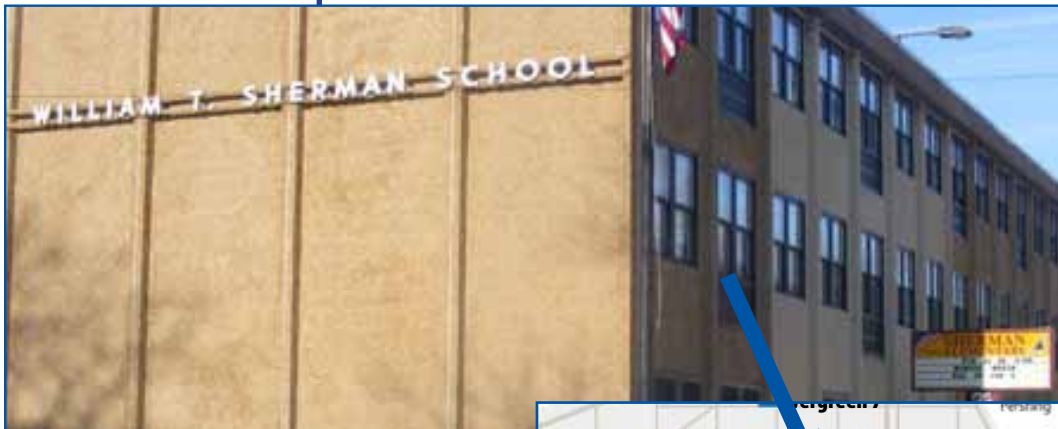


Chicago's Democratically-Led Elementary Schools Far Out-Perform Chicago's "Turnaround Schools"



Designs for Change



www.designsforchange.org

February 2012

Yet Turnaround Schools Receive Lavish Extra Resources

School-Based Democracy Versus School Turnarounds: Context and Framework for Careful Research Analysis

SECTION 1

Chicago has **210 neighborhood elementary schools that serve 95% or more low-income students** (largely grades prekindergarten to eight in Chicago). Chart 1 depicts the distribution of schools in the state in terms of the numbers of percent low-income schools and shows that a **very high percentage** of schools that are 95% or more low-income are **located in the Chicago Public Schools**. The **two major focuses** of this study are:

- **To compare the impact** in these very high-poverty neighborhood schools of **two fundamentally different strategies** for improving them.
- **To assess the potential** of each of these two strategies for radically improving the quality of education and **fostering fundamental improvement** in **hundreds** of very high-poverty elementary schools in Chicago and other major cities.

The two reform strategies being compared are:

- **School-Based Democracy** (which emphasizes the involvement of **each school community** in improving their school), through school-based participation by parents, teachers, non-teaching school staff, community members, principals, and students. A central focus of School-Based Democracy in Chicago is an **elected Local School Council** at each school representing these groups. A key part of this strategy is to intervene with **high quality supportive external assistance** in the portion of these schools that **do not improve on their own**.

- **Turnaround Schools** (which concentrate near-total control of a low-achieving high-poverty school with an independent “turnaround specialist”), through a contract with the Board of Education. Or in Chicago, the Chicago Board may operate the turnaround school directly through a department of the central administration.

School-Based Democracy and Turnaround Schools **represent two opposites** on the spectrum of **school-based versus top-down strategies** for educational improvement in educating students who attend the schools with the highest percentage of low-income students (95% low-income or more), as well as for other schools.

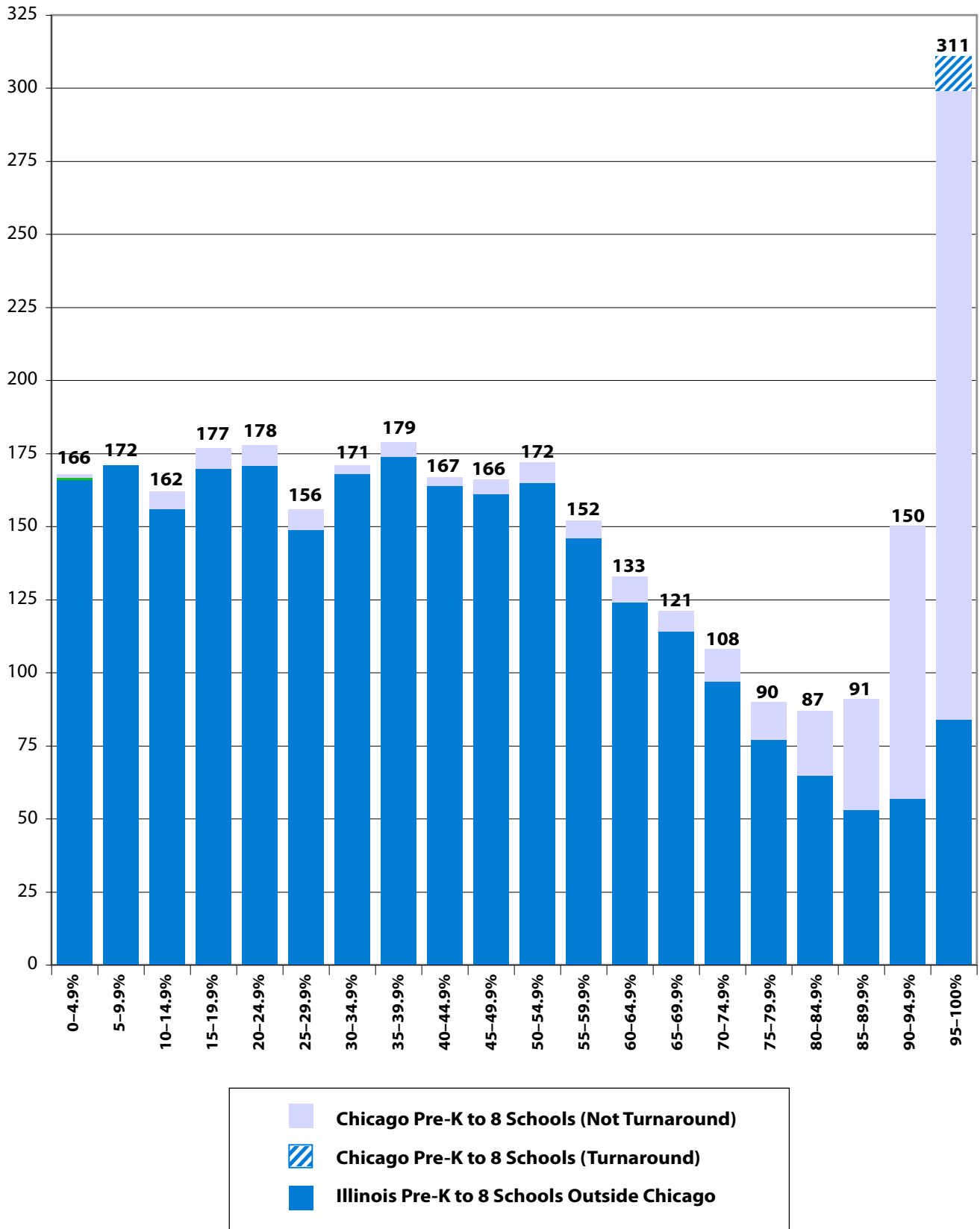
School-Based Democracy

One hundred-ninety-eight of these extremely high poverty Chicago elementary schools on which the study focuses are led by **elected Local School Councils**, consisting of six parents, two teachers, one non-teaching staff member, two community members, the principal, and (in high schools) a student.

Based on a study by the Consortium on Chicago School Research, “the vast majority of Local School Councils quietly oversee school policy and carry out their official duties of evaluating the principal, approving the budget, and monitoring the School Improvement Plan ... and are active in building school and community partnerships.”¹

The study’s purpose is to assess the potential of two fundamentally different strategies for improving hundreds of very high-poverty urban elementary schools. (School-Based Democracy and School Turnarounds.)

CHART 1.
Distribution of Illinois Pre-K to Eighth Schools Ranked by Percentage of Low-Income Students



data source: Illinois State Board of Education

These Local School Councils (LSCs) have **potent authority**, established by a state law that applies only to Chicago (the 1988 Chicago School Reform Act). The Act abolished life-time principal tenure and gave each LSC the right to **choose their principal** for a four-year-contract, which they can subsequently vote to renew or not renew. The LSC also has the power to help develop, approve, and monitor the implementation of a **school improvement plan** and **school -based budget** (which contains about \$650,000 in state and local discretionary dollars in a typical elementary school), over which the LSC has clear discretionary control.

Local School Councils have some of the key local authority exercised by more than **900 elected school boards** in the rest of Illinois.

The **principal's power** was also increased through the 1988 Chicago School Reform Act, by establishing his or her authority to appoint any certified staff member for an open teacher position, without regard to seniority; to lead the process of developing the school improvement plan and school-based budget; to develop the specifics of the school's curriculum; and **to lead the overall management of the school**.

Teachers won additional authority to help **select their principal** and to become significantly involved in school-wide decision making. The role of teachers on the LSC was **recently strengthened**, when a non-teaching staff member was added to the LSC.

Since 1989, **ten** LSC elections have taken place; one every two years and an eleventh is upcoming in April 2012. In the most recent LSC election **6,700 candidates** ran for 5,400 seats.

Stanford political scientist Michael Kirst told the New York Times that the 1988 Chicago School Reform Act was "... the biggest change in American school

control since the 1900s. ... It is the most dramatic change in any school system that I can think of. It is **absolutely precedent-breaking**."²² [emphasis added].



