted instructional area • Student progress in the targeted instructional area being publicly displayed and communicated • A process for training new and auxiliary staff in the processes and protocols is being developed • Principal and administrative team vigilantly keeping the targeted area at the forefront of the school's work through classroom visits, coaching, modeling, allocation of resources and support	• Practices supporting the targeted instructional area are consistent across all classrooms and sustainable despite staff turnover • Teachers networking around instructional issues and strategies within and across schools • Staff sharing expertise in the identified area with other schools • Staff employing various assessments on a continual basis to check for student progress in targeted instructional area and adapting instructional practice to meet changing needs of various student groups • Students participating on walkthroughs, for example, and conversations regarding the impact of the work done in the targeted instructional area • Parents being active participants in supporting and furthering student progress in the targeted area of instruction • Principal and administrative team being recognized by the staff as having expertise in the targeted instructional area and actively expecting deepening levels of rigor in student work and teacher practice

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TARGETED LEADERSHIP FRAMEWORK FOR ACHIEVING POWERFUL RESULTS

Component 3: Examine student work and data to guide instructional practices and professional learning

PHASE 1: DEVELOPING A PLAN FOR PREPARING TEACHERS FOR EXAMINING STUDENT WORK AND DATA	PHASE 2: IMPLEMENTING PRACTICES FOR EXAMINING STUDENT WORK AND OTHER DATA TO GUIDE INSTRUCTIONAL PRACTICE AND PROFESSIONAL LEARNING	PHASE 3: DEEPENING OUR UNDERSTANDING AND USE OF DATA TO INCREASE STUDENT ACHIEVEMENT
Evidence would include:	Evidence would include:	Evidence would include:
• All staff participating in discussions concerning characteristics of quality assignments • Staff developing a plan to implement Looking at Student Work (LASW) process during weekly common planning time • All staff participating in training in protocols for LASW and Data Review (including standardized, internal, and informal measures); data includes academic as well as other data (i.e. social/emotional) • Teachers including collaboration for Data Review and LASW in the school's professional learning plan • Displaying students' work throughout the school; including exemplars reflecting clear expectations of standard-based work • Principal and ILT leading the staff in setting a few SMART Goals for improving student learning in the Targeted Instructional Area • Principal receiving training in LASW and Data Review protocols and implementing the process with teachers	• Teacher teams meeting a minimum of twice a month using a structured protocol for assessing student work in relation to the school's targeted instructional area and standards • LASW measuring progress toward benchmarks and student performance goals • Changing instructional practices as a result of LASW results • Assignments being reviewed, revised, and supplemented as a result of discussions from LASW sessions • Staff receiving training on analysis and implications of disaggregated data on student achievement • Setting goals and collecting data of SMART progress to be posted for public monitoring • Adopting and using at least two assessment measures, one standardized and one performance-based • Teachers articulating how instruction is responsive to what is learned through data collection and analysis • Principal and administrative team meeting regularly with teacher teams to assist with LASW process	• LASW sessions clarifying and identifying the content and types of professional learning provided for staff • Teachers using internal/external assessment data and LASW data to inform their practice, craft their own assessments, and address student needs • Students participating in giving input on assignments and discussing student work's impact on their learning • Principal and administrative team working with ILT to regularly review LASW findings to determine school wide needs • Principal and administrative team actively reviewing student performance data, being able to articulate the number of students performing on grade level in basic skill areas and sharing specific interventions being used for those who are not

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Targeted Leadership Framework for Achieving Powerful Results

Component 4: Build instructional expertise through targeted professional learning in the use of a few powerful, research-based practices

PHASE 1: IDENTIFYING EFFECTIVE TEACHING STRATEGIES AND DEVELOPING A PL PLAN	PHASE 2: IMPLEMENTING EFFECTIVE STRATEGIES AND EXECUTING THE PROFESSIONAL LEARNING PLAN	PHASE 3: DEEPENING THE IMPLEMENTATION OF POWERFUL PRACTICES IN EVERY CLASSROOM
Evidence would include:	Evidence would include:	Evidence would include:
• Facilitating discussion with grade level teams to identify effective teaching strategies already in place	• Administrators and ILT conducting walkthroughs observing evidence of the implementation of chosen effective practices	• Mechanisms being in place for ongoing support of effective practices such as teacher mentors, orientation and training of incoming staff
• Faculty reading of research articles and texts pertaining to effective teaching strategies in the targeted instructional area	• SMART goals and internal assessments being created as benchmarks for progress and to monitor impact on learning gaps between groups of students	• Teaching practices aligning with the targeted instructional area, mission and vision of the school, and SMART goals
• Preparing site visits to similarly focused schools in search of effective strategies	• Teacher teams participating in professional learning together	• Effective practices being shared with families and used as the framework for community involvement and professional learning of all constituents
• Visiting classrooms within the school to search for potential effective teaching strategies to be adopted school-wide	• Evaluating effectiveness of planned activities based on student learning results	
• Administrators and ILT crafting a PL plan that builds staff expertise in the selected effective strategies	• Professional learning is continuously helping teachers work individually and together to implement the school's targeted instructional area	• Continuous assessment and benchmarking of student progress informing the selection of new effective practices
• Professional learning plan (PL) and activities building true expertise by engaging participants in cycles of instruction which include training, opportunities for practice, observation, and feedback	• School-based professional learning including modeling and demonstrations by content coaches in selected effective practices	• Accessing student input in how well the powerful practices are meeting their needs
	• Teachers examining topics such as study groups, curriculum development, and student products	• A culture expecting a re-conception of the teacher role to include teacher researcher using reflective practice and collegial collaboration through team teaching, study groups, and instructional teams
	• Additional materials and content expertise being identified and obtained when necessary	• Teachers working together on professional learning they have created
	• Using documentation from LASW sessions to set criterion for effective practices	• Administrators and ILT are being seen as experts in the teaching-learning process, providing direct input after classroom visits, and assuring ongoing PL of all staff
	• Administration assuring involvement of all faculty in professional learning of effective practices, and actively participating as well	

TARGETED LEADERSHIP FRAMEWORK FOR ACHIEVING POWERFUL RESULTS

Component 5: Align resources to support instructional practices and improve learning

PHASE 1: DEVELOPING A PLAN FOR IDENTIFYING ALL RESOURCES	PHASE 2: IMPLEMENTING PRACTICES THAT TARGET RESOURCES IN ORDER TO BETTER ADDRESS INSTRUCTIONAL NEEDS	PHASE 3: DEEPENING OUR UNDERSTANDING AND USE OF RESOURCES TO INCREASE STUDENT ACHIEVEMENT
Evidence would include:	Evidence would include:	Evidence would include:
• The beginning of an evaluation of resources from all sources (time, talent, dollars, and staff) to consider ways of more effectively supporting the targeted instructional area (TIA) • A cataloging of all programs and grants in the school and an assessment of them in relation to TIA • An inventory of staff talents and experience • Teaching staff together beginning to investigate alternative uses of existing resources to better accomplish school goals • Principal and administrative team assuring open information flow regarding all resources and participating in the review process	• An expansion of the examination of staff and other resources • Regularly scheduled professional time within the school day • The resources at the school level (staff, technology, time and dollars) working together to support the school's TIA • The allocation of resources maximizing individual attention for all students in the targeted instructional area and providing more time for teacher professional learning and planning • Reviewing current year's budget to show at least minimum rethinking of resources in light of the school's TIA when compared to previous year's budget and the budget increasingly reflects the school's identified priorities and goals • School staff has taken a creative approach to hiring staff to support the implementation of their targeted area - took advantage of open posting, wrote creative job descriptions for new positions, etc. • A large number of staff and relevant constituents (families, business partners, etc.) are knowledgeable about resources and offer alternatives and are a part of the decision-making process • Principal and administrative team facilitating school-wide examination of alternative uses of resources and assisting staff in making the hard choices of aligning all resources with the targeted instructional area	• Review of all resources school-wide in a process that involves all teaching staff • A resource decision-making process that includes input from ILT and a range of constituents continuing to align the organization, use of resources, and staffing to support student achievement • Accessing student input on how resources might be realigned to support the TIA • Participating constituents are knowledgeable about resources, can articulate reasons for current uses or offer alternatives • Principal and administrative team are seen by staff as collaborative decision-makers; assuring that resources are allocated within the scope of the school's vision

TARGETED LEADERSHIP FRAMEWORK FOR ACHIEVING POWERFUL RESULTS

Component 6: Partner with families and community to sustain learning for all students

PHASE 1: DEVELOPING A PLAN FOR INVOLVING FAMILIES AND THE COMMUNITY IN THE SCHOOL IMPROVEMENT PROCESS	PHASE 2: IMPLEMENTING PRACTICES FOR INCLUDING FAMILIES AND THE COMMUNITY IN THE SCHOOL IMPROVEMENT PROCESS	PHASE 3: DEEPENING OUR THE PARTNERSHIP BETWEEN THE SCHOOL AND FAMILIES THAT HELP ALL CHILDREN REACH HIGH STANDARDS OF PERFORMANCE
Evidence would include: • Introducing families to the whole school improvement effort and the work around the targeted instructional area (TIA) • Family Coordinators (or some inclusive, representative units) working with school staff to ensure an understanding of chosen targeted instructional area and adopted instructional strategies • Involvement of families and community members with activities (events, newsletter, etc.) focusing on instruction • ILT and staff beginning to develop a plan for family's involvement in the school improvement process • Principal and administrative teams creating opportunities for family involvement and dialogue	**Evidence would include:** • Training for families and interested community members in the academic standards and Looking at Student Work (LASW) • Including families and interested community members in the LASW process • Families knowing and understanding the central aspects of the chosen TIA and ways they can support it at home • Families knowing, understanding, and supporting the chosen TIA through home practices and work in schools • Families knowing and understanding what their children are expected to do based on the academic standards and the TIA • School staff establishing goals and benchmarks for family involvement and measures for success at regular intervals • Training focusing on families/teacher professional relationships is available for both groups • Principal and administrative team working with teachers and staff to implement practices that support family and community involvement in all aspects of the school's improvement process	**Evidence would include:** • There is regular participation of families in the literacy growth of the students in the school; including instructional support at home and LASW at school • There is equity and access for families and community members to the school decision-making process and resources • Promoting clearly defined contributions that families can make to support the targeted instructional area • Principal and administrative team assuring implementation of a plan to provide regular 2-way home-school communication about expectations for students and student progress toward them

4. NCS Success Team Rubric

Element	Proficient	Emerging	Basic
TEAM MEETINGS: The team meets regularly and shares leadership among its members.	• Team meets at least twice per month; all time is used effectively • More than 80% attendance at each meeting • More than 80% of participants are engaged in the meeting • Team members have distinct roles and responsibilities	• Team meets at least twice per month, with few distractions • 70 - 80% attendance at each meeting • 80% of team members are engaged in meeting • Leadership is limited to one or two people	• Team meets monthly, with multiple distractions • Less than 70% attendance at each meeting • Fewer than 80% of team members are engaged in meeting • Roles and responsibilities of team members are unclear
MEETING CONTENT: Team meetings are focused on data and center around protocols to analyze that data. Key point indicators (KPIs): • Attendance • #Ds/#Fs (Success Reports) • GPA • PIT FOT rates • Misconduct reports	• One or more sources of appropriate and timely data are used at each meeting • One or more analysis protocols are implemented to examine data • Based on data trends, the team identifies a target group and develops interventions to address student needs • Team creates action items to address interventions and next steps	• One or more sources of appropriate and timely data are used at each meeting • An analysis protocol is referenced or partially used • Analysis leads to some discussion of interventions to address KPIs • Team discusses next steps to address interventions	• No data is discussed, or data is inappropriate or outdated • No analysis protocol is used • There is little or no discussion of interventions; or, interventions discussed are not supported by data • There is little or no discussion around next steps or action items
INTERVENTIONS: The team develops interventions based on KPI data analysis.	• Interventions directly address root causes around KPI concerns • Intervention plans are appropriate to the needs of the targeted group • Intervention plans include all elements required for monitoring and tracking student progress • The team develops opportunities to encourage and celebrate students' success around KPIs	• Interventions mostly address KPIs • Students and their needs are discussed • Intervention plans contain some elements for tracking student progress • The team celebrates students' success informally	• Interventions do not directly address KPIs • No target group is identified; students discussed only generally • Intervention plans have no organized structure or cannot be tracked • There is little or no recognition of student success
TRACKING INTERVENTIONS: Implementations are monitored and student progress is tracked to assess effectiveness of interventions.	• Team uses a tool aggregated and disaggregated at the targeted group level to track interventions • The team evaluates point-in-time progress reports on interventions at every team meeting • The team makes appropriate adjustments to interventions based on data	• Team has a tool for tracking interventions generally • Point-in-time progress reports on interventions are shared periodically in meetings or are communicated electronically • The team makes some adjustments to interventions	• Team is developing a tool but lacks systematic method for tracking interventions • Point-In-Time progress reports are shared sporadically, or not at all • No adjustments are made to interventions; or those made are not supported by data

September 22, 2010

NETWORK FOR COLLEGE SUCCESS

CHICAGO PUBLIC SCHOOLS | CPS

Element	Evidence (What it looks like in action)
Team Meetings	❖ Team meets at least twice per month; all time is used effectively: • A calendar of meetings is presented which indicates regularly scheduled meetings: ○ Weekly Bi-weekly Monthly • An action-item oriented agenda is distributed 24 hours prior to meeting • Action items from previous meeting are addressed • Meetings start and end on time • Planned agenda is adhered to throughout the meeting • Last and next meeting dates are posted on agenda • Minutes are dispersed to team members within 48 hours ❖ More than 80% attendance at each meeting: • A sign-in sheet listing all expected attendees with signatures for those present >80% ❖ More than 80% of meeting participants are engaged in the meeting, and have distinct roles and responsibilities: • meeting norms are established and followed • offering reports on interventions • presenting data • facilitating or participating in protocols • recording notes/minutes • reviewing action items, owners, and due dates prior to adjournment
Meeting Content	❖ One or more sources of appropriate and timely data are used at each meeting. Examples include: • Watch List • Student Success Summary (PIT FOT rates) • Failure lists or D's and F's Reports • Attendance Reports • Progress Reports or Report Cards • Intervention Tracking • Misconduct Reports ❖ One or more analysis protocols are implemented to examine date. Examples include: • ATLAS Protocol • Consultancy Protocol • School-based protocol ❖ Based on trends, the team identifies a target group and develops interventions to address student needs. Examples of interventions include: • Tutoring • Mentoring • Recovery classes • Bi-weekly progress reports • Extended division activities • Study hall • Parent/guardian information sessions ❖ Team creates action items to address interventions and next steps: • A person(s) responsible is designated • A deadline for benchmarks and completion is established • Transparency around action items is evident in updated progress reports

September 22, 2010

Interventions	❖ Intervention plans directly address root causes of KPI concerns around:
	▪ Attendance
	▪ # of Ds and Fs (Success Reports)
	▪ GPA
	▪ PIT FOT Rates
	▪ Misconduct Reports
	❖ The intervention plans are appropriate to the needs of the targeted group. Examples include:
	▪ For a group of students identified as struggling in algebra, the math teacher arranges after-school tutoring two times per week and develops an agenda for each session.
	▪ For students struggling with conflicts in the classroom, a peace circle is set up for all persons involved and is facilitated by a staff member.
	❖ Intervention plans include elements required for monitoring and tracking:
	▪ Baseline data/evidence to support implementation
	▪ An identified group of targeted students
	▪ Desired outcomes(s) of interventions
	▪ Criteria for success
	▪ Implementation and monitoring timeline
	▪ Responsible parties
	❖ The team develops opportunities to encourage and celebrate students' success around KPIs. Examples include:
	▪ Awards recognizing improvement in a KPI
	▪ Monthly perfect/excellent attendance celebration
	▪ Public postings of on-track lists
	▪ End-of-the-year ceremonies for on-track students
	▪ Personalized incentives for students who decrease the number of behavioral referrals they receive
Tracking Interventions	❖ Team uses a tool aggregated and disaggregated at the targeted group level to track interventions. Examples include:
	▪ Spreadsheet indicating starting points and ending points for student standing around a specific KPI
	▪ Success Report for targeted students
	▪ Tutoring or study hall sign-in sheet
	▪ Student reflections on participation in an intervention program
	❖ The team evaluates point-in-time progress reports on interventions at every team meeting. Examples include:
	▪ Person(s) responsible for intervention presents data demonstrating its effectiveness
	▪ Updated grade reports for targeted students
	▪ Attendance records for targeted students
	▪ Updated success reports or PIT FOT rate
	❖ The team makes appropriate adjustments to interventions based on data. Examples include:
	▪ Identifying students who no longer need to be targeted
	▪ Adding students to targeted list when needed
	▪ Developing a plan to encourage greater student participation in an intervention
	▪ Offering additional opportunities for participation in an intervention
	▪ Ending an intervention which does not improve student performance around KPIs

September 22, 2010

5. NCS Postsecondary Rubric

POST-SECONDARY PERFORMANCE RUBRIC

The Postsecondary Performance document is intended to move postsecondary work in our Area 21 schools forward and strengthen both counseling teams and the school community. It relies on the framework already established by Chicago Public School's Department of OCCP: *Awareness   Readiness   Access   Success*

Key Point Indicators or KPI's are based on the research that demonstrates postsecondary success only happens if you address the following: ♦FAFSA ♦Applications ♦Match ♦Scholarships ♦Enrollment

The document reflects research and tools from Collegeboard, Consortium on Chicago School Research, ASCA's National Model and Program Audit.

Element	Proficient	Emerging	Basic
Post-secondary Leadership Team Membership Clear Roles & Responsibilities Regular & Effective Meetings Goals & Plans Use of Data Tiered Interventions	Team is comprised of counselors, CPS Coach, administrator/designee and external partners that impact postsecondary goals and initiatives. Team members have distinct roles and responsibilities. Team functions at a high level of engagement. Team has established norms & systems of communication that foster accountability and reporting. Team communicates goals, implementation plan and post-secondary data to the school community. Utilize one or more sources of appropriate and timely data to set goals for tiered interventions	Team is comprised of counselors, (irregular administrative presence) and external partners that impact postsecondary goals and initiatives. Team Lead assumes most of the responsibilities and other responsibilities are randomly distributed. Team meets regularly sometimes with an agenda report out on projects of concern. Team uses data to drive some of the decisions toward addressing the KPIs	Team is comprised of counselors Team members voluntarily sign up or randomly assign responsibilities as they come up. Team meets periodically with or without an agenda and address issues as they come up. Data is not used in a timely manner
Structures & Supports for Sustainability Plans Policies & Procedures Systems for Recording Caseloads Academic On-Track Reports	Team creates implements and monitors ASCA plan and calendar of events to improve outcomes of post-secondary KPIs Policies and Procedures are written and clearly communicated to students, staff, parents and community Clear systems for record keeping of all Counseling Department related programming events and tracking students' academic progress Systems to establish accountability for student caseloads and individual student plans. Transition plans are established, implemented and monitored at each grade level & differentiated for student needs.	Team has completed ASCA plan but does not have a system to measure the implementation of the effectiveness of the activities. There appears to be Policies and Procedures for the work of the post-secondary team but not clearly defined or articulated. Clear systems for record keeping of some Counseling Department related programming events but little to no systems for tracking students' academic progress Inconsistent systems to establish accountability for student caseloads and individual student plans. Transition plans are established but not implemented and monitored at each grade level & differentiated for student needs.	ASCA plan has been completed and is not referred to regularly. Policies and Procedures for the work of the post-secondary team are not clearly defined nor articulated. Unclear systems for record keeping of Counseling Department related programming events and little to no systems for tracking students' academic progress. Unclear systems to establish accountability for student caseloads and individual student plans. Transition plans are not established implemented and monitored at each grade level & differentiated for student needs.