We present four examples of such high-poverty Comparison Schools for this study that have achieved impressive results. Each of the four achieved above the city-wide average for all 480 Chicago elementary schools and represent **a range** of those 95% or more low-income schools that have reached this testing standard. Since these schools **almost never** receive **public recognition** and most in the public have never heard of them, below are **brief profiles** of these four effective high-poverty neighborhood schools:

- **Dunne** Technology Academy (352 students, 98% low-income, 99% African American). 77% Meet or Exceed ISAT Standards in Reading, 91% Meet or Exceed ISAT Standards in Math. Close collaboration exists among the LSC, principal, and teachers. Dunne focuses on teaching its students sophisticated **video and music production skills**. Dunne educates children in a **wretched school building**, which lacks many basic physical resources that most people regard as essential for a minimally-adequate school building. Dunne's roof leaks; they have no kitchen, lunchroom, or gym; and the walls are crumbling. Repeated attempts

At Willa Cather Elementary on the West Side, parents, teachers, the principal, school staff, and the LSC all work together to support student achievement.

Dunne, Cather, Chopin, and Gallistel are four high-achieving elementary schools serving more than 95% low-income students.

by the LSC and school community to obtain a new building have thus far failed. The LSC decided to abandon their basketball team when the beating death of Derrion Albert at nearby Fenger High School convinced parents that they should stop having the children travel to Fenger for basketball practice.

- **Cather** Elementary School (219 students. 100% African American, 99% low income). 74% of students Meet or Exceed ISAT Standards in Reading. 91% Meet or Exceed ISAT Standards in Math. Cather has been turned around by a highly **effective principal**, who has formed a partnership with **Strategic Learning Initiatives**, an organization which assists staff and parents to gain new skills, rather than firing the staff.
- **Chopin** Elementary School (309 students. 86% Latino, 96% low income). 94% of students Meet or Exceed ISAT Standards in Reading. 95% Meet or Exceed ISAT Standards in Math. Chopin achieves **well above** the statewide achievement average and made federal Adequate Yearly Progress in 2011. Chopin has out-achieved many suburban schools. There is a close relationship between the school staff, LSC, parents, and community. The principal carries out “**looping**,” which involves a teacher staying with a class for two, three, or more years.
- **Gallistel** Language Academy (**1,444 students in three buildings**, 93% Latino, 96% low income). 70% of students Meet or Exceed ISAT Standards in Reading. 79% Meet or Exceed ISAT Standards in Math (83% following previous state policy about when English Language Learners had to begin taking the ISAT). Gallistel’s LSC hired a new principal in spring 2000, who has unified the school. Gallistel is **intensely over-crowded. 400 to 600** Gallistel parents, teachers, and students have testified at school system facilities hearings each year over the past several years, asking for major repairs. The

main building is **plagued** by electrical outages, leaks, and widely varying temperatures. Despite these obstacles, **75%** of Gallistel teachers have remained at the school for at **least four years**.

These four schools are ranked respectively Chopin (1), Dunne (9), Cather (17), and Gallistel (32) on Chart 2 in Section 2, which ranks schools based on their Percent of Students Meeting or Exceeding State-wide **Reading Standards** in Spring 2011 in the **210** neighborhood schools that are **95% or more low income**.

Turnaround Schools

Chicago’s Board of Education (which for reasons explained in Attachment A is controlled by Chicago’s mayor) has aggressively established **12 Elementary “Turnaround Schools” and 7 “Turnaround” High Schools** in Chicago, in an effort to radically improve low-achieving high-poverty schools.

Through Chicago’s Turnaround School strategy, **all** of the current staff of a Turnaround School **are fired**, and almost all aspects of the school’s operation are tightly controlled by either an independent “Turnaround Specialist” that contracts with the Chicago Board (thus far in Chicago, the Academy for Urban School Leadership or “AUSL”) or by a department of the school system administration called the Office of School Improvement. These leadership groups have **near-total authority** to select staff, define the school’s learning program and oversee other important aspects of students’ learning experiences (such as discipline), based on over a contract or series of contracts that was supposed to **last five years**. Turnaround teachers remain unionized.

Turnaround Schools led by independent agencies, such as AUSL, receive **substantial extra resources** from the Chicago Board, in the form of payments to the school’s

These turnaround school leadership groups have near total control over the school.

contractor (in the case of contract turnaround schools) and major physical improvements in the school’s building (which AUSL believes are essential for “resetting the school”). (See the Financial Analysis in Section 2.) In other Turnaround Schools led by the school system’s Office of School Improvement, the Office receives support for increased staff and other extra resources to assist the schools for which it is responsible. As analyzed later in Section 2, the researchers were able to document extra expenses for costs per school of \$7.34 million over five years. There are a number of additional types of costs for which we have not yet been able to obtain documented cost data.

The **first** Turnaround School (**Sherman School of Excellence**), which was one of Chicago’s lowest-achieving schools when it was “turned around” in the 2006-2007 school year (with only **31%** of its students then meeting state test standards in reading). In the school year that Sherman was placed under the control of AUSL by the Chicago Board, Sherman served 584 students, who were 98% low-income and 99% African American, in grades prekindergarten to eight.

AUSL promised that **about half** of Sherman’s new teachers would come from a **one-year clinical residency** program operated by AUSL, from which the new teachers would emerge “turnaround-ready,” and that Sherman’s staff would receive intensive on-going support and supervision from the principal chosen by AUSL and from other AUSL staff.

AUSL further promised that after a five-year contract period, the practices and the culture of each school would be **permanently “reset,”** that students would be **achieving at or near state averages** on state-wide achievement tests (with about **80%** of students Meeting or Exceeding State Standards in reading, math, and science and **25%** of students Exceeding

State Standards on a Composite measure of these subjects). Further, AUSL asserted that they could **largely eliminate** their involvement in the school **after five years**, transitioning responsibilities to school staff. (See more specifics about Sherman’s subsequent progress in Section 2).

Over the period since fall 2006, a total of eleven additional Elementary Turnaround Schools were created, in grades prekindergarten to eight, on a schedule reflected in Chart 4 in Section 2.

Public Awareness of Schools Operating Under the Two Strategies

All 210 schools studied are listed in Chart 2 in Section 2, with the Turnaround Schools identified by the number of years in which they had been in turnaround status and which group has been leading the turnaround effort.

	Year 1	Year 2	Years 3-4	Year 5
ISAT scores at <i>meet</i> or <i>exceed</i> in reading, math, and science	40%	50%	70%	80%
ISAT composite scores at <i>exceed</i> in reading, math, and science	5%	5%	15%	25%
ISAT composite scores at <i>exceed</i> for the highest grade level	5%	5%	15%	25%

The **Turnaround Schools** have been the subject of **extensive news coverage** and publicity by their advocates, who have included **both** Mayor Richard M. Daley and Mayor Rahm Emanuel.

In contrast, the **33 high-poverty, high-achieving** neighborhood elementary schools with fully-empowered Local School Councils that are achieving above the citywide average for all Chicago elementary schools, and far above any Elementary Turnaround School, four of which were briefly profiled in Section 1, are (with a few exceptions) **virtually unknown** to the public.

The 33 high-poverty, high-achieving neighborhood elementary schools with fully-empowered Local School Councils are unknown to most Chicagoans.

At the beginning of its contract, AUSL promised high gains on ISAT test scores. Actual results have fallen far short of these goals.

*source: AUSL proposal to Illinois State Board of Education, July 2009
Illinois Partnership Zone Supporting Partner
http://www.isbe.state.il.us/apl/pdf/ipz/proposals/ausl_support.pdf*

National Impact of the Turnaround School Strategy

Arne Duncan, who was Chief Executive Officer of the Chicago Public Schools from 2001 to 2009 and a **strong proponent** of Turnaround Schools, was named U.S. Secretary of Education in 2009. He sought (with President Obama’s strong support) to make Turnaround Schools a **priority national reform strategy** for improving low-achieving schools.

He incorporated Turnaround Schools as a preferred strategy in the federal “Race to the Top” competition, and he established a School Improvement Grants Program, part of which provided grants to support establishing Turnaround Schools across the country.

While billions are currently being invested by the federal government in Turnaround Schools nationally, **little research** has been carried out about their effectiveness.

Analysis of the impact of Chicago’s Elementary Turnaround Schools (the first Turnaround Schools that were established in the nation) is a major priority of this study with **national implications**.

This study is also an analysis of **Chicago’s School-Based Democracy** in schools that serve 95% low-income students or more, because it focuses on **all non-selective neighborhood elementary schools in Chicago** that have this concentrated level of low-income students and all Chicago’s Elementary Turnaround Schools fit these criteria in the year that they became Turnaround Schools.

Study Research Strategy

In a research strategy elaborated below, the research team primarily analyzes:

- Student achievement in reading.
- Teacher turnover, and
- Extra costs incurred by the Chicago Public Schools in supporting Turnaround Schools.

A key purpose of the study is to **gauge the potential** of School-Based Democracy and School Turnarounds to be carried out in a way that will have **wider impact on hundreds** of extremely low-income low-achieving elementary schools (primarily serving **African American and Latino students**) — both in Chicago and in the 50 largest U.S. cities, based on this evidence.

The Chicago Board of Education will vote on Wednesday, February 22, 2012 about whether to create **ten additional Turnaround Schools** and should **take this study’s evidence into consideration**.

An overview of the **larger political context** of this current political controversy is summarized in **Attachment A**.

The methods of each analysis of the major topics listed above, are explained in the subsection that analyzes the results for each topic.

Additional analyses of Math and Composite results will subsequently be presented on DFC’s website: www.designsforchange.org

Unless noted, all data come from the research website of the Chicago Public Schools. <http://research.cps.k12.il.us/cps/accountweb/Reports>

Study Results for Reading Achievement, Teacher Turnover, and Program Costs

Relative Difficulty of the ISAT Reading and ISAT Math Test

A multi-state study comparing the relative state-by-state difficulty of state reading and math tests that had been employed as part of No Child Left Behind was completed by the Center for Education Policy.⁵ The study assessed the relative difficulty of the state elementary achievement tests in reading and math employed in the federal No Child Left Behind tests in 26 states, including the ISAT Tests in Illinois. Based on this comparative analysis, Illinois ranked at **about the middle** among the 26 states in the difficulty of the Illinois reading tests. However, Illinois consistently ranked as offering **one of the easiest math** tests in the country. As the study concludes about the Illinois ISAT Tests:

Table 1 shows that Illinois proficiency cut scores of reading rank in the mid-to-upper-third in difficulty (except in grades 6 and 8) among the 26 states studied for this report, while the cut scores for math rank in or near the lowest third in difficulty among the 26 states studied for this report.⁶

This evidence caused the researchers in the current study to focus primarily on judging school results by analyzing a school's reading results on the ISAT (while also analyzing math results for a subsequent study in much less detail).

The researchers also analyzed results for both "Meets or Exceeds" and "Exceeds" in both Reading and Math. The focus on analyzing "Exceeds" scores results from

the finding that the number of correct answers needed to win a "Meets" rating on the ISAT, particularly the Math Test, is fairly low. The particular lack of rigor in the Illinois ISAT Math Test, cited above, makes it logical to analyze the ISAT Reading results.

It was also important to see whether there were substantial differences in the Turnaround Schools in the percentage of their students who reached the Exceeds level, in comparison with other schools analyzed that were 95% or more low income.

ISAT Reading Achievement

The researchers examined the **Reading Achievement** of the 210 schools using four key statistics:

- The **percentage of students** attaining the "Meets or Exceeds State Standards" ranking in each of the 210 schools in Spring 2011.
- **Growth** in the percentage of each school's students who "Meet or Exceed" state standards in Reading from Spring 2006 to Spring 2011. In the case of **Turnaround Schools**, progress was judged **during** the Turnaround period (using the score in the spring prior to the turnaround as a baseline for calculating progress). This growth was compared with the growth of other non-Turnaround Schools, whose reading achievement progress was analyzed for the full five years from Spring 2006 to Spring 2011. The study placed a particular focus on analyzing the 33 high-poverty schools shown in Chart

All 33 high-achieving, extremely high-poverty neighborhood elementary schools are led by LSCs who chose their principals and have unionized teachers.

Often, high-scoring elementary neighborhood schools led by LSCs are in the same neighborhood as Turnaround Schools.

2 who Met or Exceeded the citywide average for Reading.

The **key basis** for establishing a consistent comparison of Turnaround and non-Turnaround Schools was the **Average Annual Gain** of each School.

- **Growth** in the percentage of students who Meet and Exceed Reading Standards from Spring 2006 to Spring 2011.
- The percent of students that “Exceeded Standards” in reading in Spring 2011.

Thus, the objective was to analyze both the school’s **absolute score** in Spring 2011 and the **school’s Average Annual Gain, either from 2006 to 2011, or if the school was a Turnaround School, growth from the time that the school became a Turnaround School to Spring 2011, using the school’s score in the year prior to the school becoming a Turnaround as a baseline.**

ISAT Reading Meets and Exceeds in Spring 2011

- Chart 2, ranks orders of the 210 schools in terms of ISAT Percent Meets or Exceeds in Reading in Spring 2011 — from Chopin (No. 1 with 94.1% of its students Meeting or Exceeding ISAT Reading Standards) to Fuller (No. 210 with 32.6% of its students Meeting or Exceeding ISAT Reading Standards).
- Chart 2 also shows with hatched lines the 33 schools that were above the city-wide average for all 480 CPS Elementary Schools in Reading Percent Meets and Exceeds in Spring 2011 — a very significant accomplishment for 95% to 100% low-income schools.

Key Findings about ISAT Meets or Exceeds in Reading

Several key points stand out in these results:

- 33 schools were above the city-wide average for all of Chicago’s 480 elementary schools. All 33 high-achieving schools are led by **elected Local School Councils** who **chose their principals** and have **unionized teachers**, typically teachers with substantial experience.
- 14 of the 33 highest-scoring schools were more than **90% African American**.
- 16 of the 33 highest-scoring schools were more than **85% Latino**.³

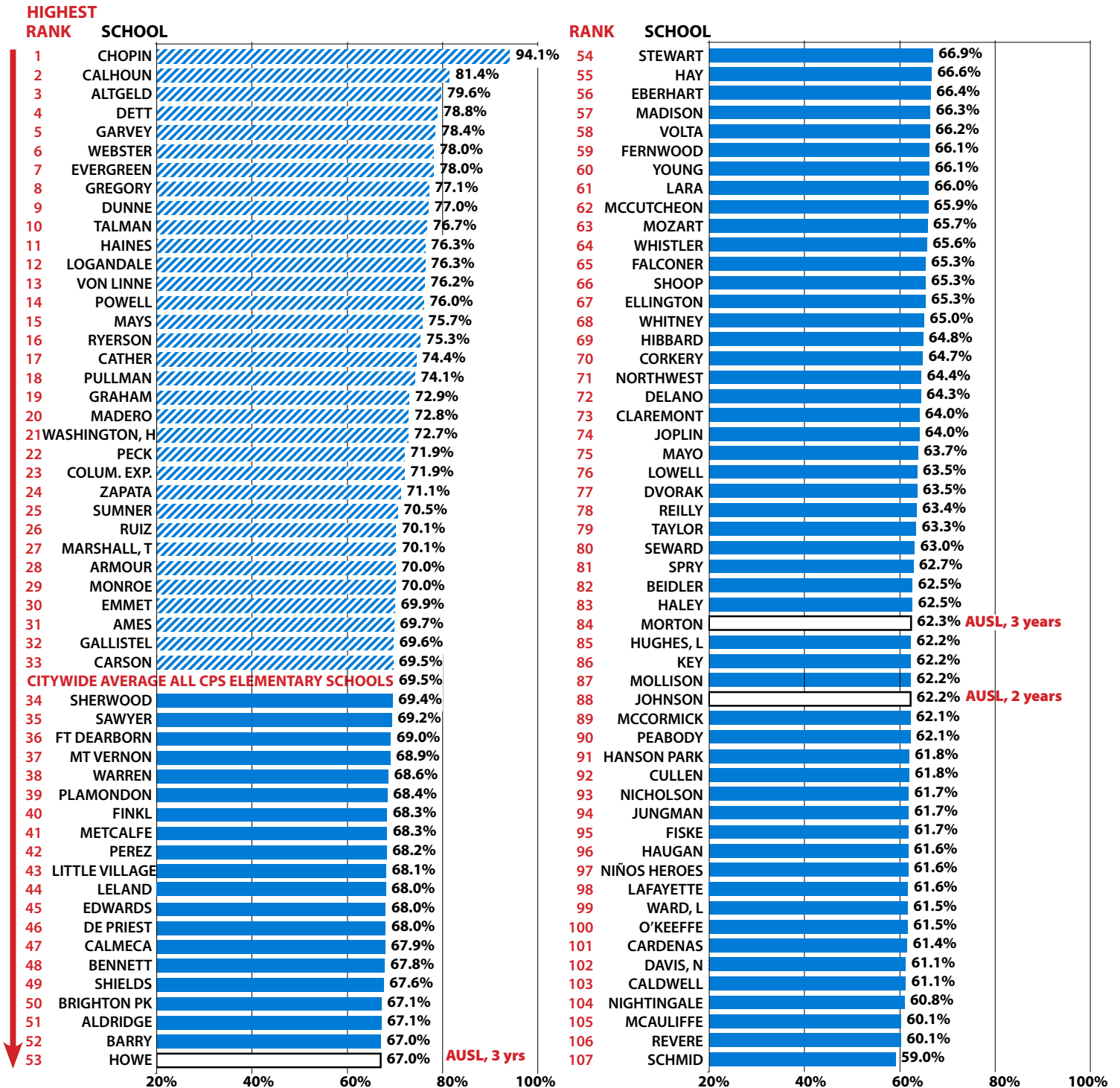
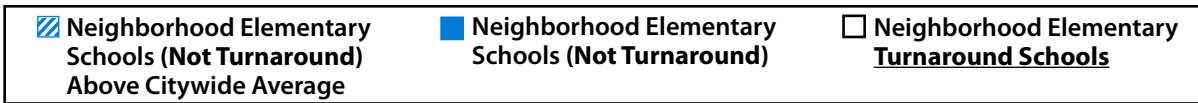
The **success** of these schools is a **cause for great hope**. These schools draw heavily on unpaid volunteers from parents and from the community (with few exceptions, they have **never been the subject** of substantial extra financial support or even public attention or recognition).

If these promising schools can compete for **moderate extra resources** through a grant competition and **become learning sites for other schools**, their practices can improve achievement in many additional schools for **a fraction of the funds** that have been spent on Turnaround Schools.

- No **Turnaround School** scored above the city-wide average.
- There are only **three Turnaround Schools** among the **top hundred schools** shown in Chart 2: Howe (53rd), Morton (84th), and Johnson (84th). Harvard ranks 127th, Curtis ranks 146th, and Langford ranks 150th.

CHART 2.