POST-SECONDARY PERFORMANCE RUBRIC

Systems for Tracking Student Search, Application and Enrollment (Naviance & Choose Your Future)	All participants have been trained in Naviance. Continuous opportunities for training on Naviance for all users. Designated point person for monitoring site use of Naviance who has been trained. Generate Naviance reports to create effective interventions, communicate issues and accomplishments to school community. Use Naviance continuously to communicate with students and families.	Some participants have been trained in Naviance. Some opportunities for training on Naviance for all users. Designated point person for monitoring site use of Naviance with limited knowledge of system functionality. Some Naviance reports are generated but may or may not be used in driving the decisions around post-secondary supports. Use Naviance communicate with students with little to no family activity	A few participants have been trained in Naviance. A few opportunities for training on Naviance for all users. No point person for monitoring site use of Naviance. Reports functionality seldom used if at all. Only counselors use Naviance
College Going Culture **Awareness** **Readiness** **Access** **Success**	Targeted guidance curriculum and programming of activities that expose students to a variety of postsecondary options. Designated time and space for guidance curriculum and programming implementation. Assess data, policy, programs, and practices regularly to determine their effectiveness & make adjustments Intentional PD facilitated to promote everyone's role in establishing a college going culture. Expectations for postsecondary success are clear to students, families & staff. Facilitate appropriate & timely student communication to postsecondary institutions. Team leads efforts to formally recognized and celebrate progress and success school-wide	Some targeted guidance curriculum and programming of activities that expose a limited amount of students to postsecondary options. Sporadic time and space for guidance curriculum and programming implementation. Limited use of data to Assess policy, programs, and practices regularly to determine their effectiveness & make adjustments Intentional PD facilitated to promote everyone's role in establishing a college going culture. Expectations for postsecondary success are clear to students but not families & staff. Inconsistent facilitation of appropriate & timely student communication to postsecondary institutions. Team leads efforts to formally recognized and celebrate progress and success in isolation.	Untargeted guidance curriculum and programming of activities with limited exposure a variety postsecondary options. Little to no time and space for guidance curriculum and programming implementation. Little to no reflection on policy, programs, and practices. Little to no PD facilitated to promote everyone's role in establishing a college going culture. Expectations for postsecondary success have not been established. Communication to postsecondary institutions is not appropriate & timely. Little to no formal recognition and celebration of progress and success school-wide

CHICAGO PUBLIC SCHOOLS CPS | OCCP OFFICE OF COLLEGE AND CAREER PREPARATION

In partnership with: NETWORK FOR COLLEGE SUCCESS

POST-SECONDARY PERFORMANCE RUBRIC EVIDENCE MATRIX

Element	Evidence
Post-secondary Leadership Team Membership Clear Roles & Responsibilities Regular & Effective Meetings Goals & Plans Use of Data Tiered Interventions	**Team is comprised of all members that impact postsecondary goals & initiatives.** • All Counselors, CTE Coordinators, CPS Coaches/Partners, External Organizations. May include colleagues from Academic Departments i.e. English. • Senior Seminars/College Prep classes, AVID, GEAR-UP • Facilitation of PD around postsecondary success/college culture • Senior Seminar/ AVID/GEAR UP/ other institutionalized class time where students are taught a curriculum for the postsecondary process • Intentional use of other school wide resources like advisory to carry out postsecondary efforts **Team Members have distinct Roles & Responsibilities** • All members have clear roles and responsibilities in both meetings and their area of work. • Assignments are made during meetings and followed up in subsequent meetings as noted in team decisions. • Work is aligned to roles and responsibilities and adjusted as necessary. • Org chart exists with roles & descriptions. **Team functions at a high level of engagement and has established systems of communication, accountability & reporting** • Team meets at least twice per month; all time is used effectively: • A calendar of meetings is presented which indicates regularly scheduled meetings: Weekly Bi-weekly Monthly • An action-item oriented agenda is distributed 24 hours prior to meeting • Action items from previous meeting are addressed • Meetings start and end on time • Planned agenda is adhered to throughout the meeting • Last and next meeting date is posted on agenda • Minutes are dispersed to team members within 48 hours • More than 80% attendance at each meeting • A sign-in sheet listing all expected attendees with signatures for those present >80% • Meeting participants are engaged in the meeting, and have distinct roles and responsibilities: • Meeting norms are established and followed • Facilitating or participating in protocols • Recording notes/minutes • Reviewing action items, owners, and due dates prior to adjournment • RACI chart/Org Chart **Team creates implements and monitors a plan and calendar of events to improve outcomes of post-secondary KPIs** • Driven by OCCP Postsecondary Implementation Plan • Targeted College Application/Enrollment Strategy for all students • FAFSA Season Plan • Scholarship Plan • Plan to address families • Plans align to Area Goals/SIPPA Plans. **Utilize one or more sources of appropriate and timely data to sets goals for tiered interventions** • Watch List • Student Success Summary (PIT FOT rates) • Failure lists or D's and F's Reports • Attendance Reports • Progress Reports or Report Cards • Intervention Tracking • Misconduct Reports • Transcripts • Choose Your Future (College Enrollment, FASFA, Match List) • Naviance (Application, Scholarships, Enrollment) • Identifies challenges, obstacles and opportunities for success with each tier of student group and strategy • Identifies **target groups (to include: Special Needs, ELL, Undocumented, Wards of State, etc.)**

POST-SECONDARY PERFORMANCE RUBRIC EVIDENCE MATRIX

Structures & Supports for Sustainability Plans Policies & Procedures Systems for Recording Caseloads Academic On-Track Reports	**Team creates implements and monitors ASCA plan and calendar of events to improve outcomes of post-secondary KPIs** • ASCA Plan • OCCP Postsecondary Implementation Plan • RAMP Plan • Naviance implementation plan • Alignment with Area 21 Strategy • Alignment with School SIPPA Plan • Intentional plan for all student for accessing opportunities • Plan is differentiated for various groups of students & PSLT is able to reach all students • Timeline, programs, and activities that support students through the application, financial aid, and enrollment process in alignment with DCCP postsecondary calendar • 3/5 or more scholarships • Complete FASFA by Feb 1- March 15 • 5 or more applications • Students apply to 5 or more schools/3 or more scholarships/complete FAFSA by Feb. 1 **Policies and Procedures are written and clearly communicated to students, staff, parents and community** • Clear expectations have been relayed to students and families around postsecondary plans in grades 9-12; parents/students are clear about senior year and it's processes • Materials on academic, scholarship, and postsecondary programs are distributed in a timely and systematic fashion **Clear systems for record keeping of all Counseling Department related programming events and tracking student academic progress** • Records of programming & activity along with evaluations for continuity • Evaluations • Surveys after events • Teams have a clear list of rising seniors who are on track academically in the spring prior to senior year • Clear systems /record keeping of academic audits that are shared with students • On/Off track student identified by Spring of Junior year • Students in tiers **Systems to establish accountability for student caseloads and individual student plans.** • Counseling offices are organized and structured to meet their student needs **Transition plans are established, implemented and monitored at each grade level & differentiated for student needs.** • Exit interviews • SEQ survey • Special Education Transition Plans • Naviance Reports • OCCP Transition-Out plans
Systems for Tracking Student Search, Application and Enrollment (Naviance & Choose Your Future)	**All participants have been trained in Naviance.** • All Administrators, Counselors, Postsec Coaches, External Partners, Area Specialist, & NCS Coach have accounts and appropriate access to Naviance; • Student/Family access to Family Connections **Continuous opportunities for training on Naviance for all users.** • Administrators/Counselors have attended PD trainings/podcasts/webinars for use of Naviance • Naviance implementation plan created, implemented and monitor **Designated point person for monitoring site use of Naviance.** • One or more members of the team has been assigned to create school-level reports to monitor the effective use of Naviance • One or more members of the team has been trained as an administrator on Naviance **Generate Naviance reports to create effective interventions, communicate issues and accomplishments to school community.** • Family Connections usage reports • Counselors utilize & keep current the College Success tracking tools and communicate to students via Family Connections

POST-SECONDARY PERFORMANCE RUBRIC EVIDENCE MATRIX

	Use Naviance continuously to communicate with students and families. • Parent/student surveys • Scholarship info and updates
College Going Culture **A**wareness **R**eadiness **A**ccess **S**uccess	**Guidance curriculum and programming of activities that expose students to a variety of postsecondary options.** • Individual Student Post –secondary plan/portfolio • Partnership to support application process • 6 college tours (tiered) • Timelines • Tiered college visits • Tiered college fairs • Tiered college Rep visits • Utilizing class to implement programming • Bus send off • Established Service Learning Opportunities • Post-secondary goals and programs posted and clearly communicated • Participation in postsecondary opportunities that engage in Match/Fit • School has intentional school wide events across all grade levels to increase awareness exposure • Activities and programs targeted to families to increase their awareness **Designated time and space for guidance curriculum and programming implementation.** • Location, times, and support available for college application process **Assess data, policy, programs, and practices regularly to determine their effectiveness & make adjustments** • Post-secondary Team leads school-wide PD using school's data **Intentional PD facilitated to promote everyone's role in establishing a college going culture.** • Administration supports Post-secondary team efforts **Expectations for postsecondary success are clear to students, families & staff.** • Parent Activities using Family Connection • Financial Aid Calculator Junior Year • Parent meeting junior year addressing goals, programming and post-sec success plans • Parent engaged in FASFA – college application and enrollment process • Clearly posted school goals/policies around the postsecondary process **Facilitate appropriate & timely student communication to postsecondary institutions.** • Adhering to postmark dates for applications • Meeting deadlines for mid-year reports, letters of recommendations, transcripts, etc. **Team leads efforts to formally recognized and celebrate progress and success school-wide** • Freshman On-Track Celebration • Sophomore Half-Cap • Junior Pinning • Senior Graduation • Awards Ceremonies

Completed 11/23/10

6. NCS Instructional Leadership Team Rubric

Instructional Leadership Team Rubric

Element	Unacceptable (0)	Basic (1)	Emerging(3)	High performing(5)	Evidence
ILT Systems and Structures	No ILT exists.	The ILT exists and meets regularly, the team has weak structures for organizing their own work and is not always focused on instructional issues.	The ILT meets regularly to plan school-wide work. The team has strong structures for organizing themselves but has weak structures for two-way communication with whole staff.	The team meets regularly and is providing school-wide leadership around the TIA. ILT members are leading Teacher Collaboration Team work. ILT members challenge each other toward higher quality work.	• ILT meets regularly (minimum of every 2 weeks, for 90 minutes) • ILT closely connected to all teacher teams (via membership) • Clear roles and structures for meetings including agenda, documentation of meetings/next steps • ILT regularly engages in its own learning in order to lead the work school-wide • Principal and ILT attending on-going training to promote shared leadership. • ILT members are leading TCT's and ensuring the work of the ILT is communicated and implemented. •
Targeted Instructional Area	No visible, obvious evidence	The school has identified a TIA which is apparent in teacher PD and some classrooms, weak or no whole school evidence of TIA.	There is obvious evidence in the school environment that the school has a Targeted Instructional Area.	There are school-wide activities related to the TIA. Classroom implementation of powerful practices is at a rigorous level.	• All teachers and students articulate the TIA. • School environment reflects the TIA. • ILT Learning Walk data/rubric
SMARTe targets	No SMARTe goals exist.	The school has set at least one SMARTe target but fails to revisit it throughout the year with progress checks.	The school has set at least two school-wide SMARTe targets. One is around an external measure; the other is around a local measure. A baseline for the local measure has been established.	The school has set at least two school-wide SMARTe targets. One is around an external measure; the other is around a local measure. The team regularly reviews data and reports to the whole school community on TIA progress.	• Principal and ILT leading staff in setting school-wide SMARTe goal aligned to the TIA. • Principal leading teacher teams in setting team SMARTe goals aligned to the school-wide goal.

University of Chicago Network for College Success – Lead Partner Application   page 125

Instructional Leadership Team Rubric

Cycles of Professional Learning	No learning cycles have been implemented. PD in a one-time format.	ILT has implemented less than 4 cycles with missing components.	ILT has implemented 4 cycles but is missing some components of the cycle.	The ILT is leading the school in at least 4 learning cycles per year, implementing all components of the Cycles of Professional Learning around one or two Powerful Practices.	• Faculty reading research articles and texts pertaining to effective teaching strategies in the TIA.
					• Selection of a powerful practice.
					• Principal and ILT crafting PL plan that builds staff expertise in the powerful practice.
					• The PLP building expertise by engaging teachers in cycles which include
					  o training;
					  o opportunities for practice;
					  o observation or feedback;
					  o Principal and ILT conducting learning walks to collect evidence of implementation of powerful practice;
					  o Principal and ILT evaluating effectiveness of PLP based on student learning results.

Teacher Collaboration Teams	Teams are not meeting.	Teacher collaboration teams are meeting inconsistently and have weak structures for discussing instructional issues and monitoring progress.	There is time scheduled for teachers to regularly get together, discussions inconsistently focused on instructional issues.	There is time scheduled for teachers to regularly get together to talk about student work, teacher assignments, and effective teaching strategies in the TIA. The principal participates in these meetings periodically.	• Teams meet a minimum of twice a month. • Teams use protocols to guide work • Teams adopt and use 2 assessment measures, one standardized and one performance based • Teams identify and implement ways to chart growth using assessment measures that benchmark progress in the TIA. • Clear roles and structures for meetings including documentation/next steps. • Meetings focused on instructional improvement.
Principal as Instructional Leader	Principal only completes formal observations, does not interact with the work of the ILT	Principal completes periodic informal classroom visits in addition to formal observations, attends ILT meetings occasionally.	Principal has multiple methods for supervising instruction. Spends some time each day in those activities, and is a consistent participant on the ILT.	Principal has multiple methods for supervising instruction, spends 50% of day in those activities, provides vision and direction to the ILT	• Principal meets regularly with ILT • Principal and administrative team vigilantly keeping the TIA at the forefront of the school's work through classroom visits, coaching, modeling, allocation of resources and support • Principal and administrative team leading the staff in setting and working toward SMARTe goals • Principal and administrative team are regularly providing feedback to teachers • Principal and administrative team meeting regularly with teacher teams to discuss data/instruction

Adapted from the Targeted Leadership ILT Phase Chart

2

7. Practice Based Inquiry Visit

Rhode Island Department of Elementary and Secondary Education
www.ridoe.net

Woonsocket Middle School

WOONSOCKET

THE SALT VISIT TEAM REPORT

April 15, 2005

Self Study

Improvement Plan

School Report Night

SALT

School Visit

Support and Intervention

School Accountability for Learning and Teaching (SALT)

The school accountability program of the Rhode Island Department of Education

1. INTRODUCTION

The Purpose and Limits of This Report

This is the report of the SALT team that visited Woonsocket Middle School from April 11 - 15, 2005.

The SALT visit report makes every effort to provide your school with a valid, specific picture of how well your students are learning. The report also portrays how the teaching in your school affects learning, and how the school supports learning and teaching. The purpose of developing this information is to help you make changes in teaching and the school that will improve the learning of your students. The report is valid because the team's inquiry is governed by a protocol that is carefully designed to make it possible for visit team members to make careful judgments using accurate evidence. The careful exercise of professional judgment makes the findings useful for school improvement because these judgments identify where the visit team thinks the school is doing well, and where it is doing less well.

The major questions the team addressed were:

How well do students learn at Woonsocket Middle School?

How well does the teaching at Woonsocket Middle School affect learning?

How well does Woonsocket Middle School support learning and teaching?

The following features of this visit are at the heart of the report:

Members of the visit team are primarily teachers and administrators from Rhode Island public schools. The majority of team members are teachers. The names and affiliations of the team members are listed at the end of the report.

The team sought to capture what makes this school work, or not work, as a public institution of learning. Each school is unique and the team has tried to capture what makes Woonsocket Middle School distinct.

The team did not compare this school to any other school.

When writing the report, the team deliberately chose words that it thought would best convey its message to the school, based on careful consideration of what it had learned about the school.

The team reached consensus on each conclusion, each recommendation, and each commendation in this report.

The team made its judgment explicit.

This report reflects only the week in the life of the school that was observed and considered by this team. The report is not based on what the school plans to do in the future or on what it has done in the past.

This school visit is supported by the Rhode Island Department of Education as a component of School Accountability for Learning and Teaching (SALT). To gain the full advantages of a peer visiting system, RIDE deliberately did not participate in the active editing of this SALT visit report. That was carried out by the team's Chair with the support of Catalpa. Ltd.

The team closely followed a rigorous protocol of inquiry that is rooted in *Practice-based Inquiry*® (Catalpa Ltd)[1]. The detailed *Handbook for Chairs of the SALT School Visit, 2nd Edition* describes the theoretical constructs behind the SALT visit and stipulates the many details of the visit procedures. The *Handbook* and other relevant documents are available at www.Catalpa.org. Contact Rick Richards at (401) 222-4600 x 2194 or ride0782@ride.ri.net for further information about the SALT visit protocol.

SALT visits undergo rigorous quality control. Catalpa Ltd. monitors each visit and determines whether the report can be endorsed. Endorsement assures the reader that the team and the school followed the visit protocol. It also assures that the conclusions and the report meet specified standards.

Sources of Evidence

The Sources of Evidence that this team used to support its conclusions are listed in the appendix.

The team spent a total of over two hundred and two hours in direct classroom observation. Most of this time was spent in observing complete lessons or classes. Almost every classroom was visited at least once, and almost every teacher was observed more than once. Additionally, the team spent more than ninety-four hours interviewing faculty and staff.

The full visit team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of thirty hours in team meetings spanning the five days of the visit. This time does not include the time the team spent in classrooms, with teachers, and in meetings with students, parents, and school and district administrators.

The team did agree by consensus that every conclusion in this report is:

♦ *Important enough to include in the report*

♦ *Supported by the evidence the team gathered during the visit*

♦ *Set in the present, and*

♦ *Contains the judgment of the team*

Using the Report

This report is designed to have value to all audiences concerned with how Woonsocket Middle School can improve student learning. However, the most important audience is the school itself.

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[1] *Practice-based Inquiry*® is a registered trademark of Catalpa Ltd.

How your school improvement team reads and considers the report is the critical first step. RIDE will provide a SALT Fellow to lead a follow-up session with the school improvement team to help start the process. With support from the Woonsocket School District School Improvement Coordinator and from SALT fellows, the school improvement team should carefully decide what changes it wants to make in learning, teaching, and the school, and amend its School Improvement Plan to reflect these decisions.

The Woonsocket School District, RIDE and the public should consider what the report says or implies about how they can best support Woonsocket Middle School as it works to strengthen its performance.

Any reader of this report should consider the report as a whole. A reader who only looks at recommendations misses important information.