**Ranked by Percent Meets or Exceeds on ISAT Reading Test in Spring 2011
Chicago Non-Selective Elementary Schools with 95% or More Low-Income Students**

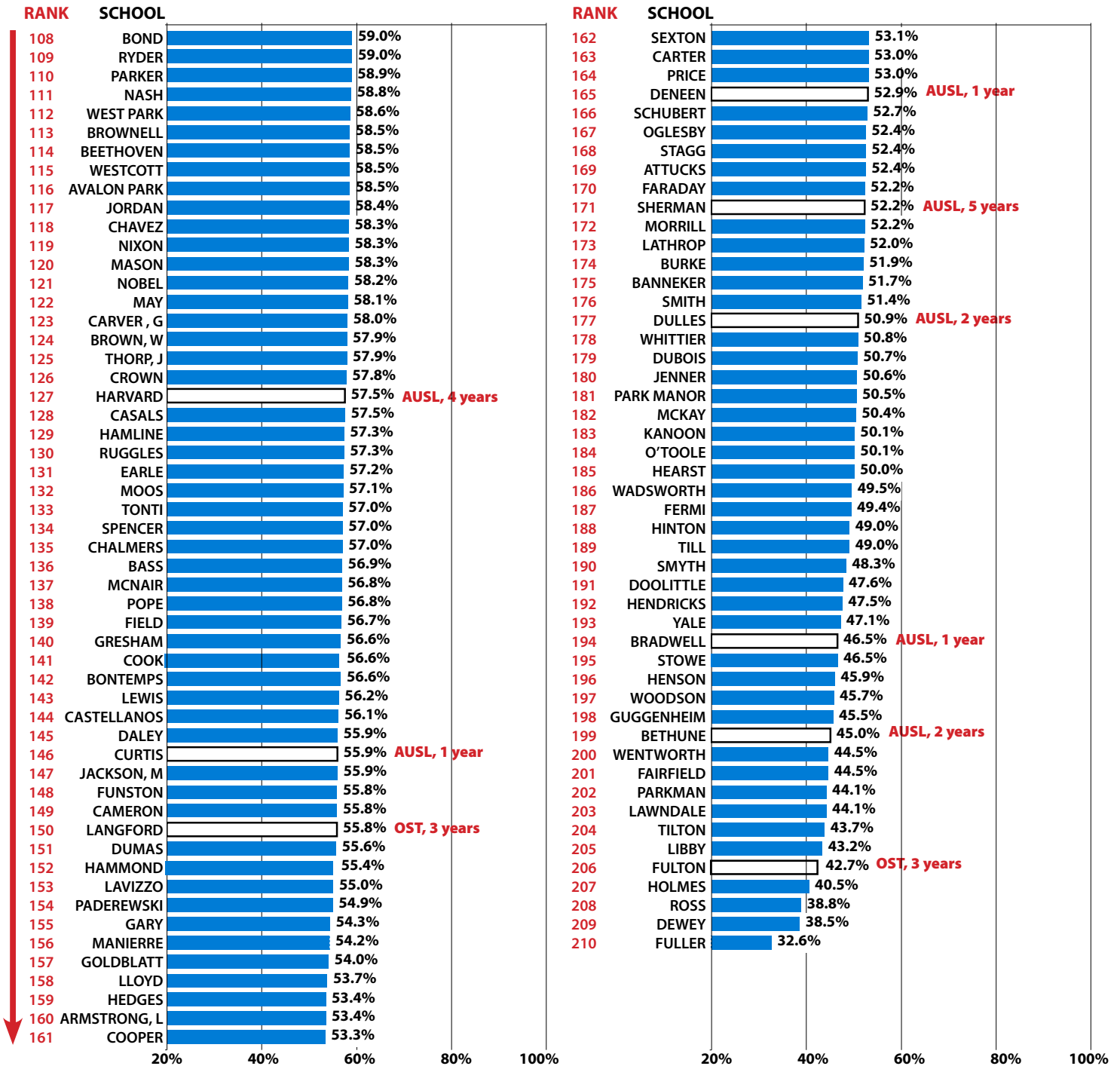


data source: Chicago Public Schools Office of Performance

<http://research.cps.k12.il.us/cps/accountweb/Assessment>

CHART 2. (continued)

Ranked by Percent Meets or Exceeds on ISAT Reading Test in Spring 2011
Chicago Non-Selective Elementary Schools with 95% or More Low-Income Students



data source: Chicago Public Schools Office of Performance

<http://research.cps.k12.il.us/cps/accountweb/Assessment>

The remaining six Elementary Turnaround Schools rank in the **bottom 30%** of the 210 schools (151st to 206th).

The researchers are not arguing that these results show that the highest-scoring neighborhood schools do not need to continue to improve substantially, as the results for “Percent Exceeds” that is analyzed below indicates. Central Board funding could allow these promising schools to share ideas and to obtain expert help of their choosing.

Comparative Map Under-Scores Dramatic Contrasts

Chart 3 is a map showing the locations of the **12** Turnaround Schools and the **33** highest-achieving schools led by Local School Councils (with their ratings on Chart 2 for reading achievement indicated beside each school). As the map dramatically illustrates, a large number of the 33 highest-achieving schools are located in the **same neighborhood** and, in one instance, is literally across the street from a Turnaround School. See Chart 3 for examples:

- Dett (4) near Morton (84).
- Powell (14) next door to Bradwell (194).
- Calhoun (2) near Bethune (199) and Johnson (85).

The Percent of Students Who Exceed State Standards in Reading

The researchers strongly agree with CEO Jean-Claude Brizard that “Exceeds” is a highly relevant indicator that shows how much Chicago’s students must still improve if they are to have a chance to enter a competitive college and to find a job with a future, including students in the top-achieving high-poverty schools.

As reflected in Chart 5, the percentages of students in schools that are 95% low-income who Exceed State Standards in reading are very low. Chopin ranks highest among these high-poverty schools (47.6% Exceeded Standards in Reading at Chopin in Spring 2011) and 13 high-poverty schools with elected LSCs were above the city-wide average in terms of Reading Exceeds.

The highest-ranking Turnaround School ranks 72nd among the high-poverty schools (Howe at 9.3%), with a total of three Turnaround Schools in the top hundred. The rest of the Turnaround Schools rank from 102 to 206.

Turnaround Schools are not a model for Exceeding Standards.

The Limited Progress of Sherman Elementary School

- The scores of **Sherman** Elementary School are **particularly disappointing**, since Sherman had been through the **entire five years** of the Turnaround experience, in which its culture and achievement were **supposed to be “reset.”**

In a proposal to expand AUSL to more schools drafted in July 2009, AUSL claimed that by the fifth year of operation:

- “ISAT Meets or Exceeds” scores in reading, math, and science would all reach **80%**.
- “ISAT Exceeds” Composite scores that combine reading, math, and science would reach **25%**.

No Turnaround School has **come close** to reaching any of these objectives. Yet a number of the highest scoring elementary schools with LSCs scored above state achievement averages for the Composite Meets or Exceeds results in Spring 2011

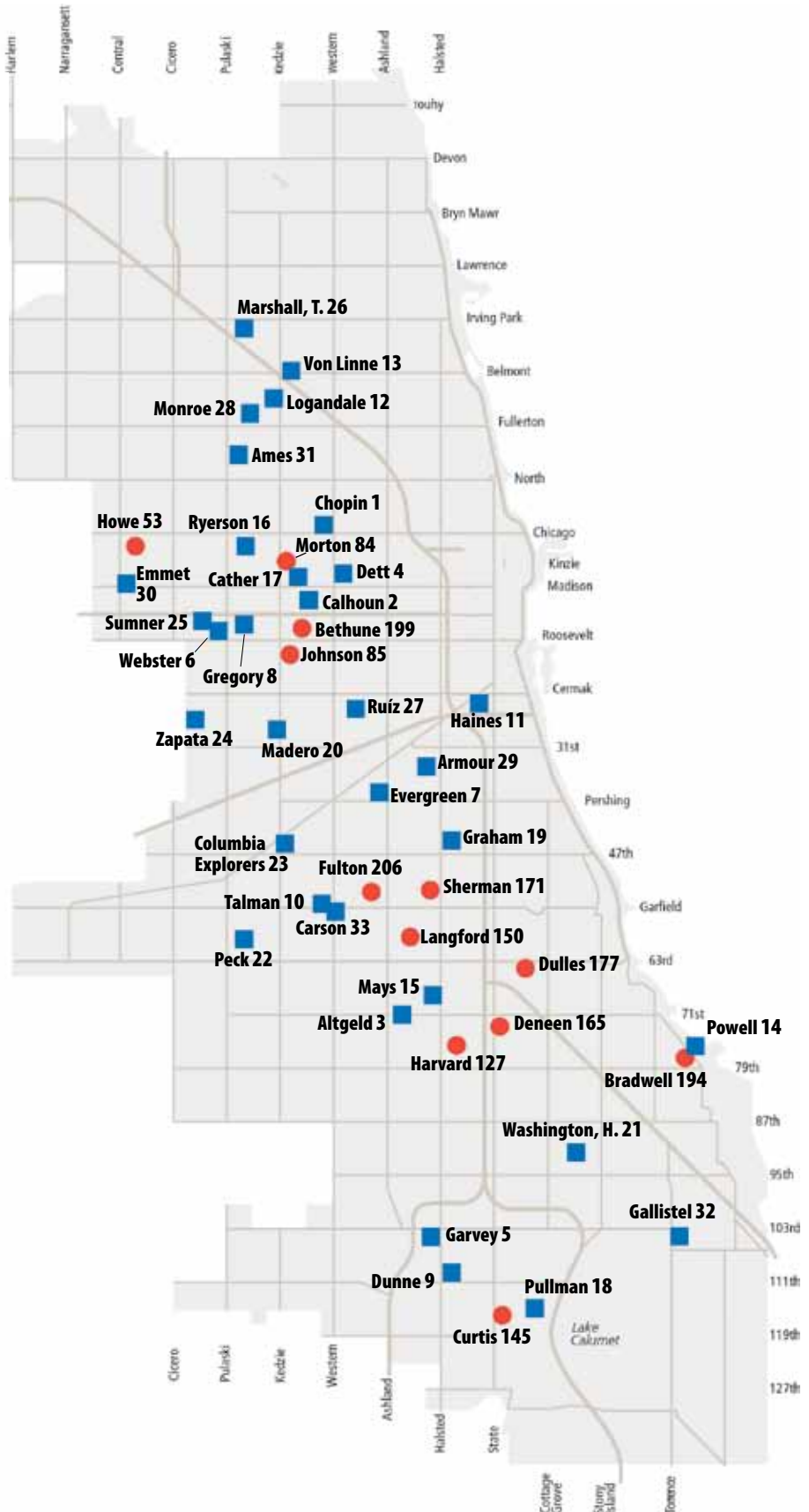
CHART 3.