2. PROFILE OF WOONSOCKET MIDDLE SCHOOL

Woonsocket Middle School, located in Woonsocket, Rhode Island, first opened in 1915 as Woonsocket High School. In 1920, the school was expanded and an adjacent building was built to house Woonsocket Junior High School. Subsequent changes include the connecting of these buildings with further additions and the removal of students in grades 10-12 to a separate facility at another location. Between 1992 and 1997 the final changes were made, as 6th grade students were included in the renamed Woonsocket Middle School, and all 9th grade students joined the other upper grade students at Woonsocket High School.

There are currently 1551 students in grades 6-8 at Woonsocket Middle School. Three hundred-and-seventy-seven of these students (24%) receive special education services. Forty-six students (3%) receive ESL services. Sixty percent of the students are white, 24% are Hispanic, 9% are African-American, 7% are Asian/Pacific Islander, and less than 1% is Native American. Seven-hundred-and-sixty-five students (49%) receive free lunch, and 193 (12%) receive reduced price lunch. The average daily attendance rate for all students at this school is 93%.

The administrative staff at Woonsocket Middle School consists of one principal and three assistant principals. Supporting the administrators are a special education chair, a guidance department chair, four guidance counselors, an encore team leader, four subject area coordinators, a conflict resolution counselor, an attendance officer, a psychologist, two social workers, two nurses (one full-time, one part-time), a full-time technology coordinator, a part-time computer technician, two speech therapists (one full-time, one part-time) and an in-school suspension teacher.

The teaching staff numbers 158 teachers, teacher assistants and support staff. There are 14 language arts, mathematics, science and social studies teachers. Additionally, there are 27 special education teachers, seven physical education/health teachers, three ESL teachers, three music teachers and two reading teachers. Further teaching staff include two general art teachers, two health teachers, two library/media specialists and two reading specialists. Finally, a ceramics teacher, a consumer science teacher, a French teacher, a keyboarding teacher and a Spanish teacher round out the teaching staff. Thirty teaching assistants support this staff.

Woonsocket Middle School consists of 10 departments, and students in core subjects are housed in teams. The team structure includes five teams at grade 6, four teams in grade 7, four teams in grade 8, one split team in grades 7/8, one ESL team and three special education teams. Students at this school are leveled for instruction in the core subjects at five levels: accelerated, A, B, C and developmental. Special needs students, who are not in self-contained classes, receive instruction in general education classes with the support of either resource teachers or an inclusion teacher, or they are placed in a fully integrated setting. ESL students receive instruction in one of three levels – beginner 1, beginner 2, and intermediate. Advanced ESL students receive instruction in the general education classes.

The school offers its students a variety of programs, both during and after school, to support their academic and social growth and development. Programs that occur during the day include band, chorus, 'Primetime-Springboard' (a mathematics program), 'Project Citizen' and 'Read 180.' Also during the day outside agencies provide character-building and educational support programs that include the Crusades, Educational Talent Search and City Year. The school has a "Temporary Learning Environment" to support the expectations of school behavior and student learning needs. After-school programs include Junior Beta Club – a national Honor Society, Be Fit Walking program, SMILE – a science and math club, chorus and band, and other clubs voted on annually by students. The school also provides students opportunities to compete in several intramural and interscholastic sports.

Current initiatives at Woonsocket Middle School include the Institute for Learning, Assertive Discipline and various other professional development initiatives. The school received grants for math: Primetime with Springboard Assessment; for after-school programs: a 21st Century grant; and for the library/media center: a Get Real Library grant.

3. PORTRAIT OF WOONSOCKET MIDDLE SCHOOL AT THE TIME OF THE VISIT

Called a "school in crisis" by some and the "Achilles heel of the district" by others, Woonsocket Middle School is neither. Rather, this large urban middle school—the largest in New England—is simply a large and complex school that tries to deliver on its promise, as stated in the school mission statement, "to effectively serve the needs of a diverse student body." Unfortunately, this mission is not currently being met.

The heart of the school is the more than 1,500 students who come here every day to learn. The students say that they like this school and want to be here and that they are eager to learn, achieve and prepare themselves for the future. They find comfort in their friends and appreciate those teachers and administrators who care about them and their learning. They appreciate lessons that challenge them and actively engage them as learners. Unfortunately, these lessons are few and far between, and students ask their teachers to "teach us more." Students are provided with few opportunities to practice and develop higher-order thinking and skills and, as a result, most do not read, write or problem solve successfully.

There are "pockets of excellence" among the faculty. These truly dedicated and driven teachers design effective and relevant lessons and push their students to learn. However, most teachers do not provide rigorous and purposeful instruction or have high expectations for all students. These teachers maintain a style of instruction that is rooted in busy work. They "assign" rather than teach and ask their students to perform low-level tasks that do not challenge them. Teachers are frustrated by what they perceive to be poor student discipline and a negative school climate, but they do not recognize or accept the crucial role their instruction and classroom management play in creating this climate.

The new administrative team has goals and visions for high student achievement and a positive environment and learning culture. District leadership has empowered this capable team to make the changes they feel are necessary to move the school forward. While the administrative team has plans for improvement, it has not been able to communicate this effectively or in a way that will bring the faculty and staff on board. As a result, considerable tension exists between the administrators and the faculty, and this is a real impediment to progress and improved student learning.

Other school-wide challenges also beset this school. Pervasive homogenous grouping practices cripple student learning and solidify the culture of low expectations for students who are not in the top groups. Valuable instructional time is wasted through 'homeroom activity' periods that resemble study halls and content area reading classes in which instruction often does not occur. Both the district and the school have recognized the need to include students with special needs in the regular education classes, but this effort remains a work in progress. Both parents and the community remain largely untapped critical resources. The size of the school building and the large student population impede efforts to personalize the school to meet the needs of its diverse learners.

The school's motto, "Striving for Excellence" is negated by the air of mistrust, frustration, inconsistent teaching and low expectations that permeate Woonsocket Middle School. Unless faculty and administrative leaders forge a working relationship, the students and their learning will continue to suffer.

4. FINDINGS ON STUDENT LEARNING

Conclusions

The majority of students at Woonsocket Middle School write poorly across all content areas. They do not properly use the basic writing conventions to produce quality written work. They also do not have the skills necessary to create extensive writing pieces suitable for their grade levels. Their writing often lacks coherent structure, and students do not satisfactorily develop their ideas, maintain a clear focus or support their ideas with evidence. One reason students write poorly is because they do not practice writing often enough. They typically do not write more than simple sentences, short answers in response to questions or class notes. Students do not regularly write multiple drafts, which they then have the opportunity to revise and improve. Some students do write effectively. As evidenced by the scores on the New Standards Reference Examination subtest for writing effectiveness, forty-seven percent of the students met or exceeded the standard, but this effective writing is not the norm. *(following students, observing classes, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, classroom textbooks, 2004 New Standards Reference Examination School Summaries, 2004 Rhode Island Writing Assessment results)*

Reading is a struggle for many students. Although some can read fairly well at a level of basic comprehension and can connect their reading to their lives, most have inadequate skills in analyzing and interpreting texts. This is confirmed by the New Standards Reference Examination reading subtest for analysis and interpretation in which eighty-three percent of the students failed to meet the standard. Some students, especially those in the top groups, say that they like to read at home and in school, particularly when they can choose their own books. However, many other students do not find reading enjoyable and read only when their teacher assigns them to do so. Some students do not do even this minimal reading. These students find reading intimidating because they cannot do it well, and they lack the strategies to read beyond recalling basic facts. They do not read with understanding at their grade levels. *(following students, observing classes, meeting with students and parents, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, 2004 New Standards Reference Examination School Summaries, classroom textbooks)*

Students do not solve problems successfully with accuracy and autonomy. They do not use higher order thinking skills required to solve complex problems. They do not look for the answers themselves, but wait for their teachers to give them the answers, or they look for simple solutions and procedures. The Woonsocket Middle School Self Study report confirms this particular concern: "little higher level thinking is evident and activities that require students to analyze or interpret data or text are minimal." Students often do not attempt to solve difficult problems because they do not know how to begin or which strategies to use. The results of the New Standards Reference Examination subtest for mathematics problem solving support these findings: ninety percent of the students did not meet the standard. Students' failure to solve problems extends to interpersonal conflicts with adults and peers that result in disruptions and negative consequences. This leads to an atmosphere that is not conducive to learning. In classes where students receive guidance in solving problems they begin to develop these abilities. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, students, district administrators, and parents, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, school improvement plan, 2004 New Standards Reference Examination School Summaries, 2004 SALT Survey report, Woonsocket Middle School Self Study Report)*

Students rise and fall to the level of expectation set for them. In classrooms where there is structure and clear and consistent expectations for behavior and relevant schoolwork, students engage in the tasks at hand. Without these, students resist learning and are disengaged, distracted and disruptive. Students say that they want more challenge, consistency in discipline and classroom routines, and varied learning activities. Students, parents, teachers, and school and district administrators—all say that the absence of high expectations and academic rigor deprives all students of the opportunity to learn and achieve. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, students, school and district administrators, and parents, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, school improvement plan, 2004 SALT Survey report)*

Although some students report concerns about their physical safety, most generally feel safe at this school. They say that the size of the school, the large number of students, and the crowded halls and cafeteria pose potential problems. They create their own mechanisms for dealing with this and learn to get by. Despite all of this, most students like coming to this school. They like to learn, but they look to the adults to ensure their safety. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, students, school and district administrators, and parents, talking with students and teachers, 2004 SALT Survey report, reviewing district and school policies*

and practices, 2003 Information Works)

Important Thematic Findings in Student Learning

Students:

- *Do not have the necessary skills and strategies to read, write or problem solve well*
- *Do not have sufficient opportunities to practice high level reading, writing and problem solving*
- *Participate in and learn primarily from simple and routine tasks*
- *Want more challenge and varied learning activities*
- *Become distracted and disruptive when not challenged, held to high expectations and actively engaged in learning.*

5. FINDINGS ON TEACHING FOR LEARNING

Conclusions

Far too many teachers in all content areas do not teach their students how to write well. These teachers do not have high and clear expectations for student writing, and many are not motivated or committed to teach writing. Moreover, teachers do not require their students to write on a regular basis, and they do not teach the strategies necessary to meet the standard. Their expectations for writing require little more from students than brief responses and basic information, not quality writing. They do not demand writing that includes critical thinking, the development and support of arguments and ideas, or the proper use of conventions. Much teacher feedback to students is only checks or letter grades, and this does not provide the level of detail or direction to help students write better. Further, teachers say that students in the lower levels cannot write well, and they do not require more than simple responses from them or for them to do more than complete fill-in-the-blank worksheets. While some teachers teach students how to write well—particularly those in the sixth grade, ESL classes, and some English classes—most teachers do not. *(following students, observing classes, reviewing completed and ongoing student work, talking with students and teachers, discussing student work with teachers, reviewing classroom assessments, 2004 New Standards Reference Examination School Summaries, 2004 Rhode Island Writing Assessment results)*

Most teachers do not teach reading. They assign reading materials to their students, but they do not provide explicit instruction in how to read. They do not teach their students the habits of proficient readers such as how to ask questions and understand for basic and deeper meaning of what they read. Some teachers in sixth grade, ESL, special needs and English explicitly teach reading strategies by modeling and guiding their students' practice. These teachers teach their students how to use the tools to become better readers. However, most content area teachers say that they are not responsible or qualified to teach reading. To the detriment of their students, these teachers do not accept their professional responsibility to teach reading in either their content or their reading classes. Instead, they continuously assign and assess reading without providing any support for their students to learn from their reading. In some reading classes, teachers do not teach reading at all. *(following students, observing classes, meeting with students and parents, talking with students, teachers, parents and school administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, classroom textbooks, district and school policies and practices)*

Most teachers do not teach problem solving well. Teachers in all content areas assign problems to their students, but many give them the solution before allowing them to struggle with a problem. These teachers do not systematically teach their students how to select or use strategies. They do not provide ample time for their students to work out solutions independently or to persevere in their problem solving. They do not encourage students to share their thought process publicly or to find multiple solutions to problems. They do not regularly use reading and writing activities and cooperative group work to engage their students in improving their ability to problem solve. The Woonsocket Middle School Self Study Report of classroom practices confirms this finding: "of critical concern is that critical thinking enhancement practices are reported to be taking place only monthly." However, some math and science teachers teach their students strategies to solve problems and provide opportunities for them to generate solutions and learn from these experiences. *(following students, observing classes, meeting with students, talking with students, teachers, parents, and school administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, Woonsocket Middle School Self Study Report, classroom textbooks)*

While "pockets of excellence" exist, most teachers do not design purposeful, rigorous lessons or have high expectations for student learning. They do not design challenging lessons that require students to understand and apply concepts, complete multiple step problems, or engage in deep and reflective thinking. Too often the assignment of exercises and worksheets substitutes for actual teaching. Often there do not appear to be clear goals or objectives for teachers' lessons. Teachers say that their students cannot do more difficult work, because they "will have a meltdown;" whereas students want teachers to "teach us more." *(following students, observing classes, meeting with students, school and district administrators, and parents, talking with students, teachers and school administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, 2004 SALT Survey report)*

Most teachers' lack of effective classroom management results in reactive discipline and a loss of instructional time. These teachers begin their classes late and end them early. They do not provide students with clear classroom routines and structures or actively engage them in learning. They also do not de-escalate problems, but confront students and over-refer them to the office. They often ignore problem behaviors and hope they will just go away. Teachers say that students run the school and are out of control, but in classes where management is strong, these problems are often defused and handled constructively within the classroom. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, students, school and district administrators, and parents, talking with students, teachers, parents, and school administrators)*

Commendations for Woonsocket Middle School

Pockets of instructional excellence throughout the school

Recommendations for Woonsocket Middle School

Hold all students at all levels to high and clear expectations.

Deliver explicit instruction across the content areas in reading, writing and problem solving.

Provide students sufficient classroom time to practice reading, writing and problem solving.

Accept the professional responsibility to teach reading in all content areas, and participate in necessary professional development to be able to do this successfully.

Design purposeful and rigorous lessons to motivate and engage students.

Model strategies and encourage students to use them to develop critical thinking and higher order skills.

Manage classroom instruction and time more efficiently to improve teaching for learning, and minimize class and school discipline issues.

Provide more frequent and in-depth feedback to help students revise and improve their work in order to raise their achievement.

Recommendations for Woonsocket School District

Provide professional development to help teachers better teach reading, writing and problem solving, and connect this to daily classroom instruction.

Support teachers by providing them with effective strategies and resources to improve their classroom management, and class practices, as well as their school discipline practices.

Support teachers and hold them accountable for consistently providing instruction that is characterized by high expectations and academic rigor.

6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING

Conclusions

A toxic school climate exists at Woonsocket Middle School. This climate is charged with confusion, resentment and open hostility. Poor communication among the adults and their unwillingness to cooperate are the catalysts for this. As a result, the focus on students, effective instruction and academic achievement has been lost. Teachers are preoccupied with their resentment toward the new administration and the amount of change expected of them. The administrators are overwhelmed by discipline issues, the need to improve academic rigor and the implementation of their plan. While both sides point fingers at the other, neither seems to be able to find a common ground or a way to move this school forward. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, students, school and district administrators, and parents, talking with students, teachers and school administrators, 2004 SALT Survey report)*

The new administrative team has a plan for progress at this school. These leaders want to create a positive environment for all, increase academic rigor, expectations and instructional time, and improve school-wide personalization through looping teams of student support services. District leaders say they have given this team free reign for a "bold new change." They say the principal is an aggressive and bright leader with a strong work ethic. However, this leadership team has not been able to communicate its vision effectively to the faculty or to bring them on board. The staff says that their voices are not heard, and they are not regularly included in school-wide decision making. The administrators say their biggest challenge is overcoming the resistance of the many teachers "who have dug in their heels." While some positive attempts at change have been made to improve school performance, the existence of this polarization continues to obstruct progress. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, and school and district administrators, talking with students, teachers and school administrators)*

Much valuable instructional time is wasted at Woonsocket Middle School. Formal instruction rarely occurs during the daily homeroom activity period. Some content area teachers do not regularly teach reading during their assigned reading periods, thus squandering even more instructional time. Furthermore, the school schedule, consisting of seven forty-two minute periods, results in excessive amounts of time being wasted in transit. Classes do not consistently begin or end on time. Also, time is lost through whole class bathroom breaks. *(following students, observing classes, observing the students outside of the classroom, meeting with school and district administrators, and talking with school administrators)*

Students with special needs and English Language Learners receive services with varying degrees of success and quality depending on the model used to deliver their instruction. Students in ESL, many self-contained special education classes and the sixth grade integrated team receive explicit and effective instruction in reading, writing and problem solving. These teachers set clear and high expectations for student performance resulting in student progress. Most students in inclusion classes, however, are not well served. These students are placed in lower level classes that often are characterized by disengaged and disruptive behavior. Teachers do not regularly have high expectations for these students or provide them with effective instruction. The minimal learning that takes place is a disservice to these students. Teachers say that they do not have the expertise to help these students succeed and need more training and support however, some teachers take the initiative and make this model work for their students. Far too many students throughout the school still receive inequitable education in self-contained settings. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, students, school and district administrators and parents, talking with students, teachers and school administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, 2004 New Standards Reference Examination School Summaries, school and district report cards)*

Despite a new code of conduct, both teachers and administrators inconsistently enforce discipline. Teachers say that discipline is out of control at this school. Administrators say that discipline takes up eighty percent of their time and that they routinely receive up to a thousand referrals a week. Many teachers believe that they are not supported by their administrators in maintaining control and proper student discipline. They say this undermines their authority. The administrators say that the teachers do not proactively address these problems in their classrooms, as a component of effective classroom management. The majority of students at this school, however, are friendly and reasonably well-behaved. They say they feel safe at this school. The disagreement about student discipline and effective solutions to discipline problems inhibits progress and contributes to the negative culture that exists at this school. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, students, school and district administrators, and parents, talking with students, teachers, parents and school administrators, 2004 SALT Survey report, reviewing district and school policies and practices)*

Homogeneous grouping exists in many models throughout this school. This pervasive and crippling practice separates students into groups by perceived academic ability and creates an inequitable learning environment. This has a devastating impact, as many students are assigned to classes where the expectations are low and learning is by rote and where there is misbehavior and boredom. Students at all levels are denied the opportunity to interact and share in the learning process with the full diversity of their peers. Teachers say that students in the lower level groups cannot do equally challenging work, and therefore they do not assign it. This robs these students of the opportunity to develop their skills and receive an equal and useful education. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, students, school and district administrators, and parents, talking with students, teachers, parents and school administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, 2004 SALT Survey report, reviewing school improvement plan, district and school policies and practices)*

The physical facility is too large, and it is out-dated. It houses too many students and is not conducive to learning and teaching. While the district has worked for more than ten years to obtain a new school, this has not occurred. The lunchroom is seriously overcrowded, the library is too small to serve students' needs adequately, and the numerous stairways and narrow passages create unsupervised areas that make monitoring hallways challenging. The sheer size of this school contributes to its discipline and communication problems and prevents it from realizing its mission. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, students, school and district administrators, and parents, talking with students, teachers, parents, and school administrators, reviewing district and school policies and practices)*

Parents are not involved in this school. While teachers and administrators say that parents are not available or interested in participating in the life of the school, most do not make sufficient overtures to involve or engage them. Parents do not volunteer in the school or its classrooms, and they are not often seen as necessary and equal partners in their children's learning. While the school has recently hired two parent coordinators to improve efforts in this area, a school-wide and strategic effort is not in place. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, students, school and district administrators, and parents, talking with students, teachers, parents and school administrators, 2004 SALT Survey report, reviewing school improvement plan, district and school policies and practices)*

Commendations for Woonsocket Middle School

Administrative team's plan for progress

Friendly, reasonably well-behaved students

ESL classrooms, many self-contained classrooms and sixth grade integrated team's effective instruction

Recommendations for Woonsocket Middle School

Work together to create a positive environment for all members of the school community.