**Ranked by Percent Meets or Exceeds on ISAT Reading Test in Spring 2011
Chicago Non-Selective Elementary Schools with 95% or More Low-Income Students**

- **33 High-Scoring Neighborhood Elementary Schools** that:
 - All served **95% or more** low-income students in the 2010-2011 school year.
 - All scored **above** the Chicago citywide average on the spring 2011 ISAT Reading Test.

- **12 Neighborhood Elementary Turnaround Schools** that:
 - All served **95% or more** low-income students in the 2010-2011 school year.
 - All scored **below** the Chicago citywide average on the spring 2011 ISAT Reading Test.

Beside each school name is the **Rank** of each school's score among the 210 elementary schools that served 95% or more low-income students in the 2010-2011 school year (ranked from 1 to 210).



data source: Chicago Public Schools Office of Performance

<http://research.cps.k12.il.us/cps/accountweb/Assessment>

CHART 4.
Ranked by Percent Meets or Exceeds on ISAT Reading Test in Spring 2011
Chicago Non-Selective Elementary Schools with 95% or More Low-Income Students

Rank	School Name	Area	Enrollment 2010-11	% Low Income 2010-11	Largest Racial Group	Percent Meets or Exceeds on ISAT Reading						Gain from 06 to 11	Average Annual Gain 06-11	
						Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011			
1	Chopin	4	309	95.8	86% Lat	65.5	69.7	70.3	86.6	89.3	94.1	28.6	5.7	
2	Calhoun	7	303	98.3	100% Af Am	53.0	56.3	64.8	71.5	66.7	81.4	28.4	5.7	
3	Altgeld	14	587	98.5	99% Af Am	40.5	49.1	60.5	74.8	66.9	79.6	39.1	7.8	
4	Dett	7	246	98.8	99% Af Am	40.1	50.8	60.6	67.2	74.7	78.8	38.7	7.7	
5	Garvey	16	349	96.0	99% Af Am	66.8	64.6	75.4	77.9	74.3	78.4	11.6	2.3	
6	Webster	7	373	100.0	91% Lat	54.1	44.0	54.5	62.3	70.4	78.0	23.9	4.8	
7	Evergreen	10	381	97.4	99% Af Am	67.9	69.2	70.4	68.6	66.9	78.0	10.1	2.0	
8	Gregory	7	368	96.2	99% Af Am	45.2	51.2	51.7	62.0	70.8	77.1	31.9	6.4	
9	Dunne	16	352	97.7	99% Af Am	51.9	51.6	68.3	62.7	72.5	77.0	25.1	5.0	
10	Talman	54	376	96.5	97% Lat	57.1	63.2	57.9	60.8	67.5	76.7	19.6	3.9	
11	Haines	54	704	95.6	93% Asian	77.4	83.3	71.7	71.1	75.1	76.3	-1.1	-0.2	
12	Logandale	6	254	97.6	88& Lat	59.2	60.8	59.3	66.4	71.2	76.3	17.1	3.4	
13	Von Linne	6	621	95.3	94% Lat	67.3	66.1	58.7	65.6	67.3	76.2	8.9	1.8	
14	Powell	17	534	96.8	98% Af Am	51.5	48.4	60.3	66.4	68.1	76.0	24.5	4.9	
15	Mays	14	309	98.4	88% Af Am	65.1	61.3	72.8	67.2	67.4	75.7	10.6	2.1	
16	Ryerson	7	463	99.6	100% Af Am	44.7	40.9	52.3	63.3	66.4	75.3	30.6	6.1	
17	Cather	7	219	99.1	100% Af Am	35.2	47.4	51.3	56.6	64.2	74.4	39.2	7.8	
18	Pullman	18	259	97.7	75% Af Am	46.1	44.8	55.9	65.2	57.6	74.1	28.0	5.6	
19	Graham	13	483	95.9	39% Lat	48.4	53.6	62.0	64.3	64.6	72.9	24.5	4.9	
20	Madero	10	310	96.1	99% Lat	60.1	63.0	68.1	65.0	64.7	72.8	12.7	2.5	
21	Washington, H	54	557	96.8	99% Af Am	60.3	56.3	59.8	62.6	66.5	72.7	12.4	2.5	
22	Peck	11	1,567	96.7	97% Lat	69.7	71.0	66.2	66.5	68.9	71.9	2.2	0.4	
23	Columbia Expl.	54	1,013	97.2	98% Lat	63.4	60.7	64.8	63.6	62.2	71.9	8.5	1.7	
24	Zapata	54	961	99.0	100% Lat	69.1	71.3	63.0	63.4	63.7	71.1	2.0	0.4	
25	Sumner	54	443	96.4	98% Af Am	63.3	57.9	65.7	66.1	65.3	70.5	7.2	1.4	
26	Marshall, T.	1	548	96.0	88% Lat	62.2	69.7	64.2	66.6	67.6	70.1	7.9	1.6	
27	Ruiz	10	927	95.7	96.4% Lat	62.6	64.9	65.6	65.7	63.1	70.1	7.5	1.5	
28	Monroe	1	1,112	95.0	95% Lat	58.7	62.7	59.4	61.0	60.5	70.0	11.3	2.3	
29	Armour	9	332	97.6	86% Lat	51.6	60.8	59.5	54.9	60.2	70.0	18.4	3.7	
30	Emmet	3	495	99.8	99% Af Am	46.2	43.9	51.2	55.6	66.8	69.9	23.7	4.7	
31	Ames	4	567	95.2	93% Lat	57.2	59.1	57.8	64.1	56.8	69.7	12.5	2.5	
32	Gallistel	18	1,444	96.1	93% Lat	65.0	63.6	58.9	65.0	64.2	69.6	4.6	0.9	
33	Carson	54	1,284	98.7	92% Lat	71.5	73.0	59.0	70.1	67.2	69.5	-2.0	-0.4	
TOP NON-SELECTIVE SCHOOLS 95% LOW-INCOME: AVERAGE						58.6	59.9	62.0	65.8	66.4	73.3	14.7	2.9	
ALL ELEMENTARY SCHOOLS: CITYWIDE AVERAGE						59.1	60.9	63.5	64.6	63.5	69.5	10.4	2.1	
SCHOOLS RANKED 34-52												Gain After Turnaround	Avg. Annual Gain After Turnaround	
53	Howe * AUSL	28	579	98.1%	99% Af Am	34.5	33.6	49.6	48.9	62.4	67.0	AUSL, 3 yrs →	17.3	5.8
SCHOOLS RANKED 54-83														
84	Morton * AUSL	28	317	99.4%	98% Af Am	37.8	36.2	39.6	31.7	39.4	62.3	AUSL, 3 yrs →	22.7	7.8
85	Johnson * AUSL	28	364	100.0%	97% Af Am	37.8	45.9	48.1	41.9	50.6	62.2	AUSL, 2 yrs →	20.3	10.2
SCHOOLS RANKED 86 TO 126														
127	Harvard * AUSL	28	455	98.5%	99% Af Am	31.2	31.8	36.2	51.8	51.9	57.5	AUSL, 4 yrs →	25.7	6.4
SCHOOLS RANKED 128 TO 144														
145	Curtis * AUSL	28	455	99.6%	99% Af Am	45.0	38.9	42.7	36.0	40.3	55.9	AUSL, 1 yr →	15.6	15.6
SCHOOLS RANKED 146 TO 149														
150	Langford * OST	29	334	99.7%	99% Af Am	28.9	30.5	48.9	39.7	46.6	55.8	OST, 3 yrs →	6.9	2.3
SCHOOLS RANKED 151 TO 164														
165	Deneen * AUSL	28	480	98.5%	98% Af Am	45.6	45.8	51.9	50.9	51.3	52.9	AUSL, 1 yr →	1.6	1.6
SCHOOLS RANKED 166 TO 170														
171	Sherman * AUSL	28	450	98.2%	98% Af Am	30.5	33.2	40.3	46.6	49.7	52.2	AUSL, 5 yrs →	21.7	4.3
SCHOOLS RANKED 172 TO 176														
177	Dulles * AUSL	28	499	97.8%	99% Af Am	43.3	39.6	37.1	46.8	37.1	50.9	AUSL, 2 yrs →	4.1	2.1
SCHOOLS RANKED 178 TO 193														
194	Bradwell * AUSL	28	694	98.6%	99% Af Am	45.6	44.7	44.3	41.0	50.3	46.5	AUSL, 1 yr →	-3.8	-3.8
SCHOOLS RANKED 195 TO 198														
199	Bethune * AUSL	28	351	97.2%	100% Af Am	29.6	39.5	38.8	35.3	37.3	45.0	AUSL, 2 yrs →	9.7	4.9
SCHOOLS RANKED 200 TO 205														
206	Fulton * OST	29	488	97.1%	79% Af Am	30.6	33.0	37.3	32.6	39.3	42.7	OST, 3 yrs →	5.4	1.8
SCHOOLS RANKED 207 TO 210														
											AVG. ANNUAL GAIN AFTER TURNAROUND		4.9	

Total enrollment of these 33 high-scoring 95% or more low-income neighborhood elementary schools is 19,050 students.

HIGHEST RANK

ABOVE CITYWIDE AVERAGE

BELOW CITYWIDE AVERAGE

Non-Selective Elementary Schools with 95% or More Low-Income Students; Ranked by Percent Meets or Exceeds on ISAT Reading Test in Spring 2011

• Turnaround schools data source: Chicago Public Schools Office of Performance <http://research.cps.k12.il.us/cps/accountweb/Assessment>

CHART 5.

Ranked by Percent Exceeds on ISAT Reading Test in Spring 2011

Chicago Non-Selective Elementary Schools with 95% or More Low-Income Students

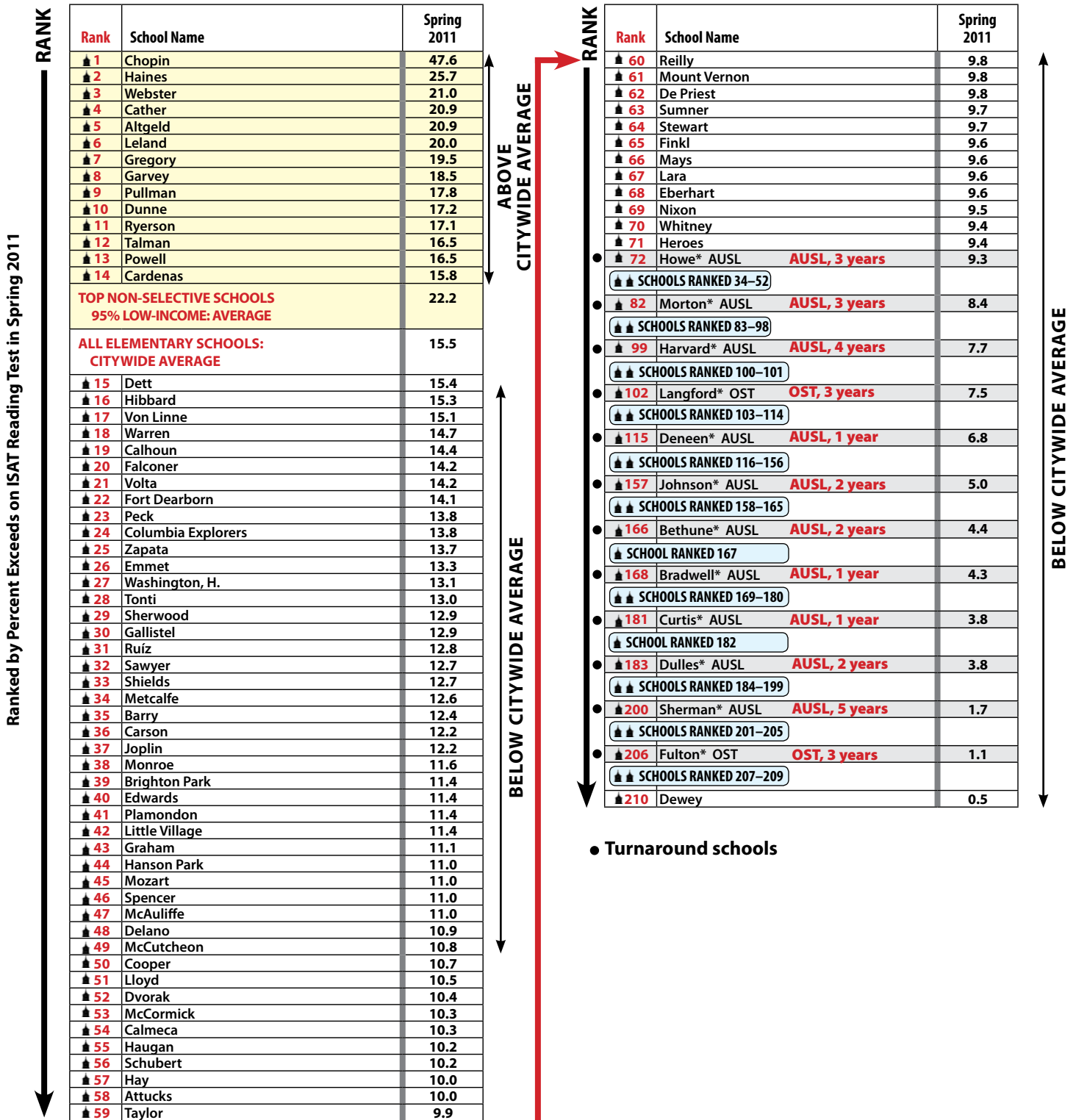


chart continues in column to the right

• Turnaround schools

data source: Chicago Public Schools Office of Performance
<http://research.cps.k12.il.us/cps/accountweb/Assessment>

(the most commonly reported ISAT statistic), as well as ranking above the statewide average for Reading Meets or Exceeds.

Yet Charts 2 and 5 show how substantial the gaps are between **the claims** for what the final five-year results for AUSL Schools were supposed to be after five years, and the realities of Sherman's achievement.

For example:

- Sherman fell far short of its achievement objectives in reading, math, and science for the planned five-year turnaround period. Sherman's results in reading placed Sherman **171st of 210** schools for ISAT Reading Meets or Exceeds (see Chart 2) — with 52.2% of Sherman students Meeting or Exceeding ISAT Reading Standards, compared with the stated AUSL objective after five years of 80% for Reading Meets or Exceeds.
- As noted above, CEO of Chicago Public Schools Jean-Claude Brizard has emphasized the importance of "Exceeds Standards" as a critical predictor of subsequent preparation for the ACT Test and for college readiness.⁵ Yet **only 1.3% of Sherman's students** "Exceeded Standards" in Reading in Spring 2011 (see Chart 5), after five years as a Turnaround School as compared with AUSL's predicted 25% and 47.6% at Chopin (see Chart 5).

AUSL has repeatedly stated that if they were given complete control of a school for five years, they would "**reset**" or completely transform the culture of a Turnaround School.⁶ As a result, they argued, a new cadre of "turnaround-ready teachers" would be in place to **sustain improvement long-term** and that AUSL staff could substantially **transition out** of the school after five years.

In fact, after Sherman achieved the meager results cited above, the Chicago Board quietly gave approximately \$194,000 to AUSL for a **sixth year** of

assistance to Sherman in April 2011).⁷

The Board's Report of its action contains no measurable objectives for improving student achievement at Sherman. The Board Action simply states that "AUSL's services will result in improved teaching and learning and shall accelerate student achievement at Sherman."

AUSL's actual school results should be judged **against the objectives** that they set when they made **major claims** about what they would achieve (and not by a comparison with a comparable school that received no appreciable special resources) — for two reasons:

- AUSL obtained major financial commitments from the Chicago Board of Education and total control of the school, **based on** their representation that AUSL could meet these achievement benchmarks.
- If researchers are seeking the reform strategies with the **greatest potential** for major impact in large numbers of **high-poverty schools**, they should be identifying those schools that are most successful and analyzing the reasons for their success.

The Issue of School Gains

A **valid issue** to examine is that the top 33 schools are being compared with Turnaround Schools that began their turnaround process with lower scores, but have made somewhat larger yearly gains, on average, than the top 33 schools (as indicated in Chart 6). The 33 top-achieving high-poverty schools averaged gains of **2.9%** per year, over five years, while Elementary Turnaround Schools averaged gains of **4.9%** for the periods of time in which they were Turnaround Schools (one to five years, as indicated in Chart 4). To calculate an Average Annual Turnaround result for all Turnaround Schools, the researchers divided the "Total

CHART 6.

Average Annual Gain, Percent Meets or Exceeds State Standards on ISAT Reading Test Over Time

Chicago Elementary Schools (not Turnaround)	Percent Meets/Exceeds Spring 2006	Percent Meets/Exceeds Spring 2011	Gain from 2006-11	Number of Years	Average Annual Gain 2006-11
Altgeld	40.5%	79.6%	39.1%	5	7.8%
Dett	40.1%	78.8%	38.7%	5	7.7%
Gregory	45.2%	77.1%	31.9%	5	6.4%
Ryerson	44.7%	75.3%	30.6%	5	6.1%
Dunne	51.9%	77.0%	25.1%	5	5.0%
Cather	35.2%	74.4%	39.2%	5	7.8%
Pullman	46.1%	74.1%	28.0%	5	5.6%
Mt. Vernon	42.1%	68.9%	26.8%	5	5.4%
Madison	35.5%	66.3%	30.8%	5	6.2%
Delano	36.3%	64.3%	28.0%	5	5.6%
Claremont	32.9%	64.0%	31.1%	5	6.2%
Nash	33.4%	58.8%	25.4%	5	5.1%
Earle	31.7%	57.2%	25.5%	5	5.1%
Average	39.7%	70.4%	30.8%		6.2%

Chicago Turnaround Elementary Schools	Percent Meets/Exceeds Year Before Turnaround	Percent Meets/Exceeds Spring 2011	Gain After Turnaround	Number of Years	Average Annual Gain After Turnaround
Howe	49.6%	67.0%	17.4%	3	5.8%
Morton	39.6%	62.3%	22.7%	3	7.8%
Johnson	41.9%	62.2%	20.3%	2	10.2%
Harvard	31.8%	57.5%	25.7%	4	6.4%
Curtis	40.3%	55.9%	15.6%	1	15.6%
Langford	48.9%	55.8%	6.9%	3	2.3%
Dennen	51.3%	52.9%	1.6%	1	1.6%
Sherman	30.5%	52.2%	21.7%	5	4.3%
Dulles	46.8%	50.9%	4.1%	2	2.0%
Bradwell	50.3%	46.5%	-3.8%	1	-3.8%
Bethune	35.3%	45.0%	9.7%	2	4.9%
Fulton	37.3%	42.7%	5.4%	3	1.8%
Average	42.0%	54.2%	12.3%		4.9%

data source: Chicago Public Schools Office of Performance
<http://research.cps.k12.il.us/cps/accountweb/Assessment>

Gain After Turnaround” by the number of years in which the Turnarounds had taken place in the Turnaround Schools (a total of 30 school years of turnaround effort).

Chart 6 provides a perspective in analyzing this issue. It presents The information about Turnaround Schools and their gains from the year before they were turned around (which was used as a baseline) until Spring 2011.

These schools showed a 4.9% Average Annual Gain, after they were turned around and operated as Turnaround Schools for 1 to 5 years. Note that Chart 6 also presents the “Percent Meets or Exceeds” in Reading for the baseline year before they were turned around, in which their achievement averaged 42.0% Meets or Exceeds.