Create and use channels of effective communication to move the school forward.

Find ways for the faculty and administrators to work together for educational improvement.

Maximize the use of instructional time.

Provide further training and support for more effective inclusion classrooms.

Practice clear and consistent discipline, as identified in the code of conduct, and ensure that everyone enforces it.

Eliminate homogeneous classrooms to create equitable learning opportunities.

Work with the Woonsocket School Department to obtain smaller and new facilities to personalize learning.

Create a parent involvement program that treats parents as equal partners in their children's education.

Recommendations for Woonsocket School Department

Work with the faculty and administrators to resolve and improve the pervasive negative climate that impedes learning and teaching for learning.

Continue to support the administrative team.

Work with the community of Woonsocket to provide new middle school facilities.

7. FINAL ADVICE TO WOONSOCKET MIDDLE SCHOOL

The SALT team recognizes the challenges of working in a school this size and encourages you to take steps to keep your students at the center of your work and at the heart of your decisions. Until a clear and shared vision among all members of the school community exists, your desires and strides for high academic achievement for all will not be realized.

Your students deserve an inspiring educational experience. Instill purposeful academic rigor in your classrooms and across all content areas, and raise the bar of expectations for everyone. Your students want to learn and call out to be challenged and engaged. Listen to them!

The faculty and administrators need sincerely and effectively to open the lines of communication. Both parties need to understand the other's perspective, keep each other informed, and find common ground. Only through these collaborative and essential actions will the necessary changes for improved student learning result.

Now is the time to do the work to find common ground. Reflect on your teaching and administrative practices, and come together as one team to serve the most important people in the school—the students. Your success in this endeavor holds the key to your students' futures.

ENDORSEMENT OF SALT VISIT TEAM REPORT

Woonsocket Middle School

April 15, 2005

Catalpa Ltd. monitors all SALT visits and examines each SALT visit team report to determine whether it should be endorsed as a legitimate SALT report. The endorsement decision is based on procedures and criteria specified in *Endorsing SALT Visit Team Reports*. (available on Catalpa website). Catalpa Ltd. bases its judgment about the legitimacy of a report on these three questions:

> Did the SALT visit team and the host school conduct the visit in a manner that is reasonably consistent with the protocol for the visit?

> Do the conclusions of the report meet the tests for conclusions specified in the visit protocol (important, accurate, set in present, shows the team's judgment)?

> Does the report meet the tests for a report as specified in the visit protocol (fair, useful, and persuasive of productive action)?

Using the answers to these questions, the final decision to endorse the report answers the overall endorsement question: Is this a legitimate SALT team visit report? In order to make this determination, Catalpa weighs all the questions and issues that have been raised to decide whether a report is legitimate or not. While it is possible that a challenge related to one of the three questions listed above would be serious enough to withhold or condition the endorsement, it is more likely that issues serious enough to challenge a report's legitimacy will cut across the three questions.

While the SALT visit protocol requires that all SALT visits are conducted to an exceptionally high standard of rigor, visits are "real-life" events; it is impossible to control for all unexpected circumstances that might arise. The protocol for the conduct of the visit is spelled out in the *Handbook for SALT Visit Chairs, 1st edition.*

Since unexpected circumstances might result in either the team or the school straying too far from the protocol for a visit, Catalpa monitors both the school and the team during a visit regarding the conduct of the visit.

Most often actual visit events or issues do not challenge a report's legitimacy and Catalpa's monitoring and endorsement is routine. A district administrator, principal, faculty member or parent may not like a report, or think it is too negative, or think the visit should have been conducted in a manner that is not consistent with the protocol. None of these represent a challenge to a report's legitimacy; concerns that might challenge an endorsement are based on events that stray too far from the protocol.

The Catalpa review of this visit and this report was routine.

The steps Catalpa completed for this review were:

discussion with the chair about any issues related to the visit before it began

daily discussion of any issues with the visit chair during the visit

observation of two portions of the visit

discussion with the principal regarding any concerns about the visit at the time of the visit

thorough review of the report in both its pre-release and final version form

The findings from the review are:

1. This team was certified to meet team membership requirements by RIDE staff.

2. This report was produced by a legitimate SALT Visit that was led by a trained SALT Visit Chair and conducted in a manner that is consistent with SALT Visit procedures.

3. The conclusions are legitimate SALT visit conclusions.

4. The report is a legitimate SALT visit report.

Accordingly, Catalpa Ltd. endorses this report.

Thomas A. Wilson, Ed.D.
Catalpa Ltd.
May 11, 2005

REPORT APPENDIX

Sources of Evidence for This Report

In order to write this report the team examined test scores, student work, and other documents related to this school. The school improvement plan for Woonsocket Middle School was the touchstone document for the team. No matter how informative documents may be, however, there is no substitute for being at the school while it is in session—in the classrooms, in the lunchroom, and in the hallways. The team built its conclusions primarily from information about what the students, staff, and administrators think and do during their day. Thus, this visit allowed the team to build informed judgments about the teaching, learning, and support that actually takes place at Woonsocket Middle School.

The visit team collected its evidence from the following sources of evidence:

- *direct classroom observation*
- *observing the school outside of the classroom*
- *following nineteen students for a full day*
- *observing the work of teachers and staff for a full day*
- *meeting at scheduled times with the following groups:*
  - *teachers*
  - *school improvement team*
  - *school and district administrators*
  - *students*
  - *parents*
- *talking with students, teachers, staff, and school administrators*
- *reviewing completed and ongoing student work*
- *interviewing teachers about the work of their students*
- *analyzing state assessment results as reported in* Information Works!
- *reviewing the following documents:*
  - *district and school policies and practices*
  - *records of professional development activities*
  - *classroom assessments*
  - *school improvement plan for Woonsocket Middle School*
  - *district strategic plan*
  - *2004 SALT Survey report*
  - *classroom textbooks*
  - *2003 Information Works!*
  - *2004 New Standards Reference Examination School Summaries*
  - *2004 Rhode Island Writing Assessment results*
  - *School and District Report Cards*

Woonsocket Middle School Principal's Notes binder
Woonsocket Middle School Weekly Bulletins binder
Woonsocket Middle School Faculty handbook
Woonsocket Middle School Community Newsletter binder
Woonsocket Middle School School Improvement Team binder
Woonsocket Education Department Professional Development binder

State Assessment Results for Woonsocket Middle School

Assessment results create pieces of evidence that the visit team uses as it conducts its inquiry. The team uses this evidence to shape its efforts to locate critical issues for the school. It also uses this evidence, along with other evidence, to draw conclusions about those issues.

This school's results are from the latest available state assessment information. It is presented here in four different ways:

♦ *against performance standards;*

♦ *compared to similar students in the state;*

♦ *across student groups within the school;*

♦ *and over time.*

RESULTS IN RELATION TO PERFORMANCE STANDARDS

The first display shows how well the students do in relation to standards in English/Language Arts and mathematics. Student results are shown as the percentage of students taking the test whose score places them in the various categories at, above, or below the performance standard. Endorsed by the Board of Regents for Elementary and Secondary Education in 1998, the tested standards can be found in the publication *New Standards Performance Standards*.

Table 1. 2003-2004 Student Results on Rhode Island State Assessments

Woonsocket Middle School State Assessment Results of 2004
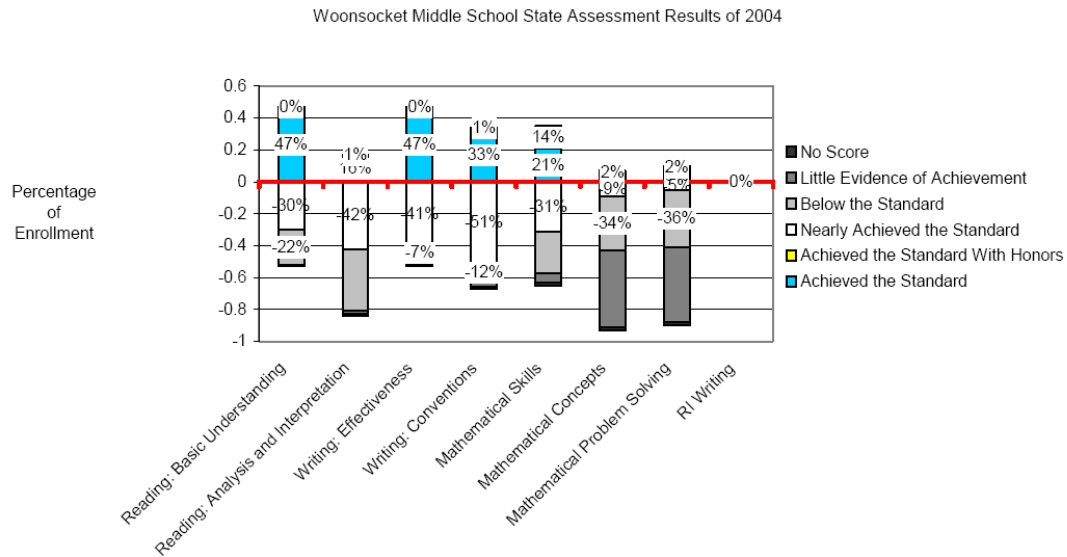
RESULTS ACROSS STUDENT GROUPS WITHIN THE SCHOOL

An important way to display student results is across different groups of students who are in the school. This display shows targets and index scores and reflects the new requirements of the No Child Left Behind federal legislation. Since breaking students into these smaller groups can result in groups becoming too small to show accurate results, this display shows groups with 45 or more students across three years of testing. Any student group whose index scores do not meet the targets set by RIDE require additional attention to close its performance gaps.

Table 2. 2002-2003 Student Results across Subgroups

Annual Proficiency, Woonsocket Middle School, Grade 8 ELA
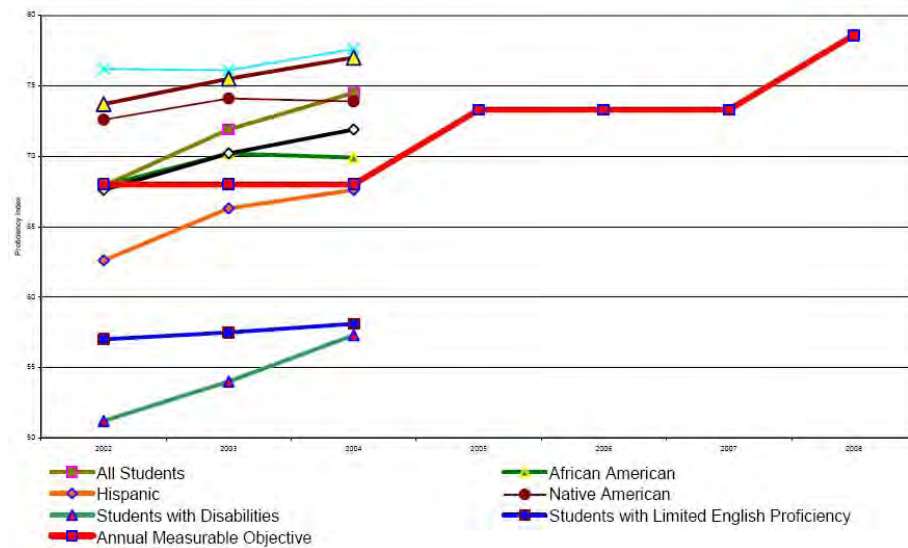
Legend:
- ▬ All Students
- ◆ Hispanic
- ▲ Students with Disabilities
- ▬ Annual Measurable Objective
- ▲ African American
- ● Native American
- ■ Students with Limited English Proficiency
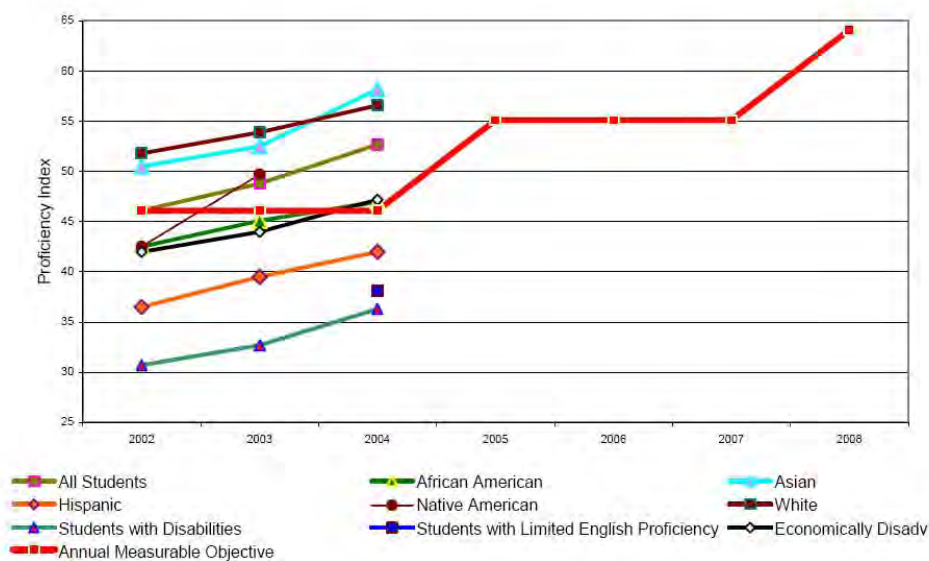
Annual Proficiency, Woonsocket Middle School, Grade 8 Math

Legend:
- All Students
- African American
- Asian
- Hispanic
- Native American
- White
- Students with Disabilities
- Students with Limited English Proficiency
- Economically Disadv
- Annual Measurable Objective

REPORT CARD FOR WOONSOCKET MIDDLE SCHOOL

This Report Card show the performance of Woonsocket Middle School compared to the school's annual measurable objectives (AMO).

These report card scores describe Woonsocket Middle School as a school in need of improvement/insufficient progress.

Table 3. Report Card for Woonsocket Middle School

2004 Rhode Island School Report Card
Page 1 of 3

RI SCHOOL: **WOONSOCKET MIDDLE SCHOOL**
RI DISTRICT: **WOONSOCKET**
GRADE: 08

INDEX PROFICIENCY SCORE, 2002-04	ENGLISH LANG. ARTS TARGET SCORE: 68				MATHEMATICS TARGET SCORE: 46.1			
STUDENT GROUP	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE
All Students	74.5	YES	74.4	80.3	52.7	YES	52.4	66.5
African Americans	69.9	YES	69.3	71.2	47	YES	46.3	49.5
Asian	77.6	YES	77.6	79.3	58.2	YES	58.2	64.9
Hispanic	67.6	YES††	67.6	69.5	42	NO	41.9	46.8
Native Americans	73.9	YES	73.9	76.7	*	YES	*	56.6
White	77	YES	76.8	84.4	56.6	YES	56.2	72.6
Students with Disabilities	57.3	YES†	56.6	63.3	36.3	YES†	35.5	46.8
Students with Limited English	58.1	NO	58.1	61	38.1	NO	38.1	43.3

Students who are Economically Disadvantaged	71.9	YES	71.5	70.8	47.2	YES	46.8	50.9

PERCENT OF STUDENTS TESTED, 2002-04	Target: 95%			
	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE
English Language Arts	99.6	YES	99.6	98.6
Mathematics	99.5	YES	99.5	98.8

ATTENDANCE RATE	Target: 90%			
	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE
	91.8	YES	91.8	93.6

TARGETS MET/MISSED, THIS SCHOOL	TARGETS MET	TARGETS MISSED
English Language Arts Index Score	8	1
Mathematics Index Score	7	2
Percent Tested	2	0
Attendance Rate	1	0

THIS SCHOOL IS CLASSIFIED AS:

School in Need of Improvement/Insufficient Progress

KEY: * Student group has too few students to calculate results.
            † "Safe Harbor" - Student group has fallen short of the target but has made sufficient improvement over last year's score.
            †† Student group has met the target based only on the most recent year of test results.

NOTE: For information on targets and classifications, please see Quick Guide.

Information Works! data for Woonsocket Middle School is available at http://www.ridoe.net.

THE WOONSOCKET MIDDLE SCHOOL IMPROVEMENT TEAM

Sandra Gasbarro
Teacher
School Improvement Team Chair

Donna Valentine
Principal

Janessa Allen
Teacher

Tara Anderson
Teacher

Geraldine Burgess
Teacher

Jessie Butash
Teacher

Emily Cournoyer
Student

Emma Dandy
Community

Charlene Dwyer
Teacher

Bruce Heroux
Teacher

Colin Kane
Teacher

Joanna Kon
Student

Linda Kuras
Teacher

Rev. Luis Lopez
Parent

Obed Lopez
Student

Ann Mablon
Teacher

Linda Majewski
Parent

James Morriseau
Teacher

Roth Nordin
Assistant Principal

Pauline Papino
Teacher

Carissa Perrico
Student

Carrie Poder
Parent

Sara Roberts
Community

Deborah Rossi
Teacher

Lisa Vinacco
Teacher

Elaine Zagrodny
Teacher

MEMBERS OF THE SALT VISIT TEAM

Andre Audette
Standards Coach
Pawtucket School Department
Office of School Improvement and Support Services
Rhode Island Department of Education
Regents SALT Fellow
Team Chair

Deborah D'Arezzo
Mathematics Teacher
Edward Martin Middle School
East Providence School Department
East Providence, Rhode Island

Jerilyn Karam
English Language Arts Teacher
William E. Tolman High School
Pawtucket School Department
Pawtucket, Rhode Island

Monique Desmarais
English Language Arts Teacher
Nicholas A. Ferri Middle School
Johnston School Department
Johnston, Rhode Island

Joanne St. Lawrence
Parent
New England Laborers Construction
Academy
Cranston, Rhode Island

Brian Gendreau
Science Teacher
Ponaganset Middle School
Foster-Glocester School Department
Glocester, Rhode Island

Caz Malec
Literacy Coach
Calcutt Middle School
Central Falls School Department
Central Falls, Rhode Island

Rick Frigon
Physical Education Teacher
Knotty Oak Middle School
Coventry School Department
Coventry, Rhode Island

Michael McGuinn
Special Needs Teacher
Riverside Middle School
East Providence School Department
East Providence, Rhode Island

Ben Hall
Mathematics Teacher
Samuel Slater Junior High School
Pawtucket School Department
Pawtucket, Rhode Island

Allison Mulazzi
ESL Teacher
Oliver Hazard Perry Middle School
Providence School Department
Providence, Rhode Island

Jill Harraka
English Language Arts Teacher
Dr. Edward A. Ricci School
North Providence School Department
North Providence, Rhode Island

Elizabeth Newton
Social Studies Teacher
Blackstone Academy Charter School
Pawtucket, Rhode Island

William Oehlkers
Higher Education
Providence College
Providence, Rhode Island

Barbara Roberts
ESL Teacher
Samuel W. Bridgham Middle School
Providence School Department
Providence, Rhode Island

Maggi Rogers
Parent
Joseph Jenks Junior High School
Pawtucket School Department
Pawtucket, Rhode Island

Judd Silvia
Special Needs Teacher
Wickford Middle School
North Kingstown School Department
North Kingstown, Rhode Island

Eric Thomas
Assistant Principal
Frank E. Thompson Middle School
Newport School Department
Newport, Rhode Island

Alan Yanku
Principal
Flat River Middle School
Coventry School Department
Coventry, Rhode Island

8. Consortium on Chicago School Research Sample On-Track Report

Getting On-Track

Understanding Freshman Performance at Vancouver

Nicholas Montgomery and Melissa Roderick with Alissa Bolz

INSIDE THIS REPORT

Vancouver First-Time Freshmen

54%   WERE ON-TRACK in 2001-02

52%   WERE ON-TRACK in 2008-09

at the end of their freshman year

CONSORTIUM ON
CHICAGO SCHOOL RESEARCH
AT THE UNIVERSITY OF CHICAGO
URBAN EDUCATION INSTITUTE

c c s r

Getting On-Track

Understanding Freshman Performance at Vancouver

Student performance in the freshman year predicts whether students will graduate from high school. In particular, the freshman on-track indicator, failures, grades, and absences each predict the students who will graduate and those who will drop out.[1] How Vancouver students have historically performed on these indicators can provide insight into how to target interventions and supports for students. Examining how these indicators have changed over time can help school leaders determine whether past efforts have been successful or if they need improvement. This report details the freshman year at Vancouver to provide information on the state of the freshman class, how performance has changed over time, and areas where improvement may be needed.