Chart 6 also presents results for a set of 13 non-Turnaround Schools that were 95% or more low-income and whose Spring 2006 score was close to the baseline score for the Turnaround Schools (39.7% Meets or Exceeds). Collectively these schools all showed an Average Yearly Gain of at least 4.9% (the Turnaround School Average Yearly Gain).

The non-Turnaround schools had an average score on ISAT Reading Score Meets or Exceeds of 70.4% in Spring 2011.

Thus, the 13 non-Turnaround Schools started at a lower average score than the Turnaround Schools, but ended with a higher average score. And unlike the Turnaround Schools, these 13 schools had characteristically not received any substantial extra resources during the period for 2006 to 2011. Further, they had sustained their larger Average Yearly Gains for 5 years, rather than 1 to 5 years. They indicate that democratically-controlled non-Turnaround Schools that began in the same reading achievement level as the Turnaround Schools can out-perform them.

Teacher Turnover

A major issue in the Chicago Public Schools is each school’s ability to **retain their teachers** from year-to-year, especially in low-income schools.⁸ Teachers nationally show a pattern of moving from high-poverty schools (like the ones studied) to lower-poverty schools (or to leave education entirely).

High teacher turnover is damaging to a school’s ability to build collaboration among teachers, relationships with students and parents, and continuity in the school’s curriculum.

Factors that contribute to retaining teachers in high-poverty schools include, for example, successful efforts to build teamwork among teachers, good student



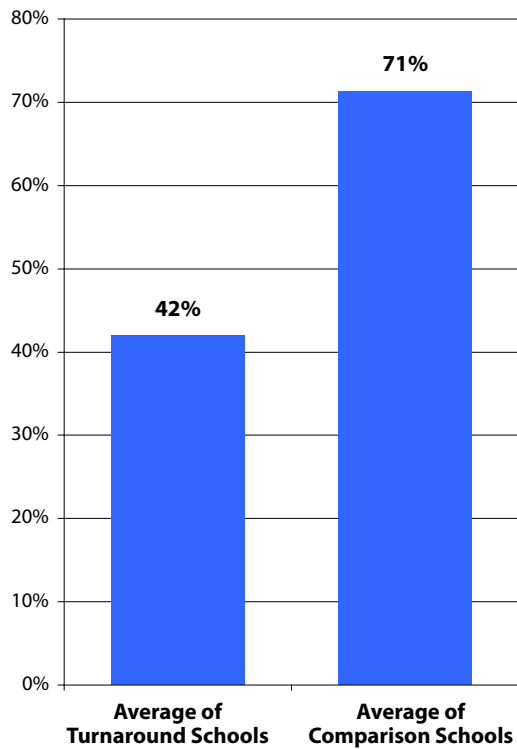
behavior, responsive assistance from the principal, the ready availability of appropriate learning materials, and support from parents.⁹

Chicago’s Turnaround Schools had the opportunity to choose an **entirely new staff**, and to staff Turnaround Schools with teachers AUSL said, were “turnaround-ready.” Chicago’s Turnaround Schools also had dramatic improvements in their facilities and extensive AUSL staff who worked to support teachers. AUSL carried out a one-year clinical preparation program for about half of their teachers.

At Dunne School, the all-purpose room (40’ x 40’) is used as the lunchroom and the gym in the afternoon. The lunchroom tables, serving tables, and refrigerator are in the room when gym classes are being held. Despite this and other severe facilities problems, Dunne has been able to retain high-quality teachers.

CHART 7.

Percent of Teachers from 2008-09 Still Teaching at Specific Schools in 2011-12



Turnaround Schools	Number of Teachers at School in 2008-09	Number of 2008-09 Teachers Still at School in 2011-12	Percent of 2008-09 Teachers Still at School in 2011-12
Harvard	26	15	58%
Sherman	30	16	53%
Morton	18	4	22%
Fulton	32	9	28%
Langford	19	4	21%
Howe	30	17	57%
Average of Turnaround Schools	26	11	42%

Comparison Schools

Cather	18	12	67%
Chopin	18	12	67%
Dunne	25	17	68%
Gallistel	68	51	75%
Average of Comparison Schools	32	23	71%

In contrast, School-Based Democracy Schools already had teachers in place. Very few could choose a new staff, although the principal could **carefully fill openings and new positions**. A **major strength** of these schools in **retaining teachers**, based on past research about instructionally effective schools and the researchers' direct experience with successful inner city Chicago schools, are the leadership and skills of the **principal, supportive teamwork** among staff, and **strong parent-teacher relationships**.¹⁰

Chart 7 presents the teacher turnaround rate of teachers who taught at all Elementary Turnaround Schools that existed in school year 2008-2009, who were still teaching at these schools in the current school year (2011-2012), four years later.

Since calculating teacher turnover is a labor intensive process that entails the visual comparison of year-to-year teacher records in a state database, DFC, aided by the Chicago Teachers Union's researchers, could only look at a limited number of schools.

Chart 7 includes the following schools:

- **All** of the Turnaround Schools that were operating in the 2008-2009 school year. (Four new Turnaround Schools had just opened in 2008-2009).
- The four Comparison Schools briefly profiled in Section 1, which represent a range of the schools that had scored above the city-wide average on ISAT Meets and Exceeds in Reading: (Chopin (No. 1), Dunne (No. 9), Cather (No. 17), and Gallistel (No. 32); they were not just the four highest-achieving schools. Two of them (Dunne and Gallistel) have severe facilities problems, a factor that often encourages teachers to leave.¹¹

As reflected in Chart 7, only an average of **42%** of the original Turnaround Teachers who taught in the six Turnaround Schools in 2008-2009 were still teaching there four years later in 2011-2012. This creates a constant need in Turnaround Schools to identify new teachers and makes the goal of fundamentally changing a school's culture more difficult.

In contrast, an average of **71%** of the teachers in the four profiled Comparison Schools who taught in 2008-2009, were still teaching in the same school in 2011-2012. As noted in Section 1, two of these four schools face severe facilities problems, which is an established incentive for teachers to leave.¹²

The lowest-ranking School-Based Democracy School has retained a higher percentage of teachers than the highest-ranking Turnaround School. As indicated above, two of these four schools have severe facilities problems, yet the high-poverty Comparison Schools retained a substantial majority of their teachers for four school years. We would welcome analysis of teacher turnover in additional schools.

Without considering the four Comparison Schools, it is disappointing an average of 42% of teachers remain in the Turnaround Schools, given the great energy that was invested in their selection, pre-service education, and in-service education.

Based on DFC's research about effective high-poverty schools, social cohesion within the school community, among teachers, the principal, parents, the Local School Councils, and active community members, encourages teachers to stay, despite such obstacles as severe facilities problems.

The Cost of Turnaround Schools

The low achievement and high teacher turnover of Elementary Turnaround Schools occurs despite a major investment of extra dollars in these schools by the school system. The researchers sought to identify increased costs to the Chicago Board related to the Elementary School Turnaround program, not funds that a contractor might have raised from some other source.

The researchers have been very conservative in estimating these costs, counting only expenditures that can be documented through Board Actions, Board budgets, and other Board financial reports. Ultimately, we decided to focus on analyzing the costs of the ten AUSL schools, because, as an external provider, some AUSL costs are documented in records of “Board Actions” and in other reports that must be filed with the state about the Board’s contractors.

We have projected the costs of completing the current five-year contracts and carrying out related actions, such as overseeing and assisting all AUSL Elementary Turnaround Schools and operating the preparation program for future Turnaround Teachers), making conservative assumptions about factors that might raise projected costs for the schools in their remaining contract period (such as future school enrollment).

Based on the analysis of costs related to AUSL Turnaround Schools detailed below, we have thus far been able to document an average additional cost of Elementary Turnaround Schools, considering AUSL’s services to schools and related activities to be \$7,039,658 per school related to a five-year contract period, paid by the Chicago Public Schools, for each of the ten schools (see Attachment B).

Further, we know that some extra costs are essential, but we cannot yet document their amount, and we have not included estimates. For example, the costs of replacing teachers in schools with high teacher turnover, and costs that are actually extra costs for the Turnaround School, but are considered part of or charged to another activity.

The major sources of extra costs to the Chicago Board calculated in Attachment B, are:

- The One -Time Fee paid to AUSL, which was characteristically \$300,000.
- The annual per-pupil fee paid to AUSL of \$420 per student in elementary schools.
- The costs of Facilities Renovation from 2006 to 2011.
- An additional Assistant Principal in Year 1.
- Costs of the pre-service preparation program that were incurred by the Chicago Board.

The researchers are, of course, aware that some of the funds given to AUSL were used by them to pay for school staff activities. Nevertheless, they are extra costs incurred by the Chicago Board to support the Turnaround School.

Study Implications

Conclusion 1. The study's evidence does not justify the continuation of the School Turnaround Strategy in Chicago schools with a concentration of high-poverty students, including the establishment of more Turnaround Schools through February 2012 Chicago School Board Action.

Conclusion 2. Each phase of the School Turnaround effort in Chicago has been generously supported with extra resources, including teacher pre-service preparation, school facilities improvement, staff selection, school leadership, and staff support.

Conclusion 3. School communities have repeatedly sought these same resources that have been given to the Turnaround Schools, but have been denied. Chicago must have an equitable transparent process for allocating desperately-needed resources.

Conclusion 4. Given the meager academic progress of Elementary Turnaround Schools and their high teacher turnover rate, which undermines the basic culture of the school, the researchers conclude that the resources devoted to Turnaround Schools can be better spent by supporting alternative research-based strategies.

Conclusion 5. This study indicated that the high-poverty schools achieving the highest reading scores were governed by active Local School Councils who chose their principals, and had experienced unionized teachers.

Conclusion 6. Related research indicates that high-poverty schools with sustained test score improvements tend to carry out a specific set of practices and methods of organization. These

effective elementary schools have dedicated strong Local School Councils, strong but inclusive principal leadership, effective teachers who are engaged in school-wide improvement, active parents, active community members, and students deeply engaged in learning and school improvement.

Conclusion 7. A basic distinction between high-scoring and low-scoring schools is that high-scoring schools carry out engaging instructional activities that help students master demanding standards, while low-scoring schools focus on various forms of test preparation.

Conclusion 8. In their practice of School-Based Democracy, the school community functions as a unified team and understands and acts on the close relationship between the issues facing the school and the community.

Conclusion 9. While even the highest-scoring schools, based on existing measures, need to improve, the practices and methods of collaboration that characterize the high-poverty schools that show sustained improvement are clear. The resources now used for Turnaround Schools need to be shifted to helping these effective schools become resources for other schools and to support their own mutual continued improvement.

ATTACHMENT A.

The Historical Context of the Political Controversy Over School-Based Democracy and Top-Down Central Control

Historically, School-Based Democracy grew from the grassroots movement that elected Harold Washington as Chicago's first independent African American mayor.

In 1988, the Chicago Tribune printed a scathing multi-part analysis of the condition of Chicago's Public Schools. The Tribune's analysis of the deplorable state of Chicago's schools forty years ago was seconded by the widely-quoted statement of U.S. Secretary of Education, William Bennett, in November 1987, that Chicago's public schools are "the worst in the nation."

In the 1970s and 1980s, the Chicago school system was characterized by a rigid top-down bureaucracy, life-time tenure for principals, and efforts to institute a controlling mandated "teacher-proof" instructional program, called "Chicago Mastery Learning." Chicago Mastery Learning consisted of constant student testing, with the results directing the teacher to give the students particular instructional materials to complete, based on test results.¹³

In reaction to these conditions and to a month-long teachers strike in Fall 1987, parent, community, and business groups united in pressing for the Chicago School Reform Act in Spring 1988, an effort that ultimately succeeded.

However, when the 1988 Chicago School Reform Act was actually carried out in 1989 (with the election of the first Local School Councils), Washington had already died suddenly of a massive heart attack in 1987. School-Based Democracy was actually implemented under Mayor Richard M. Daley, who had recaptured Chicago's mayoralty for the Regular Democratic Party. Daley became increasingly disenchanted with School-Based Democracy.

In 1995, Daley secured major amendments

to the 1988 Chicago School Reform Act, gaining almost complete control over the Central Board of Education and central administration, increased budget flexibility, and the right to carry out major sanctions in "non-performing schools".

However, advocates for School-Based Democracy were able to keep the basic structure of school-based decision making and improvement in place in 1995.

The 1995 amendments have resulted in an on-going struggle between advocates for School-Based Democracy and advocates for Top-Down Control (such as School Turnarounds), as competing strategies for improving the school system.

Local School Councils have remained extremely active to the present, ten LSC elections have taken place since 1989, and the 2010 election had 6,700 candidates for 5,400 elected LSC seats (an increase from the 2008 election). This candidate turnout was achieved despite the fact that the central administration did almost nothing to encourage individuals to run for their LSCs.

Further, Daley had been very successful in convincing the public, both locally and nationally, that he was in complete charge of the Chicago Public Schools. He had almost never mentioned School-Based Democracy and Local School Councils (except to criticize them). Further, he had been able to somewhat weaken the LSCs year-by-year, although they continue to demonstrate surprising strength. For example, LSCs and their allies twice defeated Daley's efforts to take their key authority to select their school's principal away from the LSCs through state legislative action. And recently school-based reform advocates passed a law that, for the first time, creates a framework of procedures and priorities for determining where Chicago schools get built,

ATTACHMENT A. (continued)

which Chicago schools get repaired first, and how Chicago schools are closed (over the objections of former Mayor Daley and current Mayor Emanuel).

Thus, the battle between advocates for School-Based Democracy and Top-Down Authority has continued to the present day.

This struggle is symbolized by the battle over the potential of (1) Turnaround Schools and (2) School-Based Democracy, which is the focus of this study.

The latest chapter in this battle is a proposal by the Chicago Board's Chief Executive Officer to turn around 10 more schools (6 of which would be run by AUSL and 4 of which would be run the school system's Office of School Improvement).

LSCs, community groups, elected city and state lawmakers, and the Chicago Teachers Union have organized aggressive resistance to the proposal to establish ten more Turnaround Schools, filing a lawsuit seeking an injunction on further school turnarounds, school closings, and school phase outs, and two bills now in the Illinois state legislature to create a moratorium on these actions, which is to be acted on by the Central Board on February 22, 2012.

ATTACHMENT B.
Documented AUSL Costs for Turnaround Schools Related to Five-Year Contracts

School Name	Years Existed	Construction 2006-2011	Chicago Teacher Residents Program	Staff Support Initial Fee	Staff Support Annual Per Pupil Stipend	First-Year Extra Assistant Principal
	Year in Through 2010-11	Facilities Renovation		AUSL	Over Five Years	
Sherman	5th	\$637,839	(See separate documentation on page B-2)	\$300,000	\$1,178,240	\$153,770
Harvard	4th	\$6,344,796		\$375,160	\$1,049,160	\$153,770
Howe	3rd	\$10,744,060		\$210,350	\$1,189,860	\$153,770
Morton	3rd	\$4,699,034		\$227,340	\$643,440	\$153,770
Bethune	2nd	\$2,234,734		\$300,000	\$754,740	\$153,770
Dulles	2nd	\$2,259,294		\$300,000	\$1,045,380	\$153,770
Johnson	2nd	\$815,451		\$300,000	\$701,400	\$153,770
Bradwell	1st	\$10,746,317		\$102,465	\$1,552,320	\$153,770
Curtis	1st	\$11,614,578		\$300,000	\$1,036,560	\$153,770
Deneen	1st	\$1,179,931		\$126,538	\$1,130,620	\$153,770
TOTAL		\$51,276,034	\$4,759,274	\$2,541,853	\$10,281,720	\$1,537,700
DOCUMENTED BY CATEGORY						
OVERALL DOCUMENTED COSTS		\$70,396,581				
FIVE- YEAR DOCUMENTED TOTAL COST PER SCHOOL		\$7,039,658				
ANNUAL DOCUMENTED COST PER SCHOOL		\$1,407,932				

Data Source: Chicago Board of Education, Board Action Item Reports

ATTACHMENT B. (continued)
Documented AUSL Costs for Turnaround Schools Related to Five-Year Contracts

		Teacher Residents Program			
Related Board Action	01-0512-ED8		1,664,964	School Repair	Support
	02-0925-ED09		426,000	Stipend/Tuition Program	
	03-0924-ED02		660,000	Stipend/Tuition Program	
	05-1221-ED4		660,000	Stipend/Tuition Program	
	07-0725-PR26		246,442	Teacher Preparation	
	09-0624-EX8		100,000	Management Consulting	
	10-0728-EX3		250,000	Management Consulting	
	10-1215-EX2		1,295,080	Teacher Residency Program	
	11-0525-EX2		346,000	Teacher Residency Program	
	11-0525-EX3		250,000	Management Consulting	
Total			5,552,486		
Total Elementary	4759274				

Data Source: Chicago Board of Education, Board Action Item Reports

Endnotes

¹Susan Ryan, et al. (1997, December). Charting Reform: LSCs – Local leadership at work. Chicago Consortium on Chicago School Research. The data on which the study was based were collected between May 1995 and February 1996, p. 43.

²Illinois State Board of Education (2008, August). English language learning – talking points – Q&A for school districts.

³Academy for Urban School Leadership - Illinois Partnership Zone Supporting Partner. (2009, July). Proposal. pp. 1-2.

⁴Mass Insight Education and Research Institute. (2009, May). Meeting the turnaround challenge – school case study. Academy for Urban School Leadership – Harvard School of Excellence, Chicago, IL. p. 8.

⁵Art Golab (2011, June 24). ISAT scores up, but officials read trouble between the lines. Chicago Sun-Times.

⁶Mass Insight Education and Research Institute. (2009, May). Meeting the turnaround challenge – school case study. Academy for Urban School Leadership – Harvard School of Excellence, Chicago, IL. p. 18.

⁷Susan Moore Johnson and The Project on the Next Generation of Teachers (2004). Finders and Keepers – Helping new teachers survive and thrive in our schools. John Wiley & Sons, Inc. San Francisco, CA.

⁸Elaine Allensworth, et al. (2009, June). The schools teachers leave – Teacher mobility in Chicago Public Schools. Consortium on Chicago School Research at the University of Chicago Urban Education Institute.

⁹Susan Moore Johnson and The Project on the Next Generation of Teachers (2004). Finders and Keepers – Helping new teachers survive and thrive in our schools. John Wiley & Sons, Inc. San Francisco, CA.

Elaine Allensworth, et al. (2009, June). The schools teachers leave – Teacher mobility in Chicago Public Schools. Consortium on Chicago School Research at the University of Chicago Urban Education Institute.

¹⁰Susan Moore Johnson and The Project on the Next Generation of Teachers (2004). Finders and Keepers – Helping new teachers survive and thrive in our schools. John Wiley & Sons, Inc. San Francisco, CA.

Elaine Allensworth, et al. (2009, June). The schools teachers leave – Teacher mobility in Chicago Public Schools. Consortium on Chicago School Research at the University of Chicago Urban Education Institute.

¹¹Anita Dawn Brendle-Corum (2010, August). Exploring characteristics of public school facilities and resources and the relationship with teacher retention. Appalachian State University.

¹²Anita Dawn Brendle-Corum (2010, August). Exploring characteristics of public school facilities and resources and the relationship with teacher retention. Appalachian State University.

¹³Jeffrey K. Smith and Michael Katims (1977, November). Reading in the city, the Chicago Mastery Learning Reading Program. The Phi Delta Kappan, Vol. 59, No. 3.