Statistics on student work in the freshman year, the **on-track indicator**, **number of Fs**, **grade point average**, and the **number of absences** are all more predictive of high school graduation than student background (e.g., test scores, demographic information, etc). Using these data in the freshman year, one can determine which students are at risk for dropping out and how likely they are to dropout. The vast majority of students who are on-track at the end of the freshman year graduate from high school. Of the students who are off-track, have many Fs, or have low grades, only a few will graduate. Those off-track students with many Fs are also typically the students with many absences. Even students who are academically strong before entering high school will likely not graduate if they have a weak freshman year.

This report provides a detailed look at each component of the freshman year. Looking at these data for Vancouver, one can determine the characteristics of on/off-track students, whether they fail many or few of their classes, whether they are getting good grades, and whether their failures are linked to absences. This can inform the type of interventions to implement. Looking at these data over time can also support evaluating whether past efforts have been successful at Vancouver.

Using This Report

This report is divided into sections by indicator (e.g., on-track). Each section provides information on why the indicators are important, what the indicators look like at Vancouver, and how students with different backgrounds perform on them (e.g., on-track rates for young men and young women). Each section provides a list of basic questions to help understand the data and more advanced questions to help transition from statements about numbers to understanding what the numbers mean for Vancouver. After each section, consider what the data say and where problems exist before continuing.

Moving Forward

Graduation Pathways at CPS also provides a number of resources for understanding and targeting the students currently at Vancouver. The Freshman Watchlist and the Freshman Success Report assign risk levels to each of the current students at Vancouver and provide information on how those students are currently performing. The new Freshman Handbook provides promising practices for using this information and intervening with students. See http://chooseyourfuture.org for more information.

Contents

Key Terms

On-track

On-Track students received no more than one semester F in a core subject (English, math, social science, or science during the school year and had enough credits (5) to advance to the next grade on time. Credits earned in summer school are not counted towards the credit total. Summer school failures are not counted towards on/off-track status. Core classes can include many courses: double-period algebra, AVID, or reading – any course code beginning with a 1, 2, 3, or 4.

Off-track

Off-track students either received more than one semester F in a core course (English, math, social science, or science) during the school year or did not have enough credits to advance to the next grade on time.

Graduate

Graduates are identified by a graduation code in the CPS student information system. Students with GEDs are not included as graduates.

Dropped out

Dropouts are identified by a "leave-code" in the CPS student information system that identifies why a student is no longer enrolled. We use the same codes as the CPS Office of Research, Evaluation and Accountability to designate students as dropouts. In addition, we treat students attending alternative high schools after the freshman year as dropouts.

Left CPS

These students are no longer enrolled in a CPS high school in a given year and have a code in the CPS student information system that designates them as leaving CPS, usually for another public school district, a private school, a correctional facility, a residential institution, or to be home-schooled. *Student transfers must be validated to qualify for this status.* Students designated as having left CPS are excluded from on-track calculations.

Absences

Absences are the amount of class and school time that students miss. The numbers in this report represent the CPS method for calculating absences. On any given school day, students receive half an absence for any absences from a class in the first half of the day and a half absence for any classes missed in the second half of the day.

EXPLORE scores

EXPLORE scores provided in this report refer to the test that students are required to take in the fall of ninth grade.

On-Track Freshmen Graduate

Two or More Core Fs in Grade 9: Unlikely to Graduate Anytime

Students who are on-track at the end of the freshman year are four times more likely to graduate from high school than students who are off-track. As the figure on the right shows, 81% of on-track students in CPS graduate from high school in four years whereas only 22% of off-track students graduate in the same time period. The same holds true at Vancouver: 75% of Vancouver on-track freshman graduate in four years while only 24% of their off-track peers do.

The graphs and tables on the following page show the on-track rate for successive cohorts of freshmen at Vancouver and district-wide. For freshmen entering high school in 2001-02 through 2008-09, the graphs show how the on-track rate has changed overall in Vancouver and in CPS. Because freshman on-track rates can also vary greatly by student background, the graphs also show how the on-track rates have changed for males and females, and how they have changed for students with different ninth-grade EXPLORE scores (EXPLORE trends are available on page 23).

These data can assist in addressing basic questions such as:

- Have freshman on-track rates improved, declined, or remained stable over time?
- How have Vancouver freshmen performed in comparison to CPS?
- Is there a gap in on-track rates between males and females or by EXPLORE scores?
- Have on-track rates changed for some groups and not others?

More advanced questions include:

- Why has the on-track rate changed or not changed? (Was it due to changes within a subgroup? What might have changed in Vancouver?)
- If certain types of students have different on-track rates, is this because they start freshman year with different abilities or because they have different experiences in Vancouver?
- Have Vancouver interventions for freshmen been successful?

Section Contents

Getting On-Track: Understanding Freshman Performance at Vancouver | 5

On-Track Over Time

How has the freshman on-track rate changed over time for Vancouver students?
2002 to 2009 Ninth-Graders
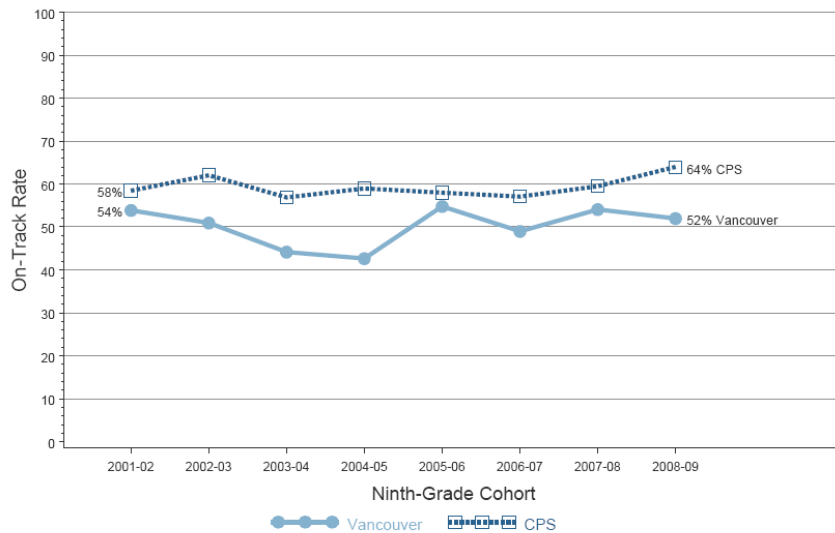
Table 1: Freshman On-Track Rate Over Time for Vancouver Students

Ninth-Grade Year	Number of Students*	Vancouver On-Track	CPS On-Track*
2001-02	195	105 (54%)	15,207 (58%)
2002-03	216	110 (51%)	16,041 (62%)
2003-04	231	102 (44%)	15,851 (57%)
2004-05	279	119 (43%)	16,345 (59%)
2005-06	303	166 (55%)	16,384 (58%)
2006-07	339	166 (49%)	15,719 (57%)
2007-08	272	147 (54%)	15,193 (59%)
2008-09	256	133 (52%)	16,636 (64%)

*This number excludes those students who left CPS, transferred to a charter school, or started school in the spring.

Getting On-Track: Understanding Freshman Performance at Vancouver　　6

On-Track Over Time by Gender

Did on-track rates differ for males and females?

2002 to 2009 Ninth-Graders at Vancouver
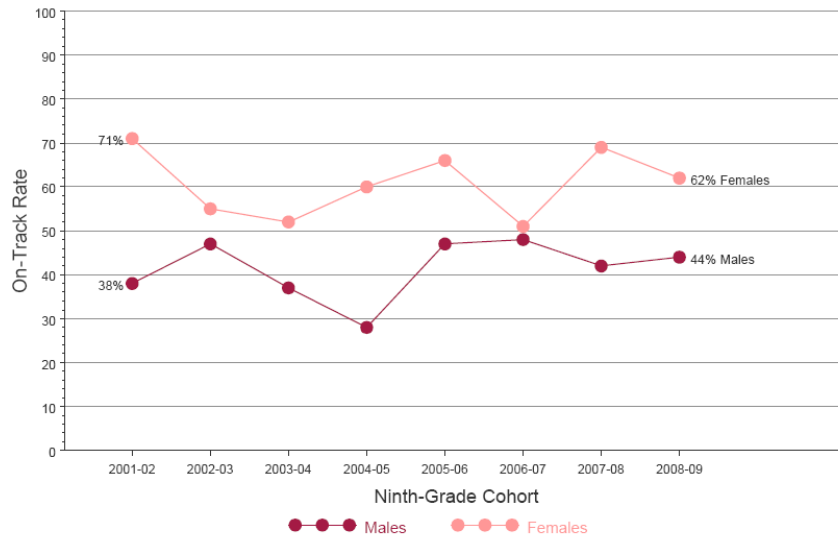
Table 2: Freshman On-Track Rate by Gender

9th Grade Year	Number of students *	Male On-Track	Female On-Track
2001-02	195	39 (38%)	66 (71%)
2002-03	216	52 (47%)	58 (55%)
2003-04	231	45 (37%)	57 (52%)
2004-05	279	43 (28%)	76 (60%)
2005-06	303	80 (47%)	86 (66%)
2006-07	339	89 (48%)	77 (51%)
2007-08	272	62 (42%)	85 (69%)
2008-09	256	65 (44%)	68 (62%)
2008-09 CPS	26,013	7,429 (57%)	9,207 (71%)

*Excludes those Vancouver students who left CPS, transferred to
a charter high school, or started high school in the spring.
Outcomes for categories with fewer than ten students are not shown.

Getting On-Track: Understanding Freshman Performance at Vancouver | 7

On-Track Over Time by EXPLORE

Did on-track rates differ by ninth-grade EXPLORE scores?

2002 to 2009 Ninth-Graders at Vancouver
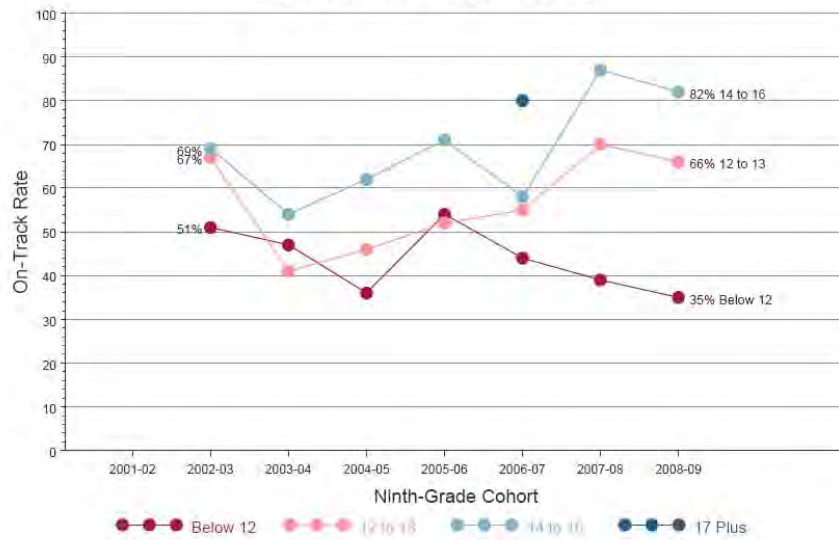
Table 3: Freshman On-Track Rate by EXPLORE Score

9th Grade Year	Number of students *	Below 12 On-Track	12-13 On-Track	14-16 On-Track	17 Plus On-Track	No Score On-Track
2001-02	195	n/a	n/a	n/a	n/a	105 (54%)
2002-03	216	24 (51%)	36 (67%)	20 (69%)	n/a	29 (34%)
2003-04	231	25 (47%)	32 (41%)	30 (54%)	n/a	11 (28%)
2004-05	279	26 (36%)	39 (46%)	40 (62%)	n/a	8 (16%)
2005-06	303	37 (54%)	55 (52%)	58 (71%)	n/a	11 (27%)
2006-07	339	41 (44%)	63 (55%)	41 (58%)	8 (80%)	13 (27%)
2007-08	272	16 (39%)	50 (70%)	41 (87%)	n/a	38 (35%)
2008-09	256	23 (35%)	45 (66%)	37 (82%)	n/a	24 (33%)
2008-09 CPS	26,013	2,062 (47%)	3,709 (59%)	5,575 (75%)	4,244 (88%)	1,046 (35%)

*Excludes those Vancouver students who left CPS, transferred to a charter high school, or started high school in the spring.
Outcomes for categories with fewer than ten students are not shown.

Getting On-Track: Understanding Freshman Performance at Vancouver | 8

On-Track in 2008-09 by Gender and EXPLORE

Did on-track rates differ by ninth-grade EXPLORE scores for males and females?
2008-09 Ninth-Graders at Vancouver
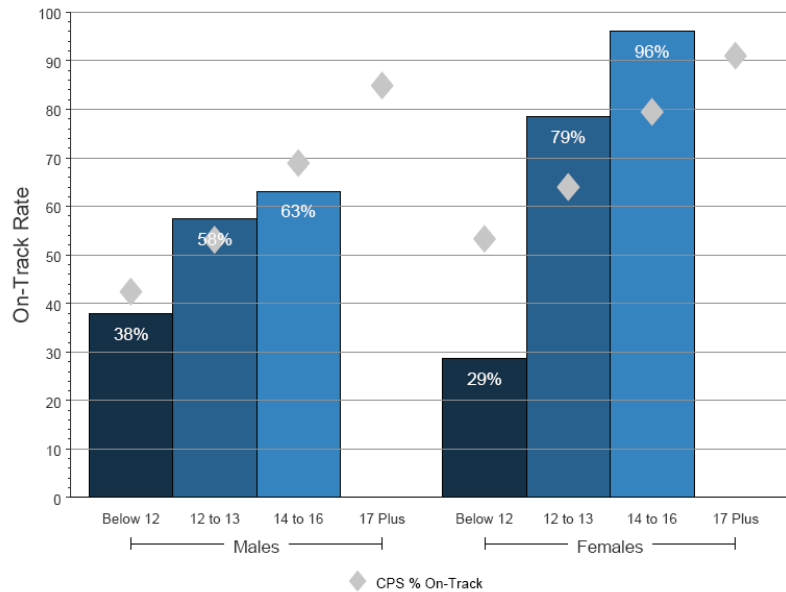
◆ CPS % On-Track

Table 4: Freshman On-Track Rates by Gender and EXPLORE scores in 2008-09

	Vancouver		CPS	
	Number of Students*	On-Track	Number of Students*	On-Track
Males				
No EXPLORE Score	41	11 (27%)	1,753	555 (32%)
Below 12	45	17 (38%)	2,636	1,119 (42%)
12 to 13	40	23 (58%)	3,148	1,673 (53%)
14 to 16	19	12 (63%)	3,286	2,265 (69%)
17 Plus	2	n/a	2,139	1,817 (85%)
Females				
No EXPLORE Score	32	13 (41%)	1,276	491 (38%)
Below 12	21	6 (29%)	1,768	943 (53%)
12 to 13	28	22 (79%)	3,180	2,036 (64%)
14 to 16	26	25 (96%)	4,163	3,310 (80%)
17 Plus	2	n/a	2,664	2,427 (91%)

*This number excludes those students who left CPS, transferred to a charter high school, or started school in the spring.
Outcomes for categories with fewer than ten students are not shown.

Getting On-Track: Understanding Freshman Performance at Vancouver | 9

Every Failure Matters

The last section showed how the on-track rate at Vancouver changed over time, but the on-track rate is not the full story of freshman performance. The on-track rates provide a strong indication of how many students will graduate from high school four years later and how that rate differs depending on student characteristics. However, the on-track indicator is a blunt instrument for individual students. It provides no indication of how severely off-track students might be. Are off-track students failing all of their classes? Or, are they only failing a few? These two situations might call for different interventions within Vancouver.

As students fail more classes (core or otherwise), they become less likely to graduate from high school (figure at right). In CPS, nearly all (87%) students who fail no classes graduate high school in four years, whereas students only 5% of students who fail seven or more semester classes graduate in four years. Even students with one or two failures are less likely to graduate than students with no failures and are potentially in need of a targeted intervention.

Each failure in the freshman year makes a student less likely to graduate
Graduation Rates for 2002-03 First Time Ninth-Graders

The following pages show how course failures have changed at Vancouver over time and how severe the situation is for students who do fail. The failure rates are also shown for males and females and by EXPLORE scores.

These data can assist in addressing basic questions such as:

- How have failure rates changed for freshmen over time?
- Are students who fail classes failing many classes or just a few?
- Are certain types of Vancouver students more likely to fail many classes?

More advanced questions include:

- Have interventions for Vancouver freshmen been successful?
- Are some freshmen (e.g., females with high test scores) failing more courses than expected?
- If the on-track rate changed over time, did it happen among certain types of failing students?

Section Contents

Getting On-Track: Understanding Freshman Performance at Vancouver | 10
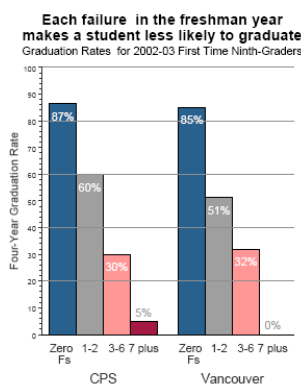
Semester Failures Over Time

Are more students passing their classes over time?

2002 to 2009 Ninth-Graders at Vancouver
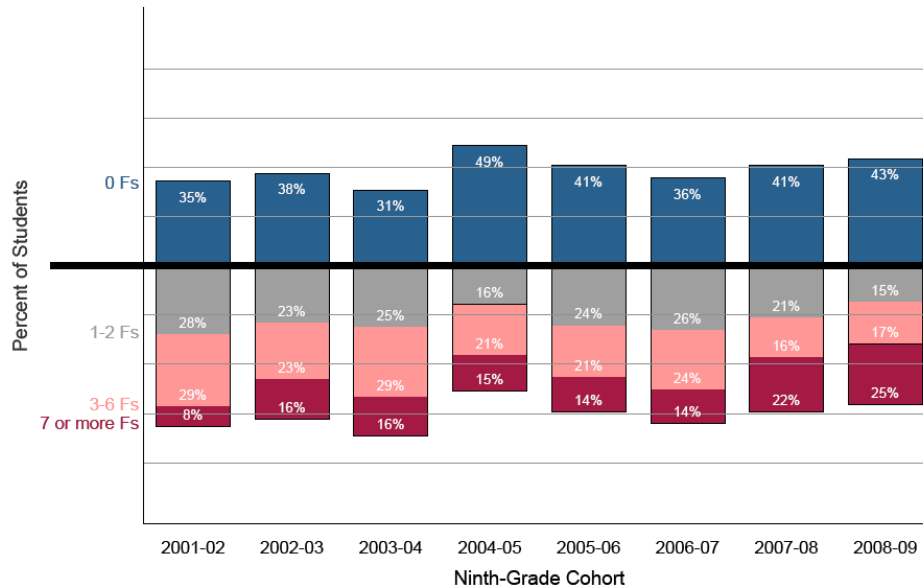
Table 5: Freshman Failure Rates Over Time at Vancouver

9th Grade Year	Number of Students*	Passed all	1-2 Failures	3-6 Failures	7 or more Failures
2001-02	171	59 (35%)	48 (28%)	50 (29%)	14 (8%)
2002-03	197	74 (38%)	46 (23%)	45 (23%)	32 (16%)
2003-04	221	68 (31%)	55 (25%)	63 (29%)	35 (16%)
2004-05	266	130 (49%)	42 (16%)	55 (21%)	39 (15%)
2005-06	291	118 (41%)	71 (24%)	61 (21%)	41 (14%)
2006-07	336	120 (36%)	88 (26%)	81 (24%)	47 (14%)
2007-08	261	106 (41%)	55 (21%)	42 (16%)	58 (22%)
2008-09	253	110 (43%)	37 (15%)	44 (17%)	62 (25%)
2008-09 CPS	25,646	13,028 (51%)	4,840 (19%)	4,121 (16%)	3,657 (14%)

*This number excludes those students who left CPS, dropped out in their freshman year, transferred to a charter school, started school in the spring, or were missing grade records.

Getting On-Track: Understanding Freshman Performance at Vancouver   11

Table 6: How many classes did students fail at Vancouver in 2008-09?

	Number of students*	% of all students		% with at least one F[†]	
		school	CPS	school	CPS
Passed all	110	43 %	51 %		
1-2 Failures	37	15 %	19 %	26 %	38 %
3-6 Failures	44	17 %	16 %	31 %	33 %
7 or more Failures	62	25 %	14 %	43 %	29 %

*This number excludes those students who left CPS, dropped out in their freshman year, transferred to a charter school, started school in the spring, or were missing grade records.
[†]This shows the percent of students in each category after removing those who passed all their classes. It helps address the question: of those failing classes, were they failing many or few?

Table 7: Did failure rates differ by gender and EXPLORE score at Vancouver in 2008-09?

	Number of Students*	Passed all	1-2 Failures	3-6 Failures	7 or more Failures
Males					
No EXPLORE Score	41	17%	10%	20%	54%
below 12	45	27%	13%	22%	38%
12 to 13	39	38%	26%	21%	15%
14 to 16	19	58%	21%	5%	16%
17 plus	2	n/a	n/a	n/a	n/a
Females					
No EXPLORE Score	31	45%	6%	23%	26%
below 12	20	30%	10%	30%	30%
12 to 13	28	61%	25%	14%	0%
14 to 16	26	92%	8%	0%	0%
17 plus	2	n/a	n/a	n/a	n/a

*This number excludes those students who left CPS, transferred to a charter high school, dropped out in their freshman year, started school in the spring, or were missing grade records.
Outcomes for categories with fewer than ten students are not shown.

Getting On-Track: Understanding Freshman Performance at Vancouver | 12

From Strong Grades to Graduates

The last section showed the proportion of students who received Fs in their classes. Using failures, we can identify how severe a student's risk is of dropping out. However, just passing classes is a very low bar to set for student success. Students with low grades are less likely to show improvements in test scores or to end high school ready for college.[2]

Similar to failures, grades in the first year of high school can also predict who will graduate: Students with high grades mostly graduate from high school. It is rare for students with the lowest grades to do so. As the figure to the right shows, this pattern holds both system wide, and within Vancouver. Students with an A average historically have a 97% chance of graduating in CPS. Students averaging a D have 25% chance of graduating and those averaging an F have a 2% chance of graduating.

The data on the following pages show how student grades at Vancouver have changed over time and how they differ for males and females and by incoming test scores.

Students who earn higher grades are more likely to graduate
Graduation Rates for 2002-03 First Time Ninth-Graders

Some basic questions to consider include:

- What grades do Vancouver students earn?
- Are students getting better grades over time?
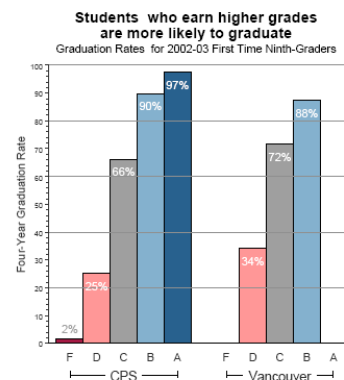- Do certain groups of females get better grades than similar groups of males?

More advanced questions include:

- Are students doing the bare minimum to pass their classes?
- How likely are students to graduate, given the grades they receive?
- Do males with low/high test scores get the same grades as females with low/high test scores?
- Have interventions for Vancouver freshmen been successful?

Section Contents

Freshman GPA Over Time

Are freshmen earning higher grades in their classes over time?
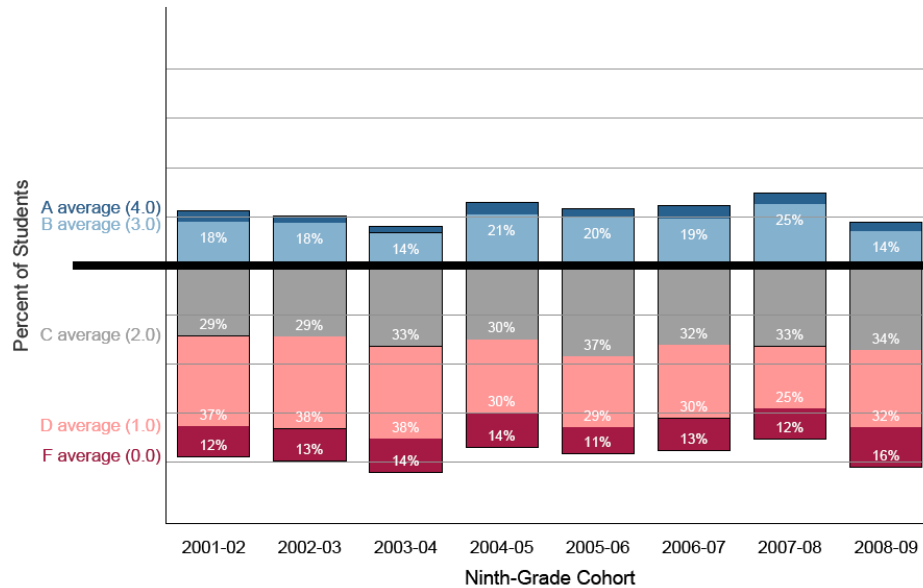
2002 to 2009 Ninth-Graders at Vancouver

Table 8: Freshman Grades Over Time at Vancouver

Ninth-Grade Year	Number of Students*	A	B	C	D	F
2001-02	171	7 (4%)	31 (18%)	49 (29%)	63 (37%)	21 (12%)
2002-03	197	5 (3%)	35 (18%)	57 (29%)	74 (38%)	26 (13%)
2003-04	221	5 (2%)	30 (14%)	73 (33%)	83 (38%)	30 (14%)
2004-05	266	13 (5%)	56 (21%)	80 (30%)	80 (30%)	37 (14%)
2005-06	291	11 (4%)	57 (20%)	108 (37%)	84 (29%)	31 (11%)
2006-07	327	17 (5%)	63 (19%)	106 (32%)	98 (30%)	43 (13%)
2007-08	261	11 (4%)	66 (25%)	86 (33%)	66 (25%)	32 (12%)
2008-09	253	9 (4%)	36 (14%)	87 (34%)	80 (32%)	41 (16%)
2008-09 CPS	25,645	2,664 (10%)	7,109 (28%)	7,981 (31%)	5,587 (22%)	2,304 (9%)

Note: GPA is rounded to the nearest 1.0 (A = 4.0; B = 3.0; C = 2.0; D = 1.0; F = 0.0).
*This number excludes those students who left CPS, attended a charter school,
dropped out in their freshman year, were missing grades, or started school in the spring.

Getting On-Track: Understanding Freshman Performance at Vancouver | 14

Table 9: Did grades differ by gender and EXPLORE score at Vancouver in 2008-09?

	Number of Students*	A	B	C	D	F
Males						
No EXPLORE Score	41	2%	2%	22%	37%	37%
below 12	45	0%	4%	29%	42%	24%
12 to 13	39	0%	15%	41%	36%	8%
14 to 16	19	5%	16%	42%	32%	5%
17 plus	2	n/a	n/a	n/a	n/a	n/a
Females						
No EXPLORE Score	31	0%	13%	35%	29%	23%
below 12	20	0%	5%	25%	50%	20%
12 to 13	28	7%	14%	57%	21%	0%
14 to 16	26	12%	54%	31%	4%	0%
17 plus	2	n/a	n/a	n/a	n/a	n/a

*This number excludes those students who left CPS, transferred to a charter high school, dropped out in their freshman year, started school in the spring, or were missing grade records.
Outcomes for categories with fewer than ten students are not shown.

Getting On-Track: Understanding Freshman Performance at Vancouver | 15

Poor Attendance Predicts Failures

The on-track indicator shows how Vancouver students are doing overall and the proportion of freshmen who will graduate four years later. But, it is not fully available until the end of the freshman year (CPS provides a predicted on-track rate early in the year). Failures and grades are both available earlier in the school year for targeting at-risk students and can be used for determining the severity of the dropout risk and the type of interventions that might be appropriate. Yet, neither is available before the end of the marking period. Attendance information, however, is available immediately and predicts failures as well as graduation.

Students who attend class fail fewer courses and are more likely to graduate (figure at right). Students who skip class or school entirely often fail their classes and often fail to graduate. In CPS, freshmen who miss fewer than one week of class fail almost no classes. Freshmen missing just one week of class fail more than one class on average. With every additional week of absences, students fail many more classes. The pattern at Vancouver is similar to the pattern across CPS. The data on the following pages show how student absences (averaged between fall and spring) at Vancouver have changed over time and how they differ for males and females and by incoming test scores.

Students with higher absences fail more courses
Average Number of Semester Failures for 2007-08 and 2008-09 Freshmen

Some basic questions to consider include:

- How many absences do Vancouver students have?
- Are freshmen missing less school over time?
- Do females come to school more than males?

More advanced questions include:

- Are the students who were failing classes doing so because of absences?
- Are males with low/high test scores absent the same amount as females with low/high test scores?
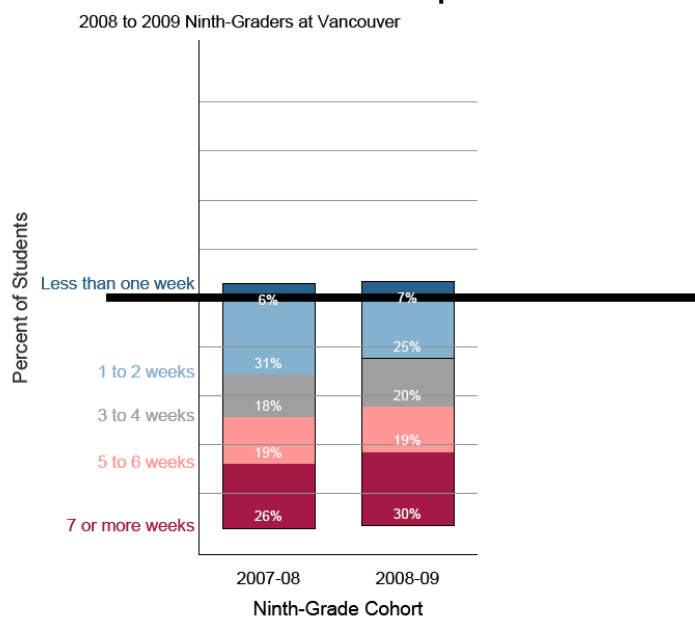- Have interventions for Vancouver freshmen been successful?
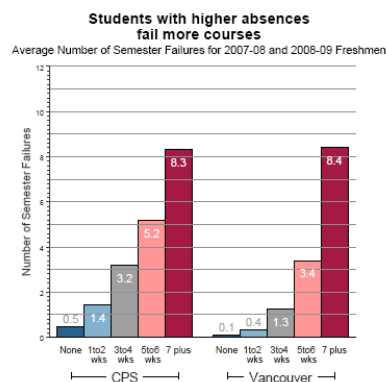
Section Contents

Average Absences Per Semester Over Time (page 17)
Absences in 2008-09 by Gender and EXPLORE (page 18)

Getting On-Track: Understanding Freshman Performance at Vancouver | 16

Average Absences Per Semester Over Time

Did freshmen in 2008-09 have fewer absences than previous freshmen?

Table 10: Freshman Absences Over Time at Vancouver

Ninth-Grade Year	Number of Students*	Less than 1 week	1 to 2 weeks	3 to 4 weeks	5 to 6 weeks	7 or more weeks
2007-08	261	15 (6%)	82 (31%)	46 (18%)	50 (19%)	68 (26%)
2008-09	253	17 (7%)	63 (25%)	50 (20%)	47 (19%)	76 (30%)
2008-09 CPS	25,645	8,343 (33%)	9,156 (36%)	3,652 (14%)	1,971 (8%)	2,523 (10%)

*This number excludes those students who left CPS, attended a charter school, dropped out in their freshman year, were missing grades, or started school in the spring.

Table 11: Did absence rates differ by gender and EXPLORE score at Vancouver in 2008-09?

	Number of Stu-dents*	Less than 1 week	1 to 2 weeks	3 to 4 weeks	5 to 6 weeks	7 or more weeks
Males						
No EXPLORE Score	41	5%	10%	10%	22%	54%
below 12	45	2%	13%	31%	13%	40%
12 to 13	39	15%	26%	18%	26%	15%
14 to 16	19	11%	37%	26%	16%	11%
17 plus	2	n/a	n/a	n/a	n/a	n/a
Females						
No EXPLORE Score	31	0%	13%	16%	16%	55%
below 12	20	0%	20%	15%	25%	40%
12 to 13	28	11%	39%	21%	18%	11%
14 to 16	26	12%	62%	15%	12%	0%
17 plus	2	n/a	n/a	n/a	n/a	n/a

*This number excludes those students who left CPS, transferred to a charter high school, dropped out in their freshman year, started school in the spring, or were missing grade records.
Outcomes for categories with fewer than ten students are not shown.

Relationships and Relevance are Related to Successful Behaviors

Understanding freshman performance, using the on-track indicator, grades, failures, and absences, is a key to improving graduation rates at Vancouver. These student behaviors are early warning signs for dropouts. The next step is to understand why students behave as they do. Schools that have better course performance and positive student behaviors are those with "strong teacher-student relationships and where students see high school as relevant for their future."[3]

Students who trust and are supported by their teachers are more likely to attend and pass classes. When students see high school as important for their future and when students are expected to work hard and plan for the future, schools also have better attendance and better course performance.

Below are the responses from Vancouver freshmen in the the 2009 cohort. Each column shows the percent of students who reported strong levels of relationships/relevance for the set of survey questions. Following the responses for Vancouver freshmen are the responses from schools citywide that had high levels of trust and relevance.

Additional Information

This section provides additional information–as requested by school leaders–related to freshman performance. The graphs in this section show how the on-track rate has changed for students receiving special education services and students in AVID. In addition, there are some graphs for understanding how the composition of the student body has changed over time.

Some basic questions to consider include:

- Do Vancouver special education freshmen have similar on-track rates to general education freshmen?
- Are Vancouver freshmen in AVID more likely to be on-track?
- Have on-track rates changed differently for some groups of Vancouver freshmen over time?
- Have students entered Vancouver with higher or lower test scores over time?

More advanced questions include:

- Are Vancouver interventions working for all freshmen?
- Are some Vancouver freshmen in need of special interventions?
- Have changes in the abilities of incoming freshmen affected on-track rates?
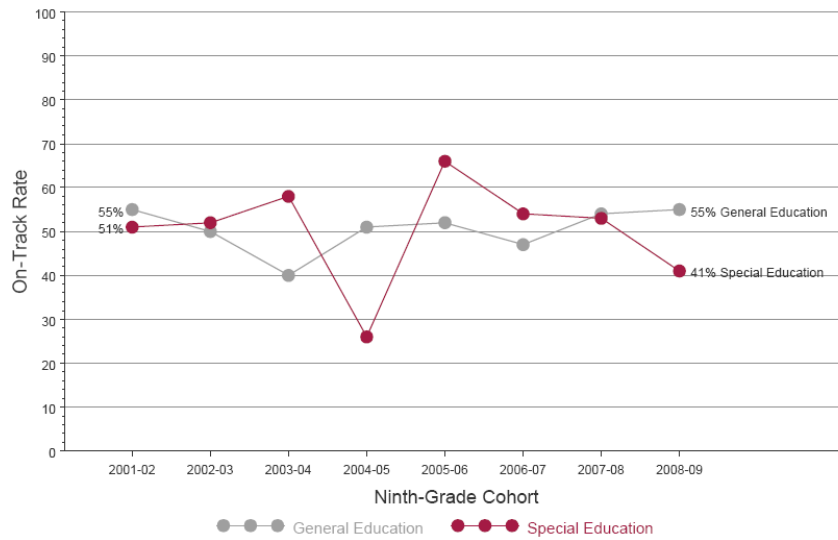
Section Contents

Getting On-Track: Understanding Freshman Performance at Vancouver | 20
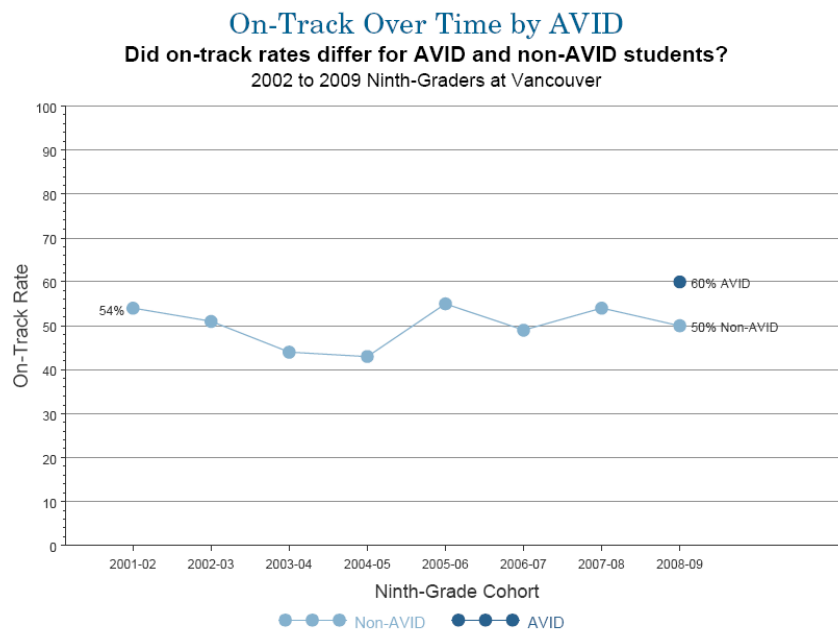
On-Track Over Time by Special Education
Did on-track rates differ for special education students?
2002 to 2009 Ninth-Graders at Vancouver

Table 12: Freshman On-Track Rate by Special Education

9th Grade Year	Number of students *	General-Ed On-Track	Special-Ed On-Track
2001-02	195	81 (55%)	24 (51%)
2002-03	216	76 (50%)	34 (52%)
2003-04	231	71 (40%)	31 (58%)
2004-05	279	95 (51%)	24 (26%)
2005-06	303	122 (52%)	44 (66%)
2006-07	339	123 (47%)	43 (54%)
2007-08	272	116 (54%)	31 (53%)
2008-09	256	113 (55%)	20 (41%)
2008-09 CPS	26,013	14,52 (65%)	2,111 (58%)

*Excludes those Vancouver students who left CPS, transferred to a charter high school, or started high school in the spring.
Outcomes for categories with fewer than ten students are not shown.

Getting On-Track: Understanding Freshman Performance at Vancouver | 21

On-Track Over Time by AVID

Did on-track rates differ for AVID and non-AVID students?

2002 to 2009 Ninth-Graders at Vancouver

Table 13: Freshman On-Track Rate by AVID Participation

9th Grade Year	Number of students *	Non-AVID On-Track	AVID On-Track
2001-02	195	105 (54%)	n/a
2002-03	216	110 (51%)	n/a
2003-04	231	102 (44%)	n/a
2004-05	279	119 (43%)	n/a
2005-06	303	166 (55%)	n/a
2006-07	339	166 (49%)	n/a
2007-08	272	147 (54%)	n/a
2008-09	256	102 (50%)	31 (60%)
2008-09 CPS	26,013	14,11 (63%)	2,519 (69%)

*Excludes those Vancouver students who left CPS, transferred to a charter high school, or started high school in the spring.
Outcomes for categories with fewer than ten students are not shown.

Getting On-Track: Understanding Freshman Performance at Vancouver | 22

Freshman EXPLORE Scores Over Time

Are EXPLORE scores for incoming freshmen increasing or decreasing over time?
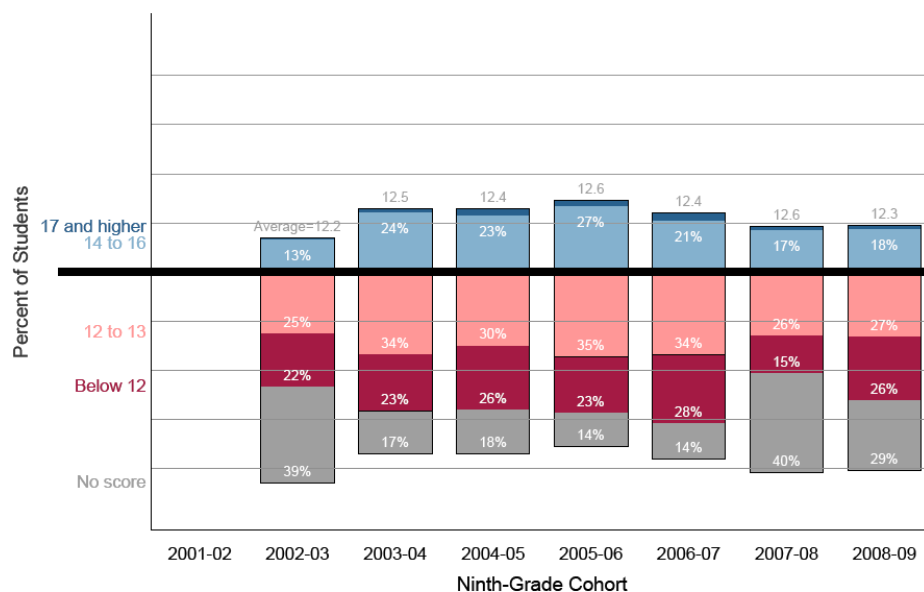
2002 to 2009 Ninth-Graders at Vancouver

Table 14: Freshman EXPLORE Scores Over Time

Ninth-Grade Year	Number of Students*	17 and higher	14-16	12-13	Below 12	No score
2001-02	n/a	n/a	n/a	n/a	n/a	n/a
2002-03	216	1 (0%)	29 (13%)	54 (25%)	47 (22%)	85 (39%)
2003-04	231	4 (2%)	56 (24%)	78 (34%)	53 (23%)	40 (17%)
2004-05	279	7 (3%)	65 (23%)	84 (30%)	73 (26%)	50 (18%)
2005-06	303	6 (2%)	82 (27%)	105 (35%)	69 (23%)	41 (14%)
2006-07	339	10 (3%)	71 (21%)	115 (34%)	94 (28%)	49 (14%)
2007-08	272	3 (1%)	47 (17%)	71 (26%)	41 (15%)	110 (40%)
2008-09	256	4 (2%)	45 (18%)	68 (27%)	66 (26%)	73 (29%)
2008-09 CPS	26,013	4,803 (18%)	7,449 (29%)	6,328 (24%)	4,404 (17%)	3,029 (12%)

Note: EXPLORE scores are taken from the fall of ninth grade.
*This number excludes those students who left CPS, attended a charter school, or started school in the spring.

Getting On-Track: Understanding Freshman Performance at Vancouver   23

For More Information

Related CCSR studies

For more information on the on-track indicator and how it is related to graduation, see
The On-Track Indicator as a Predictor of High School Graduation
> http://ccsr.uchicago.edu/content/publications.php?pub_id=10

For information on the freshman year and how students can stay on-track, see
What Matters for Staying On-Track and Graduating in Chicago Public Schools
> http://ccsr.uchicago.edu/content/publications.php?pub_id=116

For Principals

Principals have access to additional trend information in a report produced by the CPS Office of Research, Evaluation, and Accountability (REA). Go to http://research.cps.k12.il.us/ or contact REA for more information.

CPS has made various data reports available to target current ninth graders. These reports, the Freshman Watchlist and Freshman Success Report, are available on the CPS Dashboard and at http://chooseyourfuture.org/research.

The Office of Graduation Pathways at CPS has also published a handbook for improving freshman performance. It provides examples of practices from several schools in CPS. Contact Graduation Pathways for additional information.

Acknowledgements

End Notes

[1]Allensworth and Easton (2007).
[2]Roderick, Nagaoka, and Allensworth (2006); Allensworth, Correa, and Ponisciak (2008).
[3]Allensworth and Easton (2007), p. 30.

References

Allensworth, Elaine M., Macarena Correa and Steve Ponisciak (2008). *From High School to the Future: ACT Preparation–Too Much, Too Late.* Chicago: Consortium on Chicago School Research.

Allensworth, Elaine M. and John Q. Easton (2007). *What Matters for Staying On-Track and Graduating in Chicago Public High Schools.* Chicago: Consortium on Chicago School Research.

Roderick, Melissa, Jenny Nagaoka, and Elaine Allensworth (2006). *From High School to the Future: A First Look at Chicago Public School Graduates' College Enrollment, College Preparation, and Graduation from Four-Year Colleges.* Chicago: Consortium on Chicago School Research.

APPENDIX D: PIPELINE PROJECT 3.0

The PIPELINE PROJECT 3.0

The PIPELINE PROJECT 3.0 is an effort to increase the number of highly qualified Chicago Public Schools (CPS) students who enroll and graduate from selective and very selective colleges and universities. We propose that the project begin in the fall of 2009 with members of the Associated Colleges of the Midwest (ACM) and high schools currently involved in the College Counselors Collaborative, a program of the Network for College Success and the Urban School Improvement Network at The University of Chicago.

The rationale for student selection into the Pipeline Project 3.0 – as well as the design of the project itself – is informed by a rich body of research on college access and success for first-generation college students – particularly students in the Chicago Public Schools. Specifically, the project has been designed in alignment with the main findings from the *From High School to the Future* research project at the Consortium on Chicago School Research (CCSR). Across several different published and forthcoming reports, this research has concluded the following:

1. A CPS student's high school unweighted GPA is a more reliable predictor of success in college than his or her ACT score.

2. Even CPS students with the desire and the qualifications to attend college struggle throughout the college planning process, often failing to complete critical steps toward college enrollment.

3. College choice matters a great deal for CPS students, and too often, even the top students in the system choose to attend colleges where they will have a relatively low probability of graduating.

4. Among the most qualified students in CPS – those whose GPA's, coursework, and ACT scores give them access to attend a selective or very selective college – only about one-third enroll in colleges that match their qualifications.

5. Enrolling in colleges that match their qualifications is a more challenging task for highly qualified students than it is for their less qualified peers. This is especially true of the top students in neighborhood high schools and any students who come from families and neighborhoods without a strong history of college-going. These students need specialized supports throughout the college planning process that will compensate for the social capital they may lack in their homes and neighborhoods.

Using this research as a guide, the Pipeline Project 3.0 seeks to:

1. identify the students in CPS who have worked hard in high school and possess the necessary skills to succeed in selective colleges;

2. to bridge the social capital gap that exists for these students by providing intensive support throughout the college search, application, and selection process; and

3. to partner with colleges and universities that seek to enroll more highly qualified students from CPS, that will be a match for their qualifications and interests, that provide strong financial aid packages, and that afford students the highest possible likelihood of earning a college degree.

Target Population:

The Pipeline Project 3.0 is open to highly qualified, low-income CPS high school students with excellent grades who are first generation to college and/or from racial/ethnic groups typically under-represented at selective and highly selective colleges and universities. While all high-achieving

students who fit into these categories are welcome to participate, the project specifically targets students who may not have a very high ACT score – and thus are easily overlooked during in the college and scholarship application process. To include such students, the project welcomes students who have:

1. an unweighted GPA of 3.5 or above, regardless of ACT score *OR*
2. an unweighted GPA of 3.0 or above with an ACT score of 18 or above *OR*
3. an unweighted GPA that is near 3.0 with a low ACT score who can demonstrate very strong skills (leadership, work ethic, improvement over time, etc.) not adequately captured by their ACT score *AND*
4. who are in the process of completing a program of study that includes the most rigorous courses offered by their high school, hopefully including AP courses and 4 years of English, 4 years of math (through pre-calculus), and 3 – 4 years of science and social science.

These provisions aim to include not only students who are a obviously a good match for very selective colleges, but also excellent students who struggle deeply on standardized tests (#1) as well as students who may have struggled at various points in high school but can demonstrate to colleges that they have the skills and motivation necessary to succeed once enrolled (#3, #4).

Student Application Procedures: For the purpose of this project, we ask that each participating college modify their application process slightly to include:

1. a common cover page added to students' college applications for "easy identification" purposes;
2. mailing the application to the attention of the college admissions staff member who oversees Pipeline Project 3.0 applications at each college; and
3. automatic fee waiver for Pipeline 3.0 applicants.

Also, it should be noted that each college can determine whether or not Pipeline Project 3.0 applicants can apply Early Decision or not. Other than these provisions, all applications procedures stipulated by each college are to be followed. This includes application and scholarship deadlines!

Participating Colleges' Commitment: We are aware that final financial aid determinations are made at the discretion of the participating colleges based on their available resources and students' and families' FAFSA and/or CSS Profile results. With this in mind, we ask that participating colleges agree to do the following:

1. Identify an admissions and financial aid point person for CCC students.
2. Meet students' full demonstrated need for four years as determined using a standard federal and/or institutional methodology.
3. Recognizing that low-income families fear taking out large loans for college, many private colleges cap or eliminate loans, replacing them with institutional aid. While we recognize that many colleges do not have the resources to eliminate loans completely from low-income students' financial aid offers, we ask that our partner colleges **minimize** Pipeline students' Federal direct loan obligations to the greatest extent possible and avoid offering Parent PLUS and alternative loans. We also ask colleges to make a good faith effort to assist individual students who are not eligible for federal and state financial aid in accordance with each colleges' policies and resources.
4. Each college aims to accept at least 5 Pipeline Project 3.0 applicants each year, taking prudent risks as appropriate given knowledge of the students' potential and families' situations.
5. Provide intensive, individualized student advising, academic, and social supports to monitor and ensure student progress once enrolled.
6. Facilitate Pipeline students' connection to the campus Student Life and Multicultural Affairs offices.
7. Educate students and parents about the benefits and challenges of attending your college.

2

Participating High Schools' Commitment: CCC counselors meet regularly for professional development, are deeply dedicated to the post-secondary success of their students, and have made a commitment to the Pipeline Project 3.0. As part of the project, they have agreed to do the following:

1. identify students who, based on their grades and strong personal characteristics, are likely to succeed and be an asset to ACM schools;
2. support students to deliver complete, high quality applications to ACM schools, including the Pipeline Project 3.0 cover page;
3. develop strong relationships with ACM admissions officers, characterized by frequent contact and open discussions about students' academic strengths and personal circumstances;
4. organize a *joint tour* and host a *joint fair specifically for ACM schools* because of this unique partnership; and
5. educate students and parents about the college-going process, including the benefits and challenges of attending an ACM school, and the importance and necessity of investing in one's own education, through work-study and, often, loans.

3

The Pipeline Project 3.0 College Application Cover Sheet

Instructions for the student: When mailing in your college application materials to a Pipeline Project 3.0 participating college, include this cover sheet and mail your application materials to the attention of the Pipeline Project 3.0 contact as listed in the accompanying materials here. You still must make the application deadlines as stipulated.

Student Name: _____   Student Date of Birth: _____

High School: _____   College: _____

Student Achievement Category (check the **ONE** category into which you fit best):

_____ an unweighted GPA of 3.5 or above

_____ an unweighted GPA of 3.0 or above, ACT score of 18 or above

_____ an unweighted GPA that is near 3.0, ACT below 18, but you can demonstrate very strong skills (leadership, work ethic, improvement over time, etc.) not adequately captured by your ACT score *NOTE TO TEAM: Please think about how we might alter this form to communicate these skills*

ACT score: _____

Unweighted GPA:

Student Demographic Categories (check **ALL** categories into which you fit):

_____ First Gen to college (in the first generation in your family to graduate from college; this counts even if you have an older sibling or cousin who is in college or has already graduated, or if you have a parent who started but did not graduate from 4-year college)

_____ Immigrant or First Gen in the U.S. (you are an immigrant to the U.S. or your parents are immigrants to the U.S.)

_____ FREE lunch (you are eligible for the federal FREE lunch program)

_____ REDUCED lunch (you are eligible for the federal REDUCED lunch program)

_____ Under-represented minority student (Hispanic/Latino, Native American, and/or African American)

_____ Other student of color (you consider yourself a student of color but do not fit one of the 3 categories considered "under-represented")

Student Comment. This is a spot for one or two brief comments from you, such as "I already visited your campus and loved it!" or "My cumulative GPA is low, but I now get all As and Bs and have 3 AP courses." What are the one or two things that this college admissions representative should know about you? If needed, continue on the back, but do not write an essay – just a few comments!

_____
_____
_____
_____
_____
_____
_____

4

The Pipeline Project 3.0
Potential Participating Colleges 2009 - 2010

The Pipeline Project 3.0 has been proposed to member colleges of the Associated Colleges of the Midwest. Student applications should be mailed directly admissions representatives designated as the Pipeline Project contact person.

The Associated Colleges of the Midwest

Beloit College Admissions
ATTN: Pipeline Contact Name here
700 College Street
Beloit, WI 53511-5596

Lake Forest College Admissions
ATTN: Pipeline Contact Name here
555 N. Sheridan Road
Lake Forest, IL 60045

Carleton College Admissions
ATTN: Pipeline Contact Name here
One North College Street
Northfield, MN 55057

Lawrence University Admissions
ATTN: Pipeline Contact Name here
P.O. Box 599
Appleton, WI 54912

Coe College Admissions
ATTN: Pipeline Contact Name here
1220 1st Avenue NE
Cedar Rapids, IA 52402-5070

Luther College Admissions
ATTN: Pipeline Contact Name here
700 College Drive
Decorah, IA 52101

Colorado College Admissions
ATTN: Pipeline Contact Name here
14 E. Cache La Poudre
Colorado Springs, CO 80903

Macalester College Admissions
ATTN: Pipeline Contact Name here
1600 Grand Avenue
St. Paul, MN 55105

Cornell College Admissions
ATTN: Pipeline Contact Name here
600 First Street West
Mount Vernon, IA 52314-1098

Monmouth College Admissions
ATTN: Pipeline Contact Name here
700 E. Broadway
Monmouth, IL 61462

Grinnell College Admissions
ATTN: Pipeline Contact Name here
1103 Park Street, 2nd Floor
Grinnell, IA 50112-0805

Ripon College Admissions
ATTN: Pipeline Contact Name here
300 Seward Street
Ripon, WI 54971

Knox College Admissions
ATTN: Pipeline Contact Name here
2 E. South Street
Galesburg, IL 61401

St. Olaf College Admissions
ATTN: Pipeline Contact Name here
1520 St. Olaf Avenue
Northfield, MN 55057

5

APPENDIX E: NCS TRANSFORMATION TEAM ONE-PAGE RESUMES

CAMILLE A. FARRINGTON, Ph. D.

University of Chicago   Office: (773) 702-9846
School of Social Service Administration   FAX: (773) 834-3650
969 E. 60th Street, Chicago, Illinois 60637   Email: camillef@uchicago.edu

EDUCATION

2008   Doctor of Philosophy, Policy Studies in Urban Education
        University of Illinois at Chicago, College of Education

1992   California Single Subject Teaching Credential – English Literature
        Mills College

1991   Bachelor of Arts, Women's Studies
        University of California, Santa Cruz

PUBLICATIONS

Farrington, C. A., & Nagaoka, J., Roderick, M. (In preparation). *From high school to the future: Rigor for college readiness – The instructional challenge.* Chicago, IL: Consortium on Chicago School Research. (Report)

Farrington, C. A. (Under contract for 2012) *If at first you don't succeed: Learning from failure in America's urban high schools.* New York: Teachers College Press. (Book)

Farrington, C. A., & Small, M. H. (2008, Sept). *A new model of student assessment for the 21st century.* Washington, DC: American Youth Policy Forum.

PROFESSIONAL EMPLOYMENT

2010-present   *Research Associate (Assistant Professor)*
2006-2010   Qualitative *Researcher*
             University of Chicago, School of Social Service Administration

2007-2010   *Research Associate*
             University of Washington, College of Education, Seattle, Washington

2003-2006   *Director of Instructional Support*
2000-2004   *Humanities Teacher*
             Young Women's Leadership Charter School, Chicago, Illinois

1994-2000   *English Teacher*
             Oregon High School, Oregon School District, Wisconsin

1991-1993   *English Teacher*
             Skyline High School, Oakland Unified School District, Oakland, California

PROFESSIONAL CREDENTIALS

2002   National Board for Professional Teaching Standards Certification, Social Studies-History

2002   Illinois State Master Secondary Teacher Certification, Social Studies-History

SARAH HOWARD

1213 East 63rd Street   Phone (773) 667-6117
Chicago, IL 60637   Cell (773) 742-6685
E-mail sarahghoward@gmail.com

EMPLOYMENT (TEACHING AND ADMINISTRATION)

2008-present   Leadership Coach   Network for College Success, Chicago, IL
Duties include building partnerships and provide on-site coaching and support to identified network schools; maintaining on-going communication with school leader and identified staff and maintain record and documentation of contact; working in partnership with schools to set goals, develop and implement plans to improve student learning through a shared leadership framework; collaborating with Network staff to design and facilitate professional development for network school participants; working collaboratively with Network staff to develop and sustain vision and mission for the work of the project

2006-2009   Founder and Executive Director   ACT Charter School, Chicago, IL
Duties include liaison to and member of Board of Directors; strategic planning for organization; facilities planning; oversight of development office; supervision of principal; documentation of organizational structures and systems; resource development

2002-2006   Executive Director and Principal   ACT Charter School, Chicago, IL
Duties included liaison to and member of Board of Directors; strategic planning for organization; teacher and staff recruitment, hiring, and firing; facilitator of Teacher Leadership Team; curriculum development, coordination and monitoring; staff development in conjunction with the Teacher Leadership Team; creation of master schedule and student schedules; purchasing approval; oversight of development office; supervision of director of school operations, teachers, director of development, academic advisor, student advocate, field experience coordinator, after-school director and parent advocate

1997-2002   Teacher Director for Business Administration ACT Charter School, Chicago, IL
Duties included financial management, liaison to and member of Board of Directors, school and student scheduling, facilities management, employee supervision, assistance with hiring and curriculum supervision, CPS and charter compliance

1993-1996   Lead Teacher for ComETS Small School   Harper High School, Chicago, IL
Duties included student programming, scheduling, resource development, conflict mediation, liaison to school administration and outside organizations, meeting facilitation and program evaluation for small school of 150 students and five teachers.

1992-1996   Social Studies Teacher   Harper High School, Chicago, IL
Taught U.S. History, World History, World Geography, Economics and Media Studies to $9^{th} – 12^{th}$ grade students. Co-advisor of student government, Co-coordinator of Leadership Academy program with New Trier HS, teacher for the Village School summer program.

EDUCATION
1999   DePaul University Master's in Curriculum Development;
      Illinois Administrative Certificate (Type 75), 1999;
      Illinois Teaching Certificate in Secondary Social Studies, 1991

1990   University of Michigan, Ann Arbor, MI   Bachelor's in Public Administration

YOLANDA KNIGHT

4815 South Evans Avenue, Unit 1N, Chicago, IL 60615 phone: 773-373-2531; email: yolanda_knight@hotmail.com

EXPERIENCE:

2009 - Present **Network for College Success** *Development and Evaluation Manager*
Consult with leadership team on program planning, fundraising strategy, and evaluation design; manage the collection, analysis and use of program data to determine results; develop communication materials, including documentation and dissemination of program strategies and results; cultivate and manage grant applications and reports and relationships with current and potential funders.

2005-2008   **Lloyd A. Fry Foundation**   *Program Officer, Education*
Conducted program-related research to determine opportunities for future investments as well as site visits and other necessary interviews in order to assess the strengths and weaknesses of organizations and programs. Drafted grant recommendations and annual program reports for the Board of Directors. Consulted with grantees to strengthen programs and develop proposals. Managed the Foundation's High School Initiative.

2003-2005 **Chicago Public Schools** *Assistant Director, Department of Postsecondary Education*
Developed Postsecondary Education framework and oversaw its implementation in Chicago Public Schools. Supervised personnel, developed programs, managed scholarships, marketing and communications for the department. Fostered relationships with universities, non-profit organizations and other external partners to secure resources and enrichment opportunities for Chicago Public School students. Developed and delivered presentations for national conferences, CPS principals and counselors, and the media. Communicated department framework, goals and accomplishments to CPS senior staff and the media. Identified and coordinated delivery of professional development for department staff and CPS counselors.

2000-2003 **George M. Pullman Educational Foundation**   *Program Director*
Administered the awarding of more than $600,000 in scholarships and grants annually. Oversaw scholarship application and review process. Managed the development and implementation of a new data system. Evaluated foundation programming and analyzed results. Modified programs and processes according to assessment results. Facilitated strategic planning process. Developed and facilitated process mapping retreats to increase operational efficiency. Established and maintained effective relationships with high schools, colleges, students and families. Designed and delivered application information sessions for applicant families. Prepared mid-year and annual board reports.

EDUCATION:
University of Illinois at Chicago, College of Education
Master of Education 2001
Specialization: Instructional Leadership

University of Notre Dame
Bachelor of Arts 1993
Major: Psychology   Minor: African-American Studies

Jacqueline Lemon
1542 West 122nd Place   (773) 297-6663
Chicago, IL 60643   jlemon@uchicago.edu

Professional Experience	**Principal** July 2005 – June 2010 **Chicago Talent Development High School** Responsible for planning and developing the implementation of a new high school. Identified and created high-functioning teams. Responsible for creating a positive culture and climate by initiating protocols and starting traditions. Successfully piloted the "Diplomas Now!" initiative by analyzing student data (weekly) and determining appropriate interventions to prevent students from dropping out of high school. **Dyett Academic Center/Dyett High School** Aug 2004 – June 2005 Responsible for overseeing a faculty and staff of over 75 members. Eagerly served as the instructional leader of 600 7th – 12th graders. Through shared-decision making, led staff to buy-in to a new vision of a high standards and accountability. Credited with successfully piloting the first CPS high school balanced and restorative justice initiative. Selected to mentor aspiring principals through the University of Illinois at Chicago and the Leadership Preparatory Academy. **Apprentice/Assistant Principal** Aug 2003 – Jan 2004 Steinmetz Academic Centre/Reinberg Elementary School All-City professional development presenter, "Assistive Technology in Today's Classroom." Developed and implemented an emergency management and safety and security plans. Monitored budget expenditures in order to meet school improvement goals. Promoted parent and community involvement with monthly newsletters, committee meetings and business partnerships. Appropriately administered the CPS uniform and employee discipline codes.
Education	**2003 Leadership Academy and Urban Network for Chicago – LAUNCH** Northwestern University Evanston, IL **2001 Leadership Program in School Administration** Lewis University Romeoville, IL **1998 Master of Science in Instruction & Curriculum** Chicago State University Chicago, IL **1994 Bachelor of Arts in Psychology** Governor's State University University Park, IL

Rito Martinez

1006 S. Wenonah ▪ Oak Park, Illinois 60304 Phone: 773.575.8681 rmartinez1@uchicago.edu

Summary

Through his work, Rito strives to positively impact and transform urban public education through strong instructional and institutional value based leadership.

 Experience

Senior Leadership Coach for the Network for College Success: School for Social Services Administration University of Chicago (2009 to present)

The goals for NCS, all in an effort to increase student achievement and preparation for college success through intentional and targeted principal leadership coaching. As senior leadership coach my scope of responsibilities are:

- Clarify and sharpen coherent and focused instructional visions in school leaders
- Develop collaborative school cultures where the examination of data, teaching practice and student work is a means of making improvement
- Support and develop principals in effectively leading and managing continuous school improvement
- Implement a blended coaching approach of consultative, collaborative, facilitative and transformational in principal leadership development

Founding Principal (2004 –2009)

Social Justice High School (Chicago, Illinois)

Rito Martinez is the Founding Principal of Social Justice High School in Chicago, Illinois. After winning the prestigious Golden Apple Award for Excellence in Teaching, Rito developed and implemented a proposal to open a new and innovative small high school based on the principals of equality, peace, and social justice. Since founding Social Justice High School, Rito has forged significant and meaningful partnerships with community organizations, universities, and foundations in order to implement successful school-wide programs. Under Rito's leadership, Social Justice High School has achieved excellent data results on ACT/PSAE testing, parent satisfaction surveys, local school council assessments and high rankings in independent research .studies from the University of Chicago Consortium on School Research.

New Leaders for New Schools Principal Mentor [2007-2009]

Chicago Illinois

  Guided and mentored aspiring principal candidates through a year long principal residency

Teacher/Dean of Students (1992-2002)

J.S. Morton High School (Cicero, Illinois)

Elizabeth Monge-Pacheco
2217 North Springfield
Chicago, IL 60647
(773) 485-7876
emongepacheco@uchicago.edu

Objective: Continue developing my leadership skills in the field of education to influence policy; the discourse of public education; and make a contribution to social justice and equity in education.

EDUCATION

Master of Arts	*Educational Leadership – ENLACE Fellow*
	Northeastern Illinois University, Coursework Completed December 2008
	Concentration: Higher Education
	Degree Pending
Bachelor of Arts	*Communication,* Northern Illinois University, August 1995
	Emphasis: Interpersonal/Public Communication
	Minor: Women's Studies

PROFESSIONAL EXPERIENCE

Network for College Success, *Postsecondary Coach, University of Chicago SSA*, 2009 to present. Facilitate the College Counselor Collaborative as the NCS professional development learning group for Area 21 and network schools. Implement CFG protocols and CCSR research and data as tools for best practices and strategies to build postsecondary teams and their capacity to provide students with access to postsecondary opportunities. Coach to NCS schools as a direct service to build capacity of counseling teams and tailor sessions based on individual school needs and the process of building a postsecondary/college wide school culture. Develop programming and initiatives like the ACM 3.0 Pipeline Project and postsecondary opportunities for students with special needs. Collaborate with Area 21 Postsecondary Specialist in co-coaching Area 21 schools and programming implementation.

College Counselor, *Young Women's Leadership Charter School of Chicago,* 2002 – 2009.
Responsible for founding, directing and coordination of the College Prep Program housed in the Senior Academy. Provide direct counseling to students; oversee college application process; teach college prep class; coordinate college visits and external relations relevant to college process; test coordinator of the PSAE, PLAN/Explore, PSAT; maintain data relevant to students in college; oversee college prep assistant and coordination of student participation in CPS College Bridge Programs and college enrichment summer programs; collaborate with faculty and staff on school wide initiatives; faculty advisor to student Graduation Committee; collaborate with Family Advisory Council; organize family meetings and family financial aid nights.

Co-Facilitator, *College Counselor Collaborative/Network for College Success, University of Chicago,* 2007- 2009. Co-facilitate professional development sessions for participating college counselors; share and develop curriculum and resources relevant to counseling; develop tools to share best practices; collaborate with counselors.

KRYSTAL D. MULDROW
4232 West 77th Street, Unit 308
Chicago, Illinois 60652
(312) 622-1605
Kmuldrow4232@comcast.net

Transition Success Coach   **University of Chicago's Network for College Success**
2009 – Present

Created student success framework grounded in high school transition research. Launched and facilitate a community of practice developing team leadership capacity specific to freshman and sophomore success. Provide on-site support for leads and teams to improve on-track rates. Engage administration in supporting high school transition efforts. Assisted 6 schools in launching freshman teams, including two freshman academies. Co-created and implement CPS Area 21's high school transition strategy. First year implementation contributed to a 9.1 percentage point freshman on-track average gain in participating network schools.

Principal   **Choir Academy Charter School of Chicago**
2006 – 2009

Provided instructional leadership that led to an 11 percentage point composite gain on the ISAT in the first two years of leadership. Introduced and facilitated professional learning for successful implementation of the Readers and Writers Workshop model and problems-based mathematics. Launched an instructional leadership team consisting of teachers, parents, administration and counselor to improve coherence of English language arts and mathematics instruction and improve student learning. Developed teachers as professional learning facilitators.

Assistant Principal   **Clara Barton Elementary School, Chicago Public Schools**
2005 – 2006

Supported principal in developing structures and systems conducive to teaching and learning, resulting in school's removal from the CPS probationary school list. Provided leadership in data analysis and next steps planning around interim and annual assessment data. Chaired the science and math teams with emphasis on contextual learning. Designed middle school model for implementation the subsequent school year. Supported school's first NBCT candidate in obtaining this distinction. Secured a Met Life/NAESP grant to develop a Student Assistance Center to meet student socio-emotional needs.

Resident Principal   **Seward Communication Arts Academy, Chicago Public Schools**
2004 – 2005

Co-led school-wide professional development in extended response writing instruction and school performance data analysis and next steps planning. Coached a struggling teacher in classroom management and relevant lesson development. Engaged community partners and local businesses in supporting early childhood reading via creation of the Community Read Aloud event.

Teacher Choir Academy Charter School, Timothy Christian Schools, Bellevue Christian Schools
1996 – 2004

Taught grades 5 – 8 with most experience in science and language arts instruction. Served on English Language Arts committee at Timothy Christian Schools with the charge of curriculum mapping and text selection for grades K – 8. At Choir Academy served as part-time dean, mapped curricula for math and science, and mentored teacher intern. Co-created interdisciplinary units to integrate related concepts in science, English and music.

SANDRA ORTIGOZA
2733 South Avers Avenue
Chicago, IL 60623
(773) 322-5767
scortigoza@sbcglobal.net

EXPERIENCE

2009 – Present Project Manager   University of Chicago, Network for College Success
Manage the daily operations primarily in the areas of events, support services management and financial. Oversight management of financial processes; payment of invoices, the purchase of goods and services, and the processing of reimbursements. Coordinate and manage data collection and storage. Analyze data to create reports and other documents. Manage communications including maintaining and updating Web content. Coordinate logistics of major events and assist in planning events. Delegate and manage the work of the project's student assistant.

2005 – 2009   Business Manager   Young Women's Leadership Charter School
Responsible for development and implementation of organizational policies and practices, general organization of the office, data entry, accounts payable, payroll, and managing the organization's HR. Serve as a member of the Administrative Team along with the Director and Operations Manager. Primary responsibilities include improvement of operational systems, processes and policies in support of organization's mission specifically support better management reporting, information flow and management.

2002 – 2004   Business Manager   Octavio Paz Charter School
Responsible for development and implementation of organizational strategies, policies and practices, accounts payable, payroll, managing the organization's HR, and creating organizational budgets in collaboration with the Chief Education Officer. Serve as a member of the Management Team along with the Chief Education Officer and Board President. Primary responsibilities include oversight of overall operations; improve operational systems and ensuring organizational effectiveness by providing leadership for the organization's financial functions.

1998 – 2002   Octavio Paz Charter School   Administrative Assistant
Responsible for the general organization of the office, data entry and maintenance of student records. Provide general administrative support to Assistant Principal and Business Manager. Respond to inquiries from students, parents and guardians and general public concerning school operations and activities. Process and prepare payroll, requisitions for the procurement of supplies, instructional material, furniture and equipment. Maintain and monitor the school's petty cash and internal account ledgers. Lead key projects such as fundraising and serve as a strategic thought partner to the Business Manager.

EDUCATION

Robert Morris University

Bachelor of Business Administration: concentration in Accounting, June 2007

Dean's List Student—GPA: 3.8
Magna Cum Laude
Member of the Sigma Beta Delta Honorary Society

Mary Ann Pitcher
1431 Leavitt
Chicago, IL 60622
Phone: 312-909-9400
Email: mapitcher1@gmail.com

Experience   **Project Director**

University of Chicago, Network for College Success   **2006-Present**

Co-founded and facilitate a high school principals' network designed to support leaders in improving their schools with a particular focus on collegiate access and preparation. Coordinate team design and facilitation of principal peer collaboration and leadership development, institutes and on-site support for school instructional leadership teams, data examination by principals and school teams, college counselors' network, and grade level team network. Work with university and district level leadership to identify and address challenges facing principals and schools and collaborate to find effective solutions which will improve student learning and high school and post-secondary outcomes for all students.

Co-Director

The Young Women's Leadership Charter School **(YWLCS) 1999-2005**

Developed the charter application and co-founded YWLCS with a mission of preparing grades 7-12 students for college. Developed and implemented curriculum and instructional program. Supervised fifty employees. Led school-wide efforts including hiring, teacher evaluation, professional development, facilitation of school-wide leadership team, family involvement, student recruitment, community outreach, and student support services. Collaborated with Board of Directors to develop strategic plan; set school policy; and overs budget, facilities and fundraising efforts. Currently serve on YWLCS Board of Directors.

Lead Teacher /English Teacher

Harper High School, Chicago Public Schools   **1993-1999**

Founded and coordinated FACETS (Foods Academy Connecting Education to Technology), a school-within-a-school focused on education to careers; created a nurturing environment with high academic expectations and teacher collaboration to prepare students for post-secondary success. Co-developed and taught Humanities curriculum; oversaw development of inter-disciplinary curriculum across content areas; facilitated team of teachers and professional development; developed and directed student internship program; established business, education and community partnerships.

Achievements   2005 YWLCS ranked first in two categories of the Chicago Public School's high school scorecard: freshman graduating in five years; and percentage of graduates enrolled in college or post-secondary education
2000 Founded the Young Women's Leadership Charter School of Chicago
1999 Awarded a Charter for the Young Women's Leadership Charter School
1997 Chicago Public Schools Japan Project travel/study recipient
1997 Chicago Public Schools Corporate Campus Partners Program grant award
1996 Chicago Workforce School-to-Work Grant award
1995 Chicago Public Schools Small Schools Grant award
2006 Attended the Art & Practice of Leadership Program at Harvard's Kennedy School
2004 Attended the Creating New Schools Conference at Harvard's Kennedy School
2001 Attended the Harvard Principals Summer Leadership Institute

MELISSA RODERICK
Hermon Dunlop Smith Professor of Social Service Administration
The School of Social Service Administration, The University of Chicago
969 East 60th St., Chicago, IL 60637 (773) 702-1171 m-roderick@uchicago.edu

EDUCATION

Ph.D. Committee on Public Policy, Graduate School of Arts and Sciences, Harvard University, 1991

M.P.P. John F. Kennedy School of Government, Harvard University, Cambridge, MA; Concentration in Social Policy, 1986

A.B. Bowdoin College, Brunswick, ME: High Honors, Economics, Magna Cum Laude, Phi Beta Kappa, 1983.

CURRENT ACADEMIC APPOINTMENTS AND ACTIVITIES

Professor Herman Dunlop Smith Professor of Social Service Administration
The School of Social Service Administration, The University of Chicago.

Co-director The Network for College Success.
Member Committee on Education, The University of Chicago
The Consortium on Chicago School Research, The University of Chicago
Principal Investigator: The Chicago Postsecondary Transition Project
Principal Investigator: Does College Match Matter? The Study of the Effects of College Match for Graduates of the Chicago Public Schools*"*
Principal Investigator: Improving Postsecondary Preparation in Urban Public High Schools: An Evaluation of AVID in Chicago

SELECTED RESEARCH AND PUBLICATIONS

Roderick, Melissa, Jenny Nagaoka, and Vanessa Coca (forthcoming 2011) "Potholes on the road to college: High school effects in shaping urban students' participation in college application, search and enrollment." Sociology of Education

Roderick, Melissa, Jenny Nagaoka and Vanessa Coca (2009) College readiness for all: The Challenge for   Urban High Schools. *The Future of Children*. 19,1: 185-210.

Roderick, Melissa, Jenny Nagaoka, Vanessa Coca and Eliza Moeller (2009) *Making hard work pay off*: C*hallenges on the road to college for students in Chicago Public Schools' academically advanced programs* Chicago, IL: Consortium on Chicago School Research.

Roderick, Melissa, John Q. Easton and Penny Sebring (2009) *The Consortium on Chicago School Research: A new model for the role of research in supporting urban school reform* Chicago, IL: Consortium on Chicago School Research.

Roderick, Melissa and Jenny Nagaoka (2008) "Developing a strategy to increase college enrollment and graduation among Chicago Public School graduates" in Michael McPherson and Morton Owen Shapiro (editors). S*ucceeding in College: What it means and how to make it happen*. New York, NY: College Board